



# Catalog

**This Catalog has been amended  
on the following dates:**

**February 26<sup>th</sup>, 2018**

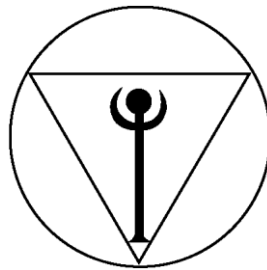
**May 30<sup>th</sup>, 2018**

**August 9<sup>th</sup>, 2018**

**January 14<sup>th</sup>, 2019**

**August 2017 - July 2019**

# CARLOS ALBIZU UNIVERSITY



## Logo

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

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

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



## PRESIDENT'S MESSAGE

Welcome to the catalog for the San Juan Campus of Carlos Albizu University! Within, you will find information on all the activities of our university, including the programs we offer, our student services, and our institutional policies.

Since 1966, Albizu has been a pioneer in offering master's programs in clinical psychology and industrial/organizational psychology in Puerto Rico. It was also the first to offer Doctor of Philosophy (Ph.D.) programs in these disciplines and a Doctor of Psychology (Psy.D.) program in clinical psychology. From its starting point in behavioral sciences, the University expanded its programmatic offerings to health sciences when it established programs in speech and language therapy and/or pathology at all its campuses, including the Mayagüez University Center, an extension center of the San Juan Campus, opened in January 2015.

Speech/language therapy and pathology are now among the top professional programs we offer in Puerto Rico. The San Juan Campus also offers an interdisciplinary bachelor's program that allows students to pursue a concentration in speech/language therapy or psychology.

Since professional psychology was its founding pillar, the University has further expanded the master's programs in counseling psychology, school psychology, and industrial/organizational psychology.

Even with all the information available in this catalog, it is not possible to transmit the appreciation we feel for anyone interested in our institution. It is also difficult to show here the close relationship and cooperation that exists among students, faculty, and staff. All the activities carried out at Carlos Albizu University are aimed at promoting and facilitating the academic performance of each student and the processes that support the University's curricular and extracurricular activities. Carlos Albizu University is a student-centered institution of higher education.

To better understand these intangible dimensions, we invite those of you who are not already part of the Albizu community to come and visit us. We invite you to see and feel the student environment conducive to learning that you will find at our San Juan Campus and at the Mayagüez University Center.

Sincerely,

José Pons-Madera, Ph.D.  
President



## **CHANCELLOR'S MESSAGE**

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

Cordially,

Julio Santana Mariño, Ph.D.  
Chancellor

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# CARLOS ALBIZU UNIVERSITY

## GENERAL INFORMATION

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

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

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

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

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

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

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

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

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

## **HISTORY**

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

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

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

## **MISSION**

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

## **VISION**

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

## **VALUES**

Carlos Albizu University fosters the following organizational goals:

- Excellence in academic programs and services
- The development of fundamental humanistic qualities in our students
- A respect for diversity
- A commitment to social responsibility



- The integration of knowledge with technological advances
- Ethical behavior at all organizational levels
- Commitment to the development of human resources
- Openness to the participation of the academic community
- Operational transparency and administrative efficiency

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

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

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

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

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

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

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

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

## CAMPUS INFORMATION

### GENERAL INFORMATION

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

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

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

### ACADEMIC PROGRAMS

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

#### San Juan Campus

##### *Degrees Conferred*

Bachelor of Science (B.S.)  
*(in moratorium since Fall 2015)*

Interdisciplinary Baccalaureate (B.I.)

Master of Science (M.S.)

Doctor of Philosophy (Ph.D.)

Doctor of Psychology (Psy.D.)

##### *Concentrations/Areas of Specialization*

- Psychology  
- Speech and Language Therapy

- Psychology  
- Speech and Language Therapy

- Clinical Psychology  
- Counseling Psychology  
- Industrial/Organizational Psychology  
- School Psychology  
- Speech and Language Pathology

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

- Clinical Psychology  
- Counseling Psychology

##### *Graduate Certifications*

Autism  
Forensic Psychology

## **Mayagüez University Center**

### ***Degrees Conferred***

Interdisciplinary Baccalaureate (B.I.)

Master of Science (M.S.)

Doctor of Psychology (Psy.D.)

### ***Graduate Certification***

Autism

### ***Concentrations/Areas of Specialization***

- Psychology  
- Speech and Language Therapy

- Counseling Psychology  
- Industrial/Organizational Psychology  
- School Psychology  
- Speech and Language Pathology

- Clinical Psychology

## **LOCATION, HOURS, AND CONTACT INFORMATION**

### **San Juan Campus**

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

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

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

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

#### ***Mailing Address***

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

#### ***Physical Address***

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

### **Mayagüez University Center**

The Mayagüez University Center is located in Mayagüez, Puerto Rico. MUC's physical facilities consist of a six-story building (9,085 square feet) containing classrooms, a library, administrative offices, the Albizu Clinic (for children and adults), and a computer laboratory.

MUC's administrative offices are open from 9:00 a.m. to 10:00 p.m. Monday through Thursday and from 9:00 a.m. to 3:00 p.m. on Fridays. Administrative offices are closed on Saturdays. Academic courses are offered from 5:00 p.m. to 10:00 p.m. Monday through Thursday. The Albizu Clinic is open

Monday, Tuesday, and Thursday from 9:00 a.m. to 6:00 p.m. and Friday and Saturday from 9:00 a.m. to 3:00 p.m. The clinic is closed on Wednesday.

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

Carlos Albizu University  
56 José de Diego St.  
Mayagüez, PR 00680

## **ACCREDITATION**

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

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

The Ph.D. in Clinical Psychology and Psy.D. in Clinical Psychology programs on the San Juan Campus have been accredited by the American Psychological Association (APA) since September 23, 1994. Questions related to a program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation  
American Psychological Association  
750 1st Street NE  
Washington, DC 20002-4242  
202-336-5979  
Email: [apaaccred@apa.org](mailto:apaaccred@apa.org)  
Web: <http://www.apa.org/ed/accreditation>

## **LICENSING**

Carlos Albizu University is licensed as a higher learning institution by the Puerto Rico Council of Education. Inquiries on the licensing status may be addressed to:

Consejo de Educación de Puerto Rico  
P.O. Box 1900  
San Juan, PR 00910  
787-641-7100

## **PROFESSIONAL AFFILIATIONS**

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

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

## **ARTICULATION AGREEMENTS**

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

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

## **CERTIFICATION**

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

## **PROFESSIONAL LICENSURE**

### **Psychology**

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

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

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

Association of State and Provincial Psychology Boards  
P.O. Box 3079  
Peachtree City, GA 30269  
Phone: 678-216-1175  
Fax: 678-216-1176  
asppb@asppb.org  
<http://www.asppb.net/>

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

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

Oficina de Reglamentación y Certificación de los Profesionales de la Salud

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

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

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

## **LIBRARIES**

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

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

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

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

## **COMPUTER LABORATORIES**

### **San Juan Campus**

Four computer laboratories are available, two on the third floor and two on the first floor. They are open Monday through Thursday from 8:00 a.m. to 10:00 p.m., Friday from 8:00 a.m. to 4:00 p.m., and Saturday from 8:00 A.M. to 3:00 p.m. A technician is available to provide support to faculty and students during the listed hours. (Please see the Specialized Services and Programs section of this catalog for detailed information on technology services.)

### **Mayagüez University Center**

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

## **INSTITUTIONAL DOCUMENTS FOR STUDENTS**

A wide range of institutional documents related to students can be found in the Policies, Procedures, and Consumer Information section of the Albizu website (<http://www.albizu.edu/Discover-CAU/Policies-Procedures-and-Consumer-Information>). These include:

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

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

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

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

## **SAN JUAN CAMPUS CATALOG**

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

## ACADEMIC POLICIES

### ACADEMIC CALENDAR

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

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

### INSTITUTIONAL ADMISSION POLICY (EFFECTIVE FALL 2017)

#### Admissions Criteria

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

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



## Minimum Requirements

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

### *Associate and Bachelor's Degrees*

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

### *Post-Bachelor's Certificate and Master's Degree Programs*

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

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

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

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

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

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

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

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

## Exceptional Admission Criteria

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

- Bachelor's Degree: Minimum cumulative grade point average (CGPA) from high school, or transferred from another higher education institution, of 1.80.
- Bachelor's Degree in Education (Miami Campus): Minimum CGPA from high school, or transferred from another higher education institution, of 2.00.
- Post-Bachelor's Certificate and Master's Degree: Minimum CGPA from a bachelor's degree of 2.50, but with a minimum grade point average of 3.00 in specialty or concentration courses. If the candidate has earned a master's degree, a master's CGPA of 3.00 can be considered.
- Graduate Certifications and Doctorates: Minimum CGPA of 2.50 from a master's degree and evidence of research experiences (papers, certifications, etc.).
- Clinical Psy.D. and Ph.D. (APA accredited): Minimum CGPA from a bachelor's degree of 3.00, but with a minimum grade point average of 3.25 in specialty or concentration courses. If the candidate has earned a master's degree, a master's CGPA of 3.00 can be considered. Evidence of research or clinical training experiences (written work, certifications).

## Documentation Requirements

All applicants must submit the following documents:

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

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

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

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

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

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

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

#### **Application Procedures for the Associate and Bachelor's Degree Programs**

1. Candidates will submit all required documents, according to the academic level and program they are interested in, as well as any additional documentation requested by the academic program the student is applying for, as established in the corresponding section of this catalog.
2. The Evaluating Committee will evaluate every application and assign each one a final score based on the criteria and relative values established for each level and academic program.
3. A letter of notification with the determination of the Evaluating Committee will be sent to every applicant.

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

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

#### **Admission Procedures**

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

In the case of the M.S. in Speech and Language Pathology, Ph.D. in Clinical Psychology, Psy.D. in Clinical Psychology and Psy.D. in Counseling Psychology, the application and admission fees are valid

only for the Fall term of the year for which the student is admitted. If the student does not enroll in the Fall term of the specified year, the admission is cancelled.

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

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

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

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

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

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

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

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

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

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

## **IDENTITY VERIFICATION**

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

## **OFFICIAL ALBIZU TRANSCRIPTS**

Students may request Albizu transcripts online through Web Advisor. Students who do not know their login credentials must complete a PIN request form, which is available at the Registrar's Office or online, and fax or mail the form to the Registrar's Office.

Transcript requests from anyone other than the student will not be honored unless a written authorization from the student is provided to the Registrar's Office.

Official transcripts are sent by regular mail and will normally be sent or be ready for pickup within five to seven (5-7) business days. Transcripts requested for pickup by the student will bear the stamp "Official Transcript Issued to Student" on the transcript and on the envelope. A fee for transcript processing will apply.

The University reserves the right to deny transcript requests to students with outstanding obligations.

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

## **INSTITUTIONAL LEAVE**

Institutional leave is an administrative status that permits students to interrupt their programs of study. Students seeking an institutional leave must apply for the leave according to the deadlines established in the Academic Calendar. Detailed instructions and an application form may be obtained at the Registrar's Office. Institutional leaves must be approved by the appropriate Program Director upon submission and evaluation of the form.

A non-refundable fee must be paid for each academic term during the entire period of the institutional leave. All leaves of absence are for a period of one term and must be renewed thereafter by the student, following the same procedure.

Students who fail to register without having been granted an institutional leave will be administratively withdrawn from the program and will be required to apply for readmission under the catalog requirements in effect at the time of their readmission. The time limit for degree completion may not be extended beyond the maximum degree completion term as established in the catalog. Undergraduate and graduate students are allowed a maximum of three institutional leaves of absence during a course of study. The leaves of absence may be taken consecutively or at different times.

## **TRANSITIONAL LEAVE**

Transitional leave is an institutional leave available only to students who have completed all academic requirements and are waiting to start an internship or practicum. Transitional leaves will be granted to students who meet these criteria upon approval of the appropriate program director, in which case a fee waiver will apply.

## **UNDERGRADUATE PROGRAM READMISSION**

A student is eligible to apply at any time for readmission to his or her original program under either of the following two circumstances: (1) the student has interrupted the program of studies without an authorized institutional leave or (2) the student has failed to re-enroll at the University after the expiration of an approved leave of absence.

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

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

### **INSTITUTIONAL GRADUATE PROGRAM READMISSION POLICY**

A student is eligible to apply at any time for readmission into his or her original program under either of the following two circumstances: (1) the student has interrupted the program of studies without an authorized leave of absence or (2) the student has failed to re-enroll at the University after the 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 Admissions Office.

Once the readmission package is completed, the Program Director and program faculty will review the student's record. Ultimately, the University reserves the right to reject any request for readmission. The process is highly selective and will take into account prior performance, including any comprehensive examinations taken. The following procedures for readmission will apply:

1. The program faculty will carefully evaluate the applicant's previous academic and clinical performance (if applicable) before making a recommendation for readmission.
2. If the student is readmitted, the program faculty will inform the student at the time of readmission of any specific requirements to address prior performance challenges.
3. The student will be readmitted under the rules and amendments contained in the Albizu catalog current at the time of readmission.
4. Readmitted students will be subject to a time limitation policy as to courses, practice, and exams.
5. Credits previously accepted for transfer that were earned more than seven years prior to the readmission date will no longer be accepted unless they constitute work undertaken for a degree that has been already awarded.
6. Depending on the academic program, a readmitted student can take either the master's or the doctoral comprehensive examination. The number of times a test was taken prior to readmission will be subtracted from the total number of times allowed.
7. Upon readmission under the terms of a new Albizu catalog, the student will have the term specified in the new catalog for degree completion, less the years already accrued under the catalog that was in effect when the student first enrolled.
8. The time spent on a duly authorized leave of absence will be excluded from the required term for degree completion. However, any request for a program extension based on the fact that the student was on an authorized leave of absence must be submitted in writing and will follow the same procedures as all requests for program extension.

## CROSS-REGISTRATION

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

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

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

## INSTITUTIONAL COURSE CHALLENGING POLICY

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

1. The student will complete an official application and pay the application fee at the Finance Department. The Finance Department will issue a receipt that the student will present at the Registrar's Office as evidence that the application process has been initiated. The student will then obtain the required approval signatures in the following order: 1) the professor who will prepare the exam(s), 2) the student's academic counselor, 3) the relevant Program Director, and 4) the Chancellor. After all parties have signed the application, the student will submit it to the Registrar's Office, where it will be evaluated for compliance with all applicable requirements, a process that will take no less than ten working days. After the Registrar's Office has finished the evaluation process, a student who has been determined to comply with all the requirements will be instructed to submit the necessary payment at the Finance Department prior to taking the exam(s). (Please see the Tuition and Fees section of this catalog.) Once the payment has been processed by the Finance Department, the student will present the receipt at the Registrar's Office and he/she will receive final authorization to challenge the course.
2. The cost of a challenged course will be the same as that of a course taken in the classroom. This policy establishes that the student must enroll in the course before taking the course challenge exam(s) and must pay for the course at the time of enrollment. The Finance Department must ensure the course has been paid in full. This payment must not be mistaken with a credit transfer payment, as these are two completely different processes. No payment plans will be authorized for a course challenge.
3. Payment of challenged courses cannot be covered with Title IV or Title V funds.
4. Only certain foundation or elective courses can be challenged. Course challenges are not permitted for clinical or concentration courses, courses with laboratory sessions, or practicum modules. The Registrar's Office can provide a complete list of the courses that can be challenged.
5. Approval to challenge a course will be subject to the following:
  - a. Availability of a professor to prepare the course challenge exam(s). The Chancellor will designate the professor. As a first option, a professor offering the course at the time of the application will be asked for his or her availability to prepare the exam(s). If the professor is unable to accept, the Chancellor will designate an alternate professor.

- b. Administrative capacity to oversee the course challenge process.
  - c. Determination that the residency time for the student's program, as stipulated in this catalog, will not be affected by the application. It is the responsibility of the Registrar to ensure compliance with this requirement when evaluating and recommending a course challenge application.
6. The student must be in good standing at the time of the application. Good standing is defined as having at least the minimum cumulative GPA required for the student's program. Neither a student on probation nor one who failed to pass the course on a previous occasion may apply to challenge a course.
  7. Application to challenge a course must be made during the regular academic advisement period, the regular enrollment period, or the add/drop week. Applications received outside of these periods will be evaluated according to the merits of each.
  8. Unless otherwise stipulated by the Chancellor, the exam(s) will be prepared by the professor offering the course, who will ensure that all competencies described in the syllabus are covered.
  9. If the student fails the exam(s), he or she cannot challenge the same course again.
  10. If the student does not comply with all the requirements established by the professor, he or she will not pass the course.
  11. Application and tuition fees will not be refunded if the student fails the course.
  12. Exam(s) will be administered in person.
  13. No retroactive applications will be accepted.
  14. The grade will be posted according to the date established in the Academic Calendar.
  15. The following seminars may be challenged:
    - a. SEMM 531 – Seminar APA Style
    - b. RMIC 741 – Statistical Package for the Social Sciences I (SPSS I)
    - c. RMIC 742 – Statistical Package for the Social Sciences II (SPSS II)
  16. A student who wishes to challenge a course must present valid reasons for the application. Time schedule conflicts will not be considered a valid reason. The authorization to challenge a course will be subject to such factors as the student having obtained the competencies through previous clinical, professional, and training experiences.
  17. The final grade will depend upon the criteria and evaluation methods stipulated by the professor who prepared the exam(s).

## **CREDIT HOUR POLICY**

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

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



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

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

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

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

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

## **Application of Credit Hour Policy**

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

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

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

### *Lecture Courses*

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

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

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

### *Laboratories*

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

### *Practica and Internships*

1. Practica and internships are offered in different disciplines. They are academic, research, and/or clinical non-salaried experiences. Although offered according to the academic calendar, hours are assigned according to the needs of the respective fields. A minimum of 45 hours per course is required. The equivalent amount of work, represented by an intended learning outcome of an academic activity, is verified by evidence of the student achievement.
2. The guidelines for these courses, describing the practice's requirements, are available at the corresponding academic program and in the institutional catalog of each campus.
3. At the San Juan Campus, to accommodate the socio-economic conditions of the student population, these experiences have an institutional fee significantly lower than the equivalent of 3-to-6 credits per semester. Therefore, the practica and internships do not have a credit assignment. Nevertheless, the syllabi and guidelines for these educational experiences state learning objectives and expected outcomes and workload expectations that meet the standards set forth above, following professional accrediting organization, state licensing board, and MSCHE policy, thus conforming to commonly accepted practice in higher education.

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

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

## **DISTANCE LEARNING**

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

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

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

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

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

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

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

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

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

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

Other than the exceptions noted below, every candidate for the M.S., M.A., or M.B.A. degree must complete the degree requirements within a period of four (4) years from the date of registration for the anticipated degree. A one-year extension may be obtained upon the approval of the Chancellor. Under no circumstances will a degree extension of more than one year be granted.

The time limit for the M.S. in Exceptional Student Education (M.S. in ESE) or M.S. in Teaching English to Speakers of Other Languages (M.S. in TESOL) degree is three (3) years from the date of admission for

the anticipated degree. A one-year extension may be obtained upon the approval of the Chancellor. Under no circumstances will a degree extension of more than one year be granted.

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

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

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

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

## **INSTITUTIONAL SATISFACTORY ACADEMIC PROGRESS POLICY (STUDENT EVALUATIONS)**

Federal regulations require all schools to establish and apply reasonable standards of satisfactory progress for all students receiving student financial aid funds provided by programs authorized by Title IV of the Higher Education Act. These include the Federal Pell Grant Program, Federal Campus-Based Programs (the Federal Supplemental Educational Opportunity Grant, Federal Work-Study, and Federal Perkins Loan programs), and the Federal Family Education Loan Program (Subsidized and Unsubsidized Stafford and PLUS loans). The standards of satisfactory progress policy must include both qualitative and quantitative measures of a student's progress and must include all periods of the student's enrollment. All Albizu students, including those who wish to be considered for financial aid, must maintain satisfactory progress in their selected courses of study as set forth in this policy.

### **Standards For Satisfactory Progress**

#### **I. Determination of Satisfactory Progress**

The major components in the evaluation of satisfactory progress are the student's academic performance and the time limit 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). To be eligible for financial aid, students must maintain a minimum CGPA of 2.00 if an undergraduate (with the exception of students enrolled in the upper division B.S. in Psychology program, the B.A in Education program, and the B.S. in Speech and Language Therapy program, each of which requires a minimum CGPA of 2.25) and 3.00 if a graduate student.
- Grades of F and NP will be factored into the CGPA.

##### **B. Quantitative Component**

The quantitative component sets the minimum percentage of progression for all enrolled courses. The student must complete a minimum percentage (67%) of all attempted credit

hours. "Complete" and "attempted" as used here are defined below. Please note that the minimum grade required may vary per academic program.

- 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.
- Repeated courses will count toward all hours attempted.

*Note: Financial aid cannot be used for courses taken by audit, credit hours earned by placement tests (CR), and Continuing Education (CE) courses.*

### C. **Maximum Time Frame**

Students must earn a degree within a maximum time frame that does not exceed 150% of the normal time to complete the degree, as measured by all attempted credit hours at the University.

- A.S. and A.A. students are granted a maximum of three (3) years to complete their degrees.
- B.S. and B.A. students are granted a maximum of six (6) years to complete their degrees.
- M.S. students are granted a maximum of four (4) years to complete their degrees (with the exception of students enrolled in the M.S. in Exceptional Education (ESE) and the M.S. in Teaching English to Speakers of Other Languages (TESOL) programs, who are granted a maximum of three years, and students in the M.B.A. program, who are granted a maximum of two years).
- Ph.D. in Industrial/Organizational Psychology students are permitted a maximum of seven (7) years to complete their degrees.
- Ph.D. in Clinical Psychology and Psy.D. in Clinical Psychology students are permitted a maximum of seven (7) years to complete their degrees.

### D. **Consequences of Not Meeting Satisfactory Academic Progress (SAP)**

*Note: 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 a student fails to meet SAP standards for a minimum CGPA and/or completion rate, he or she will be placed on "Financial Aid Warning" status. The student will remain eligible for financial aid for one term during the warning period.

**Financial Aid Suspension:** If, after being placed on financial aid warning, a student continues to fail to meet SAP standards for a minimum CGPA and/or completion rate, he or she will be placed on "Financial Aid Suspension" status and will immediately lose financial aid eligibility.

**Maximum Time Frame Suspension:** If a student fails to earn a degree within the maximum time frame for the academic program, he or she will be placed on financial aid and/or academic suspension and will immediately lose financial aid eligibility.

Students who have their financial aid revoked due to a failure to meet SAP standards will remain ineligible for such aid until they are able to meet all SAP standards. Those students

will be responsible for full payment of their tuition and fees during the period of ineligibility.

#### **E. Academic and Financial Aid Appeal**

Students can appeal if their financial aid status is “Suspension.” No status other than suspension is eligible for an appeal. To appeal the decision, the student must complete an appeal form and provide documentation to support his or her petition.

If the financial aid appeal is approved, the student will be placed on “Probation” status and will be eligible for financial aid for one more term. In cases where the appeal approval requires an academic plan for more than one term, the student placed on probation will continue to receive financial aid for the length of the academic plan. However, if the student fails to maintain progress in accordance with the academic plan, he or she will become ineligible for financial aid and will be once again placed on financial aid suspension.

The student has the right to appeal for a second time.

#### **F. Reinstatement of Financial Aid Eligibility**

Financial aid eligibility can be reinstated after a student meets the Satisfactory Academic Progress standards as listed above, which require both a satisfactory CGPA and overall 67% completion rate. In addition, students can regain eligibility to financial aid when the Financial Aid Appeal Committee approves an appeal. See Appeal Procedures in this section of the catalog.

#### **G. Additional Conditions for Financial Aid Eligibility**

- In order to be eligible for financial aid, the student must be enrolled for at least half time each term. *Exceptions:* Graduate students enrolled in dissertation or doctoral projects and/or internships are considered full-time students. Undergraduate students enrolled in three (3) credits are considered less than half time and are not eligible for federal loans but may receive Pell Grants, if eligible.
- Financial aid may cover a limited number of repeated courses per academic year. However, this may affect the time limit for program completion by reducing the number of credits earned in a year.
- Institutional leaves of absence and/or full withdrawals will affect the student’s academic progress. A student in these categories is considered inactive, and the repayment of student loans may be required either immediately or after the grace period.
- At the end of each academic term, the Institution will certify the student’s successful completion of the appropriate amount of work according to the above-mentioned standards.

## **II. Notification of Satisfactory Academic Progress Status**

At the end of each term, the Registrar will review the student’s academic performance as defined in Section I above and notify the Financial Aid Director of any noncompliance. Students who have not met the standards for SAP will be notified of their financial aid eligibility as follows:

#### A. **Warning**

A student who has been awarded financial aid for any term will be placed on financial aid warning but may still receive financial aid for that specific term if:

- The student's CGPA falls below the minimum required (see Section I above); and/or
- The student does not complete the minimum incremental percentage of his or her academic load.

#### B. **Suspension**

A student will be denied financial aid for the following reasons, regardless of whether he or she has or has not previously received financial aid at CAU:

- After being placed on financial aid warning status, the student fails to meet the SAP standards.
- The student fails to meet the Maximum Time Frame standards.
- The student fails to maintain progress in accordance with an academic plan.
- The student receives an unsatisfactory evaluation by faculty members, as defined by suspension, dismissal, and/or two No-Passes (NP) for a practicum, internship, or dissertation.
- The student is enrolled in a dissertation or doctoral project course but has exceeded the total number of terms allowed for the doctoral program.
- The student is enrolled for less than half time (note that less-than-half-time students are still eligible for Pell grants).
- The student has been on probation and has been unable to comply with the minimum SAP requirements at the end of the probationary term.

### **III. Appeal Procedures**

A student may appeal the suspension of financial aid eligibility. An appeal must be formalized in writing and submitted to the Financial Aid Office within five (5) working days from the date of the beginning of the term for which aid was denied or suspended. Formal documentation must accompany the appeal and may include such items as health-related documents, a death certificate, or police reports.

Please note that students who appeal should be prepared to meet their own educational expenses if they continue to be enrolled. Appeals must be made in a timely manner but no later than the appeal deadline established for each term as per the academic calendar.

*Note: All costs of attendance incurred during any period of time for which a student's aid has been denied or suspended are the sole responsibility of the student and/or his or her parents. Under no circumstances will awards be made retroactively, unless specifically provided for herein.*

### **SCHEDULE OF MINIMUM INCREMENTAL PROGRESS**

The University has established a schedule for each degree program, designating the minimum number of credits that a student must successfully complete by the end of each year in order to complete the

educational degree within the established maximum time frame. Following is the designated schedule of minimum incremental progress for each degree program:

### Minimum Incremental Progress Requirements

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



## GRADING POLICY

The Institution employs the following grading system:

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

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

## INCOMPLETE GRADE POLICY

Students who have satisfactory work in a course but who, due to extenuating circumstances, cannot complete the required coursework during the term may, as approved by the professor, receive a grade of "I" (Incomplete) together with a letter grade indicating the level of performance of the work accomplished, factoring in the impact of non-completion of the work that is pending.

Acceptable reasons for a professor to consider awarding grades of "I" include a serious illness, accident, or hospitalization of the student or his or her dependents, spouse, or significant other; natural disasters; military mobilization; or a court-ordered appearance. The Chancellor must approve any other hardship circumstances. Written proof of the extenuating circumstances is required in all cases except for natural disasters.

An Incomplete must be removed from the student's record by the due date for midterm grade submission for the following academic term. If the student needs to take the latter half of the course after midterm or retake the course in its entirety, this requirement may be waived at the sole discretion of the professor. In this case, the professor will submit the change of grade on the due date for final grade submission. Grades of Incomplete that fail to be removed by this date will be automatically assigned a grade that factors in the non-completion of the pending work. The Registrar will send the final grade.

No financial aid will be disbursed to students for the terms in which they have an Incomplete. Upon removal of the Incomplete, Financial Aid will conduct a Satisfactory Academic Progress evaluation, and the student will be notified if he or she has been placed on warning or suspension status.

Under no circumstances will an Incomplete be awarded for remedial purposes or for reasons not specified in this section.

Each grade of "I" must be removed during the term following its receipt. After the time limit has elapsed, the letter grade that accompanies the "I" automatically becomes the final grade if the course requirements have not been fulfilled.

It is the student's responsibility to verify that the grade change has been made. There will be an administrative fee for the removal of each "I" grade. (Please see the Schedule of Fees in this catalog.) Incomplete grades will not be taken into consideration in calculating the grade point average during any term in which an "I" is obtained.

Requests for extension of an Incomplete must be made by the student to the Chancellor in writing with supporting documentation included.

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

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

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

### **CHANGE OF GRADES POLICY**

Grades are the sole province of the faculty. Once a professor reports a grade for a course to the Registrar's Office, it is not subject to amendment without the written authorization of the faculty member and the appropriate program director. At the end of each academic term, grades will be made available to students on Web Advisor.

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

### **NO-SHOW**

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

### **ACADEMIC DISMISSAL**

The University reserves the right to dismiss at any time a student who fails to maintain the required academic standards. Academic dismissal represents a mandatory separation from the institution with no guarantee of readmission. Students under academic dismissal status must wait at least 12 months to apply for readmission to the program from which they were dismissed.

Please see the Undergraduate and Graduate Readmission Policy sections of this catalog for information on how to apply for readmission. The University reserves the right to determine whether or not to readmit students.

### **EXTENDED LEAVE**

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

### **WITHDRAWAL FROM THE UNIVERSITY**

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

### **ADMINISTRATIVE WITHDRAWAL POLICY**

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

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

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

### **DISCIPLINARY PROCEDURES**

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

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

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

### **APPEAL PROCEDURES**

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

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

## **ACADEMIC ADVISEMENT**

Upon admission to the University, each student will be assigned a faculty member who will serve as the student's advisor. The student must meet with his or her advisor before registering and periodically throughout the student's academic career, as determined by the student and the advisor.

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

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

## **COURSE CANCELLATION POLICY**

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

## **INDEPENDENT STUDY COURSES**

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

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

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

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

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

### **Guidelines**

The following guidelines govern all independent study courses:

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

### **Regulations**

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

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

## **Registration**

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

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

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

## STUDENT INFORMATION

### REGULAR STUDENTS

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

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

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

Regular Albizu students are categorized for administrative purposes as follows:

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

### DOCTORAL CANDIDATES

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

### TRANSFER OF CREDIT POLICY

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

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

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

#### Undergraduate Program Credit Transfers

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

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

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

### **Graduate Program Credit Transfers**

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

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

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

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

### **Doctoral Program Credit Transfers**

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

The Director of the Ph.D. in Industrial and Psychology program has the right to determine the total of credits that will be accepted, based on his or her analysis of the course descriptions. In order to make official the course transfer, the student must pay the applicable transfer fees at the Finance Office. (Please see the Tuition and Fees section of this catalog.)

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

### **Credit Transfer Fee Payments**

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



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

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

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

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

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

### **COMPLETION OF SPEECH AND LANGUAGE CLINICAL PRACTICE HOURS IN THE WORKPLACE**

The M.S. in Speech and Language Pathology program permits a limited number of workplace hours in speech and language therapy for children to count toward the clinical practice hours required for degree completion. A minimum of 20 hours up to a maximum of 70 workplace hours may be authorized to meet the clinical practice hours required in the treatment of speech and language disorders in children.

The student must have at least two years of experience as a speech and language therapist. Treatment hours to be completed at the workplace must be authorized in advance by the Program Director. For more information and a description of the procedures to file an application for the required authorization, please refer to the *Clinical Practice Manual of the Speech and Language Pathology Program*.

### **INTERCAMPUS TRANSFER POLICY**

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

## **STUDENTS WITH DISABILITIES**

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

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

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

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

## **VETERANS/MILITARY PERSONNEL**

Carlos Albizu University is approved for the undergraduate and graduate education of active military personnel, veterans, and eligible dependents under current public laws. Students who may be eligible for educational benefits under any Veterans Administration program should contact:

San Juan Regional Benefit Office  
50 Carretera 165  
Guaynabo, PR 00968-8024  
Phone: 800-827-1000  
Fax: 787-772-7458

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

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

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

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

## **NON-DEGREE STUDENTS**

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

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

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

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

## **STUDENT COUNCIL**

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

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

## **STUDENT LIFE/STUDENT ORGANIZATIONS**

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

Qualified psychology students at the doctoral, master's, and undergraduate levels are encouraged to apply for membership in Psi Chi, an international honor society founded in 1929 to encourage excellence in scholarship and advance the science of psychology.

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

In addition, a large number of student organizations are active on the San Juan Campus and the Mayagüez University Center. In addition to the Student Council described above, these include the Gender and Sexual Diversity Organization (GSDO), OASIS, Fusion, and Active Minds at Albizu.

## **GUIDELINES FOR STUDENT BEHAVIOR**

All students registered at Carlos Albizu University are subject to federal and state laws and municipal ordinances, as well as to the Institutional guidelines outlined in this catalog and the professional and ethical guidelines of organizations associated with individual programs. Any violation of these laws and

regulations may be cause for disciplinary and/or judicial action. See the *General Policies and Disciplinary Procedures Manual* for additional information.

## **INTERNATIONAL STUDENTS**

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

### **Student Visa Process**

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

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

### **International Student Credentials Evaluation**

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

## **International Student Obligations**

While in the United States, international students must:

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

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

## **GUIDELINES FOR CONFIDENTIALITY**

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

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

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

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

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

- a. Albizu officials who have legitimate educational interests in the student. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement personnel and health staff); a person or company with whom the University has contracted services (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

- b. Officials of other schools in which the student intends to enroll. The student must be notified of the transfer of information, receive a copy of the academic records that are divulged, and, if requested, be allowed a hearing to contest the content of the records. The dispositions applicable to academic grievances in the *General Policies and Disciplinary Procedures Manual* will be made available to any student who wishes to contest the content of the academic records.
- c. Authorized state and federal officials in compliance with a federal grand jury, court, or law enforcement subpoena, as defined in FERPA 99.31 (a)(9).
- d. A court of law, when the University initiates legal action against a student and a reasonable effort is made to notify the student of its intent to disclose information from academic records.
- e. Other individuals, agencies, or organizations as authorized by FERPA.

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

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

FERPA affords students:

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

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

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

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

Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with FERPA requirements. The complaint form and all necessary information for filing may be obtained here:

[http://familypolicy.ed.gov/sites/fpco.ed.gov/files/EComplaint\\_form\\_FERPA\\_052217.pdf](http://familypolicy.ed.gov/sites/fpco.ed.gov/files/EComplaint_form_FERPA_052217.pdf)

## **DEGREE REQUIREMENTS POLICY**

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

### **POLICY FOR THE CONFERMENT OF A POSTHUMOUS DEGREE TO A STUDENT**

Carlos Albizu University may posthumously award a degree to a student when the request to do so is made by the student's immediate family member, professor, or Program Director or another University official. The request may be made within one year following the death of any student who has been continuously enrolled in a program of study at Albizu until the onset of a terminal illness, an injury resulting in death, or a sudden death, provided the student:

1. Had a GPA of 3.0 or higher at the time of death if a graduate student or 2.5 if an undergraduate
2. Died of an illness or accident; suicide would be a disqualifying condition
3. Completed 75% of the academic coursework toward the declared major and degree
4. Had no disciplinary action documented in the student's record
5. Had no incident reports from faculty or other University personnel in the student's record
6. Displayed irreproachable moral and ethical values during his or her lifetime
7. Has been recommended by the relevant faculty members for the declared degree

The graduation application fee will be waived for a posthumous degree

The request for a posthumous degree must be presented in writing to the relevant Program Director. Such a request must include the full name and address of the student nominated for the degree; the proposed degree to be awarded; and a statement of the reasons why the award should be made, addressing the above-listed criteria. The Program Director will present the nomination during a General Faculty Meeting, with a majority vote and endorsement by the Chancellor leading to recommendation to the President for said degree. The President will present the nomination for the posthumous degree to the Board of Trustees, who will make the final determination.

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

### **Graduation Requirements**

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

1. The student submits an application for graduation and pays the corresponding fee. (Please see the Tuition and Fees section of this catalog.) The fee is nonrefundable and is required for processing the application. This fee is mandatory whether or not the candidate attends the commencement ceremony.
2. The Registrar's Office reviews the student's record to ensure that it is complete.
3. Upon the recommendation of the Faculty and the Chancellor, the Office of the President reviews the student's record and requests approval for degree conferment from the Board of Trustees. The conferment of academic degrees is the sole province of the Board of Trustees.

4. The Office of the President forwards a copy of the final approval to the Registrar's Office.
5. Once the letter of approval is received, the Registrar's Office sends the student a letter informing him or her of the date of degree conferment and the date the diploma will be available for pick-up.

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

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

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

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

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

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

### **Criteria for Academic Distinctions**

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

#### **Baccalaureate**

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

#### **Master**

- Utmost Distinction..... 4.00 - 3.95 (CGPA)
- Distinction ..... 3.94 - 3.60 (CGPA)
- Also:
  - All courses approved with A or B
  - No repeated courses
  - No NP (No Pass) in seminars or laboratories
  - No NP (No Pass) in practices



- No NP (No Pass) in Master Thesis (if applicable)
  - MTES-670 – Thesis Project (M.S. in Speech and Language Pathology)
  - SPMT-670 – Thesis Project (M.S. in School Psychology)
- No NP (No Pass) in Comprehensive Examinations or Capstone Project (as applicable)
  - CPIO-670 – Capstone Project (M.S. in Industrial Organizational Psychology)
  - MSLP-605 & MSLP-606 (M.S. in Speech and Language Pathology)
  - CPCE-605 & CPCE-606 (M.S. in Counseling Psychology)
  - PCCT-605 & PCCT-606 (Psy.D. in Counseling Psychology)
  - SPCE-605 & SPCE-606 (M.S. in School Psychology)

#### Doctorate

- Utmost Distinction..... 4.00 – 3.95 (CGPA)
- Distinction ..... 3.94 – 3.60 (CGPA)
- Also:
  - All courses approved with A or B
  - No repeated courses
  - No NP (No Pass) in seminars or laboratories
  - No NP (No Pass) in practices
  - No NP (No Pass) in dissertation or doctoral research paper (as applicable)
    - DISS-810 (as applicable)
    - DISS-820 (as applicable)
    - DISS-870 (as applicable)
  - No NP (No Pass) in internship
    - CPIN-730 (as applicable)
    - CPIN-740 (as applicable)
    - PSIN-890 (as applicable)
  - No NP (No Pass) in Qualifying Examinations or *Capstone Project (as applicable)*
    - CPIO-670 – Capstone Project (Ph.D. in Industrial Organizational Psychology)
    - PSYD-605 & PSYD-705 (Psy.D. in Clinical Psychology)
    - CPCE-800 (Psy.D. in Counseling Psychology)
    - PHCP-830 (Ph.D. in Clinical Psychology)
    - PHIO-705 & PHIO-706 (Ph.D. in Industrial Organizational Psychology)
    - PCRE-709 & PCRE-710 (Ph.D. in Psychology – Consulting, Research and Teaching)

## FINANCIAL INFORMATION

### FINANCIAL AID

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

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

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

### Preparatory Courses

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

### Leave of Absence

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

### Standards for Satisfactory Progress

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

### Federal Financial Aid Programs

- **Federal Pell Grant** – A Federal Pell Grant does not have to be repaid. Pell Grants are awarded only to undergraduate students who have not earned a bachelor's or professional degree. The amount of Pell Grant funds a student may receive in an award year depends on the family's income, the cost of attendance, and the student's enrollment status.
- **Federal Supplemental Educational Opportunity Grant (FSEOG)** – This is a grant for undergraduates with exceptional financial needs. Priority is given to students who receive Federal Pell Grants.

- **Federal Work-Study (FWS)** – This program provides part-time jobs for undergraduate and graduate students with financial needs. The amount of an award depends on the student's financial need and the funding level of the university.
- **Direct Loan Program** - Albizu provides applications for loan programs administered by an approved guaranty agency and insured by the federal government. These are low-interest loans, and repayment begins after the student is no longer enrolled at least halftime in a course of study. Aid eligibility is determined on the basis of financial need (except for Unsubsidized Direct and PLUS loans), enrollment status (full-time or part-time), and satisfactory progress. Doctoral students registered for dissertation and/or internship courses are considered full-time students. Please consult with the Financial Aid Office for further information and applications.
  - a. **Federal Subsidized Direct Loan** – Eligibility is based on financial need as determined by the Free Application for Federal Student Aid (FAFSA) and enrollment at least half time each term. The federal government subsidizes interest prior to repayment or during authorized periods of deferment.
  - b. **Federal Unsubsidized Direct Loan** – The unsubsidized loan holds the same terms and conditions as the subsidized loan, except that the borrower is responsible for interest from the day it is disbursed until it is repaid in full, including in-school, grace, and deferment periods. Eligibility is not need-based.
  - c. **Direct PLUS Loan for Graduate Students** – Offered by the Department of Education, the loans are exclusively for students at the graduate level. The loans can be used in conjunction with Subsidized and Unsubsidized Direct loans and are intended to provide financial assistance to cover the difference between the needs of a student and any educational costs not covered by other financial aid programs.
  - d. **Direct PLUS Loan for Parents of Undergraduate Students** – PLUS loans are for parent borrowers. These loans provide additional funds for educational expenses and, like Federal Direct Loans, are made by a lender such as a bank, credit union, or savings and loan association. PLUS enables parents to borrow money for educational expenses for each child who is enrolled at least half time in an undergraduate program and is a dependent student. Deadlines and guidelines for application are available from the Financial Aid Office.
- **Scholarships for Disadvantaged Students (SDS)** – The SDS program provides funds for the purpose of assisting doctoral students who come from disadvantaged backgrounds. The scholarships are funded by the Health Resources and Services Administration and do not require repayment. Funds are awarded each academic year.

### **Institutional Scholarships**

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

### **State Funds**

- **Puerto Rico State Funds** – These grants provided by the Puerto Rico Council of Education are available to students who demonstrate exceptional financial need and maintain satisfactory academic progress according to institutional policies. Funds are allotted each year to the Institution by the government to be distributed among a limited number of

eligible students. Deadlines and guidelines for application to these programs are available from the Financial Aid Office and posted on the bulletin boards.

### **Additional Funding Sources**

- **NSF Graduate Research Fellowship Program (GRFP)** – Fellowships supported by the National Science Foundation are awarded for graduate study leading to research-based master’s or doctoral degrees in the fields of science, mathematics, and engineering. Fellows benefit from a three-year annual stipend along with a cost-of-education allowance for tuition and fees (paid to the institution), opportunities for international research and professional development, and the freedom to conduct their own research at any accredited U.S. institution of graduate education they choose. For more information: [www.nsfgrfp.org](http://www.nsfgrfp.org)
- **Individual NRSA for Diversity PhD Students** – The National Institute of Neurological Disorders and Stroke provides National Research Service Award (NRSA) training fellowships to outstanding pre-doctoral candidates from groups that have been shown to be underrepresented, including underrepresented racial and ethnic groups, individuals with disabilities, and individuals from disadvantaged backgrounds. The intent of this program is to increase the number of scientists from underrepresented populations in biomedical research. Award recipients will receive up to five years of research training leading to a Ph.D. or equivalent research degree, a combined M.D.-Ph.D. degree, or another formally combined professional and research doctoral degree in biomedical, behavioral, health services, or clinical sciences. Potential applicants are encouraged to contact Dr. Michelle Jones-London, [jonesmiche@ninds.nih.gov](mailto:jonesmiche@ninds.nih.gov). For more information: [www.ninds.nih.gov/Funding/Training-Career-Development/Fellowships - F31](http://www.ninds.nih.gov/Funding/Training-Career-Development/Fellowships - F31)
- **American Psychological Association Mental Health and Substance Abuse Services** – This predoctoral fellowship is aimed at those pursuing doctoral degrees in clinical, counseling, and school psychology or other behavioral health services areas. For more information: [www.apa.org/pi/mfp/psychology/predocutorial/](http://www.apa.org/pi/mfp/psychology/predocutorial/)
- **Psychology Summer Institute (PSI)** – This program is a weeklong intensive training aimed at advanced doctoral students and early career doctoral recipients. PSI provides mentoring and career development as participants develop projects focusing on ethnic minority issues. For more information: [www.apa.org/pi/mfp/psychology/institute/index.aspx](http://www.apa.org/pi/mfp/psychology/institute/index.aspx)
- **National Academy of Education/Spencer Dissertation Fellowship Program** – This program enables a new generation of scholars from a wide range of disciplines and professional fields to undertake research relevant to the improvement of education. The \$27,500 fellowships support individuals whose dissertations show potential for bringing fresh and constructive perspectives to the history, theory, or practice of formal or informal education anywhere in the world. For more information: <https://naeducation.org/naedspencer-dissertation-fellowship-program/>
- **Ford Foundation Dissertation Fellowships** – Through its Fellowship Programs, the Ford Foundation seeks to increase the diversity of the nation’s college and university faculties, maximize the educational benefits of diversity, and increase the number of professors who can and will use diversity as a resource for enriching the education of all students. The dissertation fellowships provide one year of support for individuals working to complete a dissertation leading to a Ph.D. or Sc.D. degree. Dissertation fellowships will be awarded in a national competition administered by the National Academies of Sciences, Engineering, and Medicine on behalf of the Ford Foundation. The awards will be based on demonstrated superior academic achievement, commitment to a career in teaching and research at the college or university level, promise of future achievement as scholars and teachers, and preparation to use diversity as a resource for enriching the education of all students. Open to citizens or nationals of the United States who are Ph.D. or Sc.D. degree candidates

studying in an eligible research-based discipline at a U.S. educational institution. For more information: [http://sites.nationalacademies.org/PGA/FordFellowships/PGA\\_047959](http://sites.nationalacademies.org/PGA/FordFellowships/PGA_047959)

- **Fulbright U.S. Student Program** – Sponsored by the U.S. Department of State, the Fulbright U.S. Student Program offers opportunities for recent graduates, master’s and doctoral candidates, and developing professionals and artists to conduct career-launching study and research abroad. For more information: <http://us.fulbrightonline.org/fulbright-us-student-program>
- **GRANTS.GOV** – GRANTS.GOV lists all current discretionary funding opportunities from 26 agencies of the United States government, including the National Institutes of Health, the National Science Foundation, the Department of Energy, and many others. Users can search for funding in their areas of interest. For more information: <https://www.grants.gov/>
- **Patsy Takemoto Mink Education Foundation** – Established in 2003, the Patsy Takemoto Mink Education Foundation aims to carry on some of Congresswoman Mink’s most ardent commitments: educational access, support, and opportunity for low-income women, especially mothers, and educational enrichment for children. The foundation will offer 5 education support awards for low-income women (up to \$2000 each) who are enrolled in education or training. For more information: <http://patsyminkfoundation.org/edsupport.html>
- **Paul & Daisy Soros Fellowships for New Americans** – These fellowships provide opportunities for continuing generations of able and accomplished New Americans to achieve leadership in their chosen fields. Candidates must be either holders of Green Cards, naturalized citizens, or children of two naturalized citizens. Graduate students from any field may apply. For more information: [www.pdsoros.org/apply](http://www.pdsoros.org/apply)
- **Pathways to Science: Graduate Portal** – Pathways to Science provides information on programs, fellowships, and short-term funding opportunities for master’s students and doctoral candidates, as well as links to helpful resources and tips. To access the Graduate Portal: [www.pathwaystoscience.org/Grad.aspx](http://www.pathwaystoscience.org/Grad.aspx)
- **Albert Ellis Institute: Clinical Fellowship** – Fellowships and externships are part-time, one- or two-year appointments in which candidates receive in-depth training in rational-emotive and cognitive behavior therapy, serve as therapists in the Institute’s clinic, co-lead groups and workshops, receive three hours of individual and group supervision a week, and participate in research. For more information: <http://albertellis.org/professional-rebt-cbt/externships-fellowships/>
- **Elizabeth Munsterberg Koppitz Child Psychology Graduate Student Fellowship** – This fellowship program supports graduate research projects and scholarships in child psychology. The program awards several fellowships of up to \$25,000 each. Support is for one year only. Only one application is accepted from any one institution in any given year. Funding is received in the form of a tuition waiver/coverage from the home institution. For more information: <http://www.apa.org/apf/funding/koppitz.aspx>
- **Fahs-Beck Fund for Research and Experimentation** – Grants of up to \$5,000 are available through the Doctoral Dissertation Grant Program to help support dissertation expenses of doctoral students in the United States and Canada whose studies have the potential for adding significantly to knowledge about problems in the functioning or well being of children, adults, couples, families, or communities or about interventions designed to prevent or alleviate such problems. Research must focus on the United States or Canada or on a comparison between the United States or Canada and at least one other country. For more information: [http://www.fahsbeckfund.org/grant\\_programs.html](http://www.fahsbeckfund.org/grant_programs.html)

- **Ruth L. Kirschstein National Research Service Award Individual Predoctoral Fellowship to Promote Diversity in Health-Related Research (NIH)** – The purpose of this program is to enhance the diversity of the health-related research workforce by supporting the research training of predoctoral students from population groups that have been shown to be underrepresented in the biomedical, behavioral, or clinical research workforce. The proposed mentored research training is expected to clearly enhance the individual's potential to develop into a productive, independent research scientist. For more information: <https://grants.nih.gov/grants/guide/pa-files/PA-16-308.html>
- **Mental Health Research Dissertation Grant to Enhance Workforce Diversity (NIH)** – The purpose of the program is to enhance the diversity of the mental health research workforce by providing dissertation awards in all research areas within the strategic priorities of the NIMH to individuals from diverse backgrounds underrepresented in biomedical, behavioral, clinical, and social sciences research. This two-year award supports the completion of the doctoral research project. For more information: <https://grants.nih.gov/grants/guide/pa-files/PAR-15-181.html>

## TUITION AND FEES POLICY

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

## PAYMENT TERMS

### Past Due Balances

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

### Registration

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

## **Payment Plans**

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

## **Payment Compliance**

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

## **Reinstatement of Registration**

A student whose registration is canceled due to nonpayment of balances may apply for reinstatement by submitting an application to the Registrar's Office. Before approval is granted, payment of all delinquent financial liabilities and a reinstatement fee will be required.

## **Financial Aid Recipients**

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

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

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

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

### **Course Add Payments**

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

### **Course Drop Refunds**

1. The last day to drop a course for a full tuition refund is the last day of the first week of classes. If the last day of the first week of classes falls on a Friday evening or Saturday, the deadline for drop/add will be the Monday of the second week of classes.

2. Not attending classes does not mean that the charges will be automatically dropped.
3. Refunds are not given for courses dropped during and after the second week of classes.
4. When a student officially drops a course by filing a formal drop or withdrawal notice with the Registrar's Office and completing the process with the Finance Office, a tuition refund will be made according to the following schedule:

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

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

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

Title IV funds are awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of Title IV funds that he or she was originally scheduled to receive.

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

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

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

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

1. Unsubsidized Direct Loans (other than PLUS loans)
2. Subsidized Direct Loans
3. Federal Perkins Loans
4. Direct PLUS Loans
5. Federal Pell Grants for which a return of funds is required
6. Federal Supplemental Educational Opportunity Grants for which a return of funds is required



## 7. Other assistance under Title IV for which a return of funds is required

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

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

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

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

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

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

### **WITHDRAWAL**

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

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

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

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

### **PAYMENT METHOD**

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

### **FINANCIAL HOLDS**

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

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

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

**ALL PROGRAMS**

Admission Fee .....	75.00
Affiliation Fee .....	25.00
Affiliation Fee (late payment) .....	50.00
Certifications .....	5.00
*Change of Course .....	5.00
Change of Program .....	50.00
Credit Transfer Application .....	5.00
Credit Transfer Fee.....	35.00
Copy of Transcript .....	5.00
Degree Audit.....	300.00
Diploma and Graduation Fees .....	100.00
Drop or Add Course .....	5.00
Graduation Certificate.....	10.00
*ID Card (New Applicants) .....	10.00
*ID Card (Renewal) .....	5.00
ID Card (Duplicate).....	5.00
"Incomplete" Removal .....	50.00
Inter-Campus Transfer Fee .....	200.00
Issuance of Duplicate Documents.....	5.00
Late Registration Fee.....	100.00
Leave of Absence (master's and doctoral) .....	310.00
Leave of Absence (undergraduate) .....	200.00
Leave of Absence (late payment) .....	50.00
Lost Check (stop payment fee).....	15.00
Readmission Fee.....	50.00
Readmission Penalty (academic dismissal/without leave of absence) .....	400.00
Returned Check .....	15.00
*Seat Reservation (delayed admission).....	200.00
Transfer Fee .....	35.00
Income Tax Return Certification .....	5.00

**UNDERGRADUATE PROGRAM**

Course Tuition (per credit) .....	175.00
*Global Fees: January, June, and August .....	403.00
*Global Fees: January, June, and August ( <i>Beginning Spring 2019</i> ).....	553.00
Independent Study Course (per credit).....	175.00
Pre-Practicum Fee .....	259.00

**GRADUATE PROGRAMS**

Master Level Examination (Part I & II) .....	225.00
Master Level Examination (Part I).....	112.50
Master Level Examination (Part II).....	112.50
Course Tuition Master's (per credit).....	262.00
Course Tuition Doctoral (per credit).....	311.00
Dissertation (per Term).....	933.00

Independent Study Course, Master's (per credit) .....	262.00
Independent Study Course, Doctoral (per credit) .....	311.00
Internship Application.....	50.00
Internship Fee.....	390.00
Lab PSDL 603 (Measurement).....	750.00
Lab PSDL 681 (MMPI).....	353.00
Lab PSDL 604 (Rorschach) .....	353.00
Laboratory Fee, Doctoral .....	353.00
Laboratory Fee, Master's .....	353.00
*Microsoft Licenses .....	24.36
<b>Practicum, Master's and Doctoral</b>	
Consulting, Research, and Teaching .....	353.00
I/O .....	648.00
I/O ( <i>Beginning Spring 2019</i> ).....	810.00
Research.....	766.00
Research ( <i>Beginning Spring 2019</i> ) .....	957.00
Clinical .....	766.00
Clinical ( <i>Beginning Spring 2019</i> ).....	957.00
Clinical Practicums (only Clinical Psy.D. and Clinical Ph.D.) offered only during the Summer Semester ( <i>Beginning Spring 2019</i> ).....	536.00
Research (RPIC-671) per Practicum .....	305.00
*Public Students Liability Insurance .....	10.15
Doctoral Level Examination (Part I & II) .....	225.00
Doctoral Level Examination (Part I).....	112.50
Doctoral Level Examination (Part II).....	112.50
Doctoral Level Examination (Part I & II) (non-registered students in January).....	745.00
Doctoral Level Examination (Part I & II) (non-registered students in August) .....	755.00
*Registrar's Fee, Master's and Doctoral .....	49.74
Transfer Fee (per practicum module—clinical/research) .....	295.00
Transfer Fee (per practicum—I/O) .....	250.00
*Global Fees: January, June, and August .....	595.00
*Global Fees: January, June, and August ( <i>Beginning Spring 2019</i> ).....	745.00

#### **SEMINAR FEES**

Graduate-Level Seminars (per day) .....	100.00
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#### **LATE CHARGES AND PENALTIES**

Breach of Contract (plus 15% daily charges) .....	100.00
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#### **LIBRARY DUES**

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

*\*Non-refundable fee*

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

## **SPECIALIZED SERVICES AND PROGRAMS**

### **CONTINUING EDUCATION PROGRAM**

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

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

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

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

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

### **Professional Development**

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

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

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

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

## **Development of Training Programs**

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

## **SAN JUAN CAMPUS TECHNOLOGY SERVICES**

### **Computer Laboratories**

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

The main computer lab on the third floor is equipped with 20 computer workstations running Microsoft Windows operating systems and Microsoft Office productivity software. SPSS statistical analysis software and high-speed internet access are offered at all times. Users can send documents to print to a high-speed copier/printer or digitalize paper documents to send to their email accounts.

The second computer lab on the third floor, called the Smartboard Lab, is mainly used for teaching, training, and any other computer-intensive group learning activity. The lab is equipped with 15 student workstations and one instructor workstation running Microsoft Windows operating systems and Microsoft Office productivity software. SPSS statistical analysis software and high-speed internet access are offered at all times. The room is equipped with an amplified audio system, a projector, and an interactive whiteboard.

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

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

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

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

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

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

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

## **MAYAGÜEZ UNIVERSITY CENTER TECHNOLOGY SERVICES**

### **Computer Laboratories**

MUC has a computer laboratory available to its students on the second floor of the building.

The computer lab is equipped with student workstations and one instructor workstation running Microsoft Windows operating systems and Microsoft Office productivity software. SPSS statistical analysis software and high-speed internet access are offered at all times. The room is equipped with an amplified audio system, a projector, and an interactive whiteboard.

### **Wireless Internet Access**

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

### **Print and Photocopy System**

All students have access to the photocopiers/printers located in the computer laboratory. High-speed copiers offer services such as duplexing, folding, hole punching, binding, and stapling. Albizu students can access printing directly from the computer lab and can photocopy through a personal PIN number that can be obtained by visiting <http://pin.albizu.edu>.

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

## **ONLINE SERVICES**

### **Access to Student Information Services**

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

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

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

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

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

### **SunPortal**

SunPortal is the single point of entry to all of Albizu's online applications and services for the Miami Campus, the San Juan Campus, and the Mayagüez University Center. It is an online environment that facilitates interaction between students and the academic community without the need to be physically present at the institution.

Through SunPortal, users have access to new online academic programs, WebAdvisor, finance and financial aid services, registrar services, online registration, the Virtual Library, the Learning Center

(Atomic Learning), MS Outlook and SunMail, Blackboard, Virtual Classrooms (through Adobe Connect), Google Apps and RSS feeds, online payments, Colleague UI, student services, online bookstores, social media, and many more applications and services.

SunPortal is available in both English and Spanish. It can be accessed at: <http://sunportal.albizu.edu>

SunPortal is complemented by a web-based 24/7 Technical Assistance Center, which facilitates access to all necessary support information using a knowledge base browsing functionality and a chat and ticketing system. The Technical Assistance Center can be accessed at: <http://ayuda.albizu.edu>

### **SunMail**

SunMail is Albizu's free student email service, provided to all active students and alumni. The service is powered by Google Apps for Education and features email, calendar, chats, and online document management. SunMail can be accessed at: <http://sunmail.albizu.edu>

### **WebAdvisor**

The WebAdvisor system provides access to the following services:

- Web registration (course selection)
- Student academic record and demographic profile
- Online payments to the University via credit card
- Unofficial transcripts
- Student schedules
- Course offerings
- Address change service
- Student statements and balances
- Financial aid award information and award letter

The system is available 24 hours a day and provides up-to-the-minute information for students. WebAdvisor can be accessed at: <http://webadvisor.albizu.edu>

### **Blackboard**

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

### **Password Management System**

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

### **Educational Software Licensing**

Albizu students have the right to purchase educational software licenses, including Microsoft Office 2007/2013 for Windows and Mac, SPSS by IBM, and TrendMicro Antivirus Licenses. Prices vary by

product, and delivery is via electronic download. The service can be accessed at:  
<http://carlosalbizu.onthehub.com>

## **Dashboard**

In partnership with Google, Albizu has developed an exciting set of applications to improve communication and collaboration among students, faculty, and staff. The goal is to increase productivity by offering a reliable, practical, secure, and feature-rich set of tools. The Google Dashboard is the gateway to cloud computing and to using free applications from Google, such as SunMail (Gmail), Calendar, Contacts, Documents, Spreadsheets, Forms, and Presentations. These features can all be accessed anywhere, anytime. In addition, Dashboard provides users with access to their own individual storage drives.

Dashboard can be accessed in two ways:

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

## **TUTORING CENTER**

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

## **INSTITUTIONAL CENTER FOR SCIENTIFIC RESEARCH**

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

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

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

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



## INTERDISCIPLINARY BACCALAUREATE (B.I.)

### MISSION

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

### GOALS AND OBJECTIVES

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

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

The Interdisciplinary Baccalaureate program with concentrations in psychology or speech and language therapy are lower-level degree-completion programs that include 120 or 129 credits of coursework respectively. The program is designed to prepare students for graduate-level training and careers in psychology and speech language pathology.

The program incorporates a multicultural and global perspective within its courses, as is evidenced in the requirements for learning a third language (Portuguese) and participating in an international experience. It offers an “urban college” study environment that fosters the integration of and service to the city (learning in San Juan, learning from San Juan). The program integrates curricular and co-curricular activities under the concept of an intellectual and personal experience and places emphasis on the success of its students through a retention plan.

### ADMISSION REQUIREMENTS AND PROCEDURES

#### Required Documents

1. A **completed application form** submitted prior to the established deadline and accompanied by a non-refundable application fee of \$75.00. Every applicant must provide a Social Security Number. No application will be processed without one.

2. Evidence of having completed high school or its equivalent with a minimum **cumulative grade point average** (GPA) of 2.00 from the high school or its equivalent or when transferring from another Institution.
3. **Official transcripts** from *all* previous institutions attended, which must be requested by the applicant to be sent directly to the Admissions Office. In those cases where the applicant will receive a degree from a previously attended institution more than 30 calendar days after beginning the academic session at Albizu, an official degree certification will be accepted as evidence that the degree will be conferred at a future date. Upon degree conferment, the student will have up to 30 working days to comply with the requirement to submit the transcript. Failure to comply will result in a hold that prevents any administrative transaction between the student and the Institution. *Failure to report previous college and/or graduate work attended constitutes a falsification of the application, which will result in the loss of all credits earned and may result in dismissal.*
4. Two **letters of recommendation** from a professor(s), employer(s), or community leader(s). *The recommendations must be submitted on Albizu's official [Recommendation Form](#).*
5. **SAT or Pruebas de Evaluación y Admisión Universitaria (PEAU/College Board) examination** results.
6. An updated **Certificate of Good Conduct** from the jurisdiction(s) where the applicant was a resident during the past five years.
7. An original **Health Certificate**, no more than one year old.
8. Proof of **Hepatitis-B vaccination**.
9. A copy of the **PVAC-3 Form** with an original signature (for applicants 21 years old or younger at the time of admission).
10. An official **evaluation of academic credentials** by an authorized credential evaluation agency. Credential evaluation agencies evaluate and interpret the U.S. equivalents of foreign education and work credentials. Please note that all documents must be submitted in English. A list of authorized agencies is available at: [www.albizu.edu/International-Students/Credential-Evaluation-Services](http://www.albizu.edu/International-Students/Credential-Evaluation-Services)
11. **Any additional documents** that may be required by the Interdisciplinary Baccalaureate program at a future date, as specified at the time of application to the program.

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

### Admission Procedures

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

### IDENTITY VERIFICATION

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

## GENERAL REQUIREMENTS FOR THE INTERDISCIPLINARY BACCALAUREATE DEGREE

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

1. A cumulative grade point average (CGPA) of 2.25 or higher
2. Completion of a minimum of one year of full-time residence in the program
3. Satisfactory completion of the required academic courses and laboratories and/or practice, as applicable
4. A grade of "C" or higher in all major courses for the psychology concentration; grades of "B" or higher in all major courses for the speech and language therapy concentration
5. Good standing in the program, i.e., no disciplinary action pending or academic probation; in the case of a student readmitted after an Academic Dismissal, if he or she once again fails or drops (whether by a Withdrawal or an Academic Withdrawal) the course, laboratory, practice, seminar, or degree exam for which the Academic Dismissal was originally granted, then he or she will be dismissed from the program without the possibility of applying for admission to the same program again
6. Recommendation from the program faculty for the bachelor's degree; students seeking the degree must demonstrate, to the satisfaction of the faculty, those professional, ethical, and personal attributes described in the current *General Policies and Disciplinary Procedures Manual*

### TIME LIMIT

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

### STUDENT EVALUATIONS

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

**INTERDISCIPLINARY BACCALAUREATE  
PSYCHOLOGY CONCENTRATION  
CURRICULAR REQUIREMENTS**

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

**AREA I. General Education Courses ..... 72 credits**

ARTS-225	Artistic Languages in Modern and Contemporary Culture .....	3 credits
ARTS-226	Theory and Methods in the Study of Visual Arts .....	3 credits
ENGL-125	Interdisciplinary Studies in Literature I .....	3 credits
ENGL-126	Interdisciplinary Studies in Literature II .....	3 credits
GLOB-220	Contemporary Global Processes .....	3 credits
HIST-120	Puerto Rico and the World .....	3 credits
HUMA-225	Introduction to Humanities I .....	3 credits
HUMA-226	Introduction to Humanities II .....	3 credits
INTE-320	International Experience .....	6 credits
MATH-125	Mathematical Reasoning .....	3 credits
MATH-126	Statistical Reasoning .....	3 credits
NSCI-125	Biology and Contemporary Society I .....	3 credits
NSCI-126	Biology and Contemporary Society II .....	3 credits
NSCI-225	Physical Sciences I .....	3 credits
NSCI-226	Physical Sciences II .....	3 credits
PORT-225	Portuguese I .....	3 credits
PORT-226	Portuguese II .....	3 credits
SEMI-425	Seminar on Interdisciplinary Research I .....	3 credits
SEMI-426	Seminar on Interdisciplinary Research II .....	3 credits
SPAN-125	Language and Literature I .....	3 credits
SPAN-126	Language and Literature II .....	3 credits
SSCI-125	Theory and Methodologies of Social Sciences I .....	3 credits
SSCI-126	Theory and Methodologies of Social Sciences II .....	3 credits

**CORE AREA II. Psychology Concentration ..... 48 credits**

PSYU-300	Fundamentals of Psychology .....	3 credits
PSYU-301	Theories of Learning .....	3 credits
PSYU-304	Experimental Psychology .....	3 credits
PSUL-304	Experimental Psychology Laboratory .....	0 credits
PSYU-305	Theories of Personality .....	3 credits
PSYU-306	Psychopathology .....	3 credits
PSYU-308	Statistics for Psychology .....	3 credits
PSYU-403	Developmental Psychology .....	3 credits
PSYU-407	Physiological Psychology .....	3 credits
PSUL-407	Physiological Psychology Laboratory .....	0 credits
PSYU-409	Research Methodology .....	3 credits
PSYU-411	Interview Techniques .....	3 credits
PSYU-413	Principles of Behavior Modification .....	3 credits
PSYU-415	Psychological Assessment .....	3 credits
PSYU-419	Introduction to Neuropsychology .....	3 credits
PSYU-425	Introduction to Crisis Intervention .....	3 credits
PSYU-430	Pre-Practicum .....	3 credits
PSYU-431	Introduction to Health Psychology .....	3 credits

**Total Academic Credits ..... 120 credits**

**INTERDISCIPLINARY BACCALAUREATE  
PSYCHOLOGY CONCENTRATION  
CURRICULAR SEQUENCE**

<b>FALL - FIRST YEAR</b>		
<b>Code</b>	<b>Title</b>	<b>Credits</b>
SPAN-125	Language and Literature I	3
ENGL-125	Interdisciplinary Studies in Literature I	3
NSCI-125	Biology and Contemporary Society I	3
SSCI-125	Theory and Methodologies of Social Sciences I	3
MATH-125	Mathematical Reasoning	3
<b>Total</b>		<b>15</b>

<b>SPRING - FIRST YEAR</b>		
<b>Code</b>	<b>Title</b>	<b>Credits</b>
SPAN-126	Language and Literature II	3
ENGL-126	Interdisciplinary Studies in Literature II	3
NSCI-126	Biology and Contemporary Society II	3
SSCI-126	Theory and Methodologies of Social Sciences II	3
MATH-126	Statistical Reasoning	3
<b>Total</b>		<b>15</b>

<b>SUMMER - FIRST YEAR</b>		
<b>Code</b>	<b>Title</b>	<b>Credits</b>
HIST-120	Puerto Rico and the World	3
PSYU-300	Fundamentals of Psychology	3
PSYU-301	Theories of Learning	3
<b>Total</b>		<b>9</b>

<b>FALL - SECOND YEAR</b>		
<b>Code</b>	<b>Title</b>	<b>Credits</b>
NSCI-225	Physical Sciences I	3
HUMA-225	Introduction to Humanities I	3
GLOB-220	Contemporary Global Processes	3
ARTS-225	Artistic Languages in Modern and Contemporary Culture	3
PORT-225	Portuguese I	3
<b>Total</b>		<b>15</b>

<b>SPRING - SECOND YEAR</b>		
<b>Code</b>	<b>Title</b>	<b>Credits</b>
NSCI-226	Physical Sciences II	3
HUMA-226	Introduction to Humanities II	3
ARTS-226	Theory and Methods in the Study of Visual Arts	3
PORT-226	Portuguese II	3
PSYU-308	Statistics for Psychology	3
<b>Total</b>		<b>15</b>

<b>SUMMER - SECOND YEAR</b>		
<b>Code</b>	<b>Title</b>	<b>Credits</b>
INTE-320	International Experience	6
<b>Total</b>		<b>6</b>

<b>FALL - THIRD YEAR</b>		
<b>Code</b>	<b>Title</b>	<b>Credits</b>
PSYU-403	Developmental Psychology	3
PSYU-305	Theories of Personality	3
PSYU-306	Psychopathology	3
PSYU-407	Physiological Psychology	3
PSUL-407	Physiological Psychology Laboratory	0
PSYU-409	Research Methodology	3
<b>Total</b>		<b>15</b>

<b>SPRING - THIRD YEAR</b>		
<b>Code</b>	<b>Title</b>	<b>Credits</b>
PSYU-304	Experimental Psychology	3
PSUL-304	Experimental Psychology Laboratory	0
PSYU-411	Interview Techniques	3
PSYU-413	Principles of Behavior Modification	3
PSYU-415	Psychological Assessment	3
<b>Total</b>		<b>12</b>

<b>SUMMER - THIRD YEAR</b>		
<b>Code</b>	<b>Title</b>	<b>Credits</b>
SEMI-425	Seminar on Interdisciplinary Research I	3
PSYU-430	Pre-Practicum	3
<b>Total</b>		<b>6</b>

<b>FALL - FOURTH YEAR</b>		
<b>Code</b>	<b>Title</b>	<b>Credits</b>
SEMI-426	Seminar on Interdisciplinary Research II	3
PSYU-425	Introduction to Crisis Intervention	3
PSYU-431	Introduction to Health Psychology	3
PSYU-419	Introduction to Neuropsychology	3
<b>Total</b>		<b>12</b>
<b>TOTAL CREDITS = 120</b>		

**INTERDISCIPLINARY BACCALAUREATE  
SPEECH AND LANGUAGE THERAPY CONCENTRATION  
CURRICULAR REQUIREMENTS**

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

**AREA I. General Education Courses ..... 72 credits**

ARTS-225	Artistic Languages in Modern and Contemporary Culture .....	3 credits
ARTS-226	Theory and Methods in the Study of Visual Arts .....	3 credits
ENGL-125	Interdisciplinary Studies in Literature I .....	3 credits
ENGL-126	Interdisciplinary Studies in Literature II .....	3 credits
GLOB-220	Contemporary Global Processes .....	3 credits
HIST-120	Puerto Rico and the World .....	3 credits
HUMA-225	Introduction to Humanities I .....	3 credits
HUMA-226	Introduction to Humanities II .....	3 credits
INTE-320	International Experience .....	6 credits
MATH-125	Mathematical Reasoning .....	3 credits
MATH-126	Statistical Reasoning .....	3 credits
NSCI-125	Biology and Contemporary Society I .....	3 credits
NSCI-126	Biology and Contemporary Society II .....	3 credits
NSCI-225	Physical Sciences I .....	3 credits
NSCI-226	Physical Sciences II .....	3 credits
PORT-225	Portuguese I .....	3 credits
PORT-226	Portuguese II .....	3 credits
SEMI-425	Seminar on Interdisciplinary Research I .....	3 credits
SEMI-426	Seminar on Interdisciplinary Research II .....	3 credits
SPAN-125	Language and Literature I .....	3 credits
SPAN-126	Language and Literature II .....	3 credits
SSCI-125	Theory and Methodologies of Social Sciences I .....	3 credits
SSCI-126	Theory and Methodologies of Social Sciences II .....	3 credits

**CORE AREA II. Speech and Language Therapy Concentration ..... 57 credits**

BSLT-300	Introduction to Communication Disorders .....	3 credits
BSLT-343	Anatomy and Physiology of the Language, Speech and Hearing Structure .....	3 credits
BSLT-344	Cognitive and Speech-Language Development and use in Children.....	3 credits
BSLT-345	Acoustic and Psychoacoustic Aspects of Sound and Voice Reception and Perception .....	3 credits
BSLT-346	Clinical Processes of the Speech-Language Therapist .....	3 credits
BSLT-348	Stuttering in Children .....	3 credits
BSLT-349	Childhood Voice Disorders .....	3 credits
BSLT-350	Language Disorders of Children I: Oral Language Pathologies .....	3 credits
BSLT-351	Language Disorders of Children II: Written Language Pathologies .....	3 credits
BSLT-354	Articulatory Disorders in Children .....	3 credits
BSLT-355	Typical and Atypical Phonological Development .....	3 credits
BSLT-456	Aural Rehabilitation .....	3 credits
BSLT-461	Sign Language .....	3 credits
BSLT-462	Augmentative and Alternative Communication for Children.....	3 credits
BSLT-463	Behavior Modification for Children .....	3 credits
BSLT-466	Children with Cognitive and Psychosocial Pathologies and Sensory Disorders .....	3 credits
BSLT-465	Prevention and Intervention with Speech and Language Disorders in Children .....	6 credits
PSYU-403	Developmental Psychology .....	3 credits

**AREA III. Practicums**

LTPR-460 Clinical Practicum I ..... 0 credits  
LTPR-461 Clinical Practicum II ..... 0 credits

Total Academic Credits ..... 129 credits

Total Practicum Credits ..... 0 credits



**INTERDISCIPLINARY BACCALAUREATE  
SPEECH AND LANGUAGE THERAPY CONCENTRATION  
CURRICULAR SEQUENCE**

<b>FALL - FIRST YEAR</b>		
<b>Code</b>	<b>Title</b>	<b>Credits</b>
SPAN-125	Language and Literature I	3
ENGL-125	Interdisciplinary Studies in Literature I	3
NSCI-125	Biology and Contemporary Society I	3
SSCI-125	Theory and Methodologies of Social Sciences I	3
MATH-125	Mathematical Reasoning	3
<b>Total</b>		<b>15</b>

<b>SPRING - FIRST YEAR</b>		
<b>Code</b>	<b>Title</b>	<b>Credits</b>
SPAN-126	Language and Literature II	3
ENGL-126	Interdisciplinary Studies in Literature II	3
NSCI-126	Biology and Contemporary Society II	3
SSCI-126	Theory and Methodologies of Social Sciences II	3
MATH-126	Statistical Reasoning	3
<b>Total</b>		<b>15</b>

<b>SUMMER - FIRST YEAR</b>		
<b>Code</b>	<b>Title</b>	<b>Credits</b>
HIST-120	Puerto Rico and the World	3
HUMA-225	Introduction to Humanities I	3
<b>Total</b>		<b>6</b>

<b>FALL - SECOND YEAR</b>		
<b>Code</b>	<b>Title</b>	<b>Credits</b>
NSCI-225	Physical Sciences I	3
HUMA-226	Introduction to Humanities II	3
GLOB-220	Contemporary Global Processes	3
ARTS-225	Artistic Languages in Modern and Contemporary Culture	3
PORT-225	Portuguese I	3
<b>Total</b>		<b>15</b>

<b>SPRING - SECOND YEAR</b>		
<b>Code</b>	<b>Title</b>	<b>Credits</b>
NSCI-226	Physical Sciences II	3
PSYU-403	Developmental Psychology	3
ARTS-226	Theory and Methods in the Study of Visual Arts	3
PORT-226	Portuguese II	3
<b>Total</b>		<b>12</b>

<b>SUMMER - SECOND YEAR</b>		
<b>Code</b>	<b>Title</b>	<b>Credits</b>
INTE-320	International Experience	6
<b>Total</b>		<b>6</b>

FALL - THIRD YEAR		
Code	Title	Credits
BSLT-300	Introduction to Communication Disorders	3
BSLT-343	Anatomy and Physiology of the Language Speech and Hearing Structure	3
BSLT-344	Cognitive and Speech-Language Development and Use in Children	3
BSLT-346	Clinical Processes of the Speech-Language Therapist	3
BSLT-354	Articulatory Disorders in Children	3
<b>Total</b>		15

SPRING - THIRD YEAR		
Code	Title	Credits
BSLT-345	Acoustic and Psychoacoustic Aspects of Sound and Voice Reception and Perception	3
BSLT-348	Stuttering in Children	3
BSLT-349	Childhood Voice Disorders	3
BSLT-350	Language Disorders of Children: Oral Language Pathologies	3
BSLT-351	Language Disorders of Children: Written Language Pathologies	3
<b>Total</b>		15

SUMMER - THIRD YEAR		
Code	Title	Credits
BSLT-355	Typical and Atypical Phonological Development	3
BSLT-466	Children with Cognitive and Psychosocial Pathologies and Sensory Disorders	3
BSLT-456	Aural Rehabilitation	3
<b>Total</b>		9

FALL - FOURTH YEAR		
Code	Title	Credits
SEMI-425	Seminar on Interdisciplinary Research I	3
BSLT-463	Behavior Modification for Children	3
BSLT-465	Prevention and Intervention with Speech and Language Disorders in Children	6
LTPR-460	Clinical Practice I (Minimum of 40 hrs. of direct contact)	0
<b>Total</b>		12

SPRING - FOURTH YEAR		
Code	Title	Credits
SEMI-426	Seminar on Interdisciplinary Research II	3
BSLT-461	Sign Language	3
BSLT-462	Augmentative and Alternative Communication for Children	3
LTPR-461	Clinical Practice II (Minimum of 40 hrs. of direct contact)	0
<b>Total</b>		9
<b>TOTAL CREDITS = 129</b>		

## INTERDISCIPLINARY BACCALAUREATE COURSE DESCRIPTIONS

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

**PREREQUISITES:** None

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

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

**PREREQUISITES:** None

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

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

**PREREQUISITES:** None

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

### **BSLT-343 ANATOMY AND PHYSIOLOGY OF THE LANGUAGE, SPEECH, AND HEARING STRUCTURE (3 credits)**

**PREREQUISITES:** None

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

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

**PREREQUISITES:** None

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

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

**PREREQUISITES:** None

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

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

**PREREQUISITES:** None

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

### **BSLT-348 STUTTERING IN CHILDREN (3 credits)**

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

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

**BSLT-349 CHILDHOOD VOICE DISORDERS (3 credits)**

**PREREQUISITES:** BSLT-343, BSLT-346

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

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

**PREREQUISITES:** BSLT-343, BSLT-344, BSLT-345, BSLT-346, BSLT-347

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

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

**PREREQUISITE:** BSLT-350

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

**BSLT-354 ARTICULATORY DISORDERS IN CHILDREN (3 credits)**

**PREREQUISITE:** BSLT-343

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

**BSLT-355 TYPICAL AND ATYPICAL PHONOLOGICAL DEVELOPMENT (3 credits)**

**PREREQUISITE:** BSLT-344

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

**BSLT-456 AURAL REHABILITATION (3 credits)**

**PREREQUISITES:** BSLT-343, BSLT-344, BSLT-345, BSLT-346, BSLT-350, BSLT-353

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

**BSLT-461 SIGN LANGUAGE (3 credits)**

**PREREQUISITES:** None

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

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

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

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

**BSLT-463 BEHAVIOR MODIFICATION FOR CHILDREN (3 credits)**

**PREREQUISITES:** None

The study of theoretical models related to children's psychopathology and the intervention strategies for behavior modification.

**BSLT-465 PREVENTION AND INTERVENTION WITH SPEECH AND LANGUAGE DISORDERS IN CHILDREN (3 credits)**

**PREREQUISITES:** BSLT-346, BSLT-348, BSLT-349, BSLT-350, BSLT-351, BSLT-354, BSLT-355

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

**BSLT-466 CHILDREN WITH COGNITIVE AND PSYCHOSOCIAL PATHOLOGIES AND SENSORY DISORDERS (3 credits)**

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

Consideration of communication disorders associated with intellectual disorders, autism spectrum disorder, specific learning disabilities, and cultural differences/deviations as well as the study of communication disorders associated with visual loss and sensory disorders. The course requires pre-practicum and presentations of remedial activities to intervene with children presenting these disorders.

**ENGL-125 INTERDISCIPLINARY STUDIES IN LITERATURE I (3 credits)**

**PREREQUISITES:** None

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

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

**PREREQUISITE:** ENGL-125

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

**GLOB-220 CONTEMPORARY GLOBAL PROCESSES (3 credits)**

**PREREQUISITES:** None

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

**HIST-120 PUERTO RICO AND THE WORLD (3 credits)**

**PREREQUISITES:** None

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

**HUMA-225 INTRODUCTION TO HUMANITIES I (3 credits)**

**PREREQUISITES:** None

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

**HUMA-226 INTRODUCTION TO HUMANITIES II (3 credits)**

**PREREQUISITE: HUMA-225**

The course covers the formation of the contemporary world from the Renaissance to the French Revolution and through modern times taking into consideration the ideas and problems presented in significant works representative of each period. The course requires a field research project.

**INTE-320 INTERNATIONAL EXPERIENCE (6 credits)****PREREQUISITES: None**

Students develop knowledge of international reality and processes and their importance for Puerto Rico through a direct experience or through participation in an international academic program. This requirement may be met through courses taken or internships completed outside of Puerto Rico, cultural or study-abroad travel, language courses, internships completed in Puerto Rican institutions with international programs, jobs at a consulate or an international enterprise, among other activities as approved by the University.

**LTPR-460 CLINICAL PRACTICUM I (0 credits)****PREREQUISITES: None**

Thirty-five hours of supervised clinical practice in screening and intervention procedures for children with communication disorders in pre-school, school, and health care programs.

**LTPR-461 CLINICAL PRACTICUM II (0 credits)****PREREQUISITES: LTPR-460**

A minimum of 80 hours of supervised clinical practice in screening and intervention procedures for children with speech-language and hearing disorders in pre-school, school, and health care programs.

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

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

**MATH-126 STATISTICAL REASONING (3 credits)****PREREQUISITES: MATH 125**

Development of statistical reasoning and its application to the solution of problems, especially related to the behavioral sciences. Discussion of the role of statistics as a fundamental tool in the decision-making process when conducting scientific research.

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

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

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

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

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

**PREREQUISITES:** None

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

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

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

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

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

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

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

**PSUL-304 EXPERIMENTAL PSYCHOLOGY LABORATORY (0 credits)****PREREQUISITES:** None**COREQUISITE:** PSYU-304

This course integrates the theoretical aspects of the Experimental Psychology course with the practical aspects of the laboratory. It familiarizes students with different aspects of the scientific method. In the lab, students have tasks that enable them to apply their acquired knowledge of scientific research to the area of experimental social psychology.

**PSUL-407 PHYSIOLOGICAL PSYCHOLOGY LABORATORY (0 credits)****PREREQUISITES:** None**COREQUISITE:** PSYU-407

The physiological psychology laboratory helps students integrate theories offered in the course with practical and experiential activities to explore human biology. It offers an introduction to the anatomical structures of the body and its relation to human behavior, emphasizing the nervous system. In the lab, students have tasks that enable them to apply their acquired knowledge of the how the brain and human anatomical structure are related to the emotional and psychological aspects of human behavior.

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

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

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

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

**PSYU-304 EXPERIMENTAL PSYCHOLOGY (3 credits)****PREREQUISITES:** None

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

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

**PREREQUISITES:** None

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

**PSYU-306 PSYCOPATHOLOGY (3 credits)**

**PREREQUISITES:** None

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

**PSYU-308 STATISTICS FOR PSYCHOLOGY (3 credits)**

**PREREQUISITES:** MATH 126

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

**PSYU-403 DEVELOPMENTAL PSYCHOLOGY (3 credits)**

**PREREQUISITES:** None

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

**PSYU-407 PHYSIOLOGICAL PSYCHOLOGY (3 credits)**

**PREREQUISITES:** None

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

**PSYU-409 RESEARCH METHODOLOGY (3 credits)**

**PREREQUISITES:** PSYU-308

Introduction to principles, practices, and procedures in the conduct of scientific research. Statistics is recommended as a pre-requirement.

**PSYU-411 INTERVIEW TECHNIQUES (3 credits)**

**PREREQUISITES:** None

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

**PSYU-413 PRINCIPLES OF BEHAVIOR MODIFICATION (3 credits)**

**PREREQUISITES:** None

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

**PSYU-415 PSYCHOLOGICAL ASSESSMENT (3 credits)**

**PREREQUISITES:** None

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



**PSYU-419 INTRODUCTION TO NEUROPSYCHOLOGY (3 credits)****PREREQUISITES:** None

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

**PSYU-425 INTRODUCTION TO CRISIS INTERVENTION (3 credits)****PREREQUISITES:** None

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

**PSYU-430 PRE-PRACTICUM IN PSYCHOLOGY (0 credits)****PREREQUISITES:** None

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

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

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

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

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

**SEMI-425 SEMINAR ON INTERDISCIPLINARY RESEARCH I (3 credits)****PREREQUISITES:** None

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

**SEMI-426 SEMINAR ON INTERDISCIPLINARY RESEARCH II (3 credits)****PREREQUISITE:** SEMI-425

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

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

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

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

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

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

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

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

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

## **BACHELOR OF SCIENCE**

(In moratorium as of the 2015 Fall term)

*Note: Starting with the 2015 Fall term, the Interdisciplinary Baccalaureate program is the only option for prospective students interested in applying for undergraduate admission. For information, please see the Interdisciplinary Baccalaureate section of this catalog.*

### **MISSION**

The mission of the Carlos Albizu University undergraduate program is to provide students with up-to-date knowledge related to the professions of general psychology and speech and language therapy, with special emphasis on the development of an integrated knowledge in human behavior and on interventions with Hispanic children with communication disorders.

### **GOALS AND OBJECTIVES**

1. Provide a high-quality educational opportunity in undergraduate training for its students
2. Conduct an academic program in both areas (psychology and speech/language therapy) in such a manner that students acquire not only theoretical knowledge but also the motivation and commitment to apply their knowledge to the solution of human and communicative problems consistent with their level of training
3. Foster in students an interest in and willingness to actively pursue personal academic growth on a graduate level in psychology, speech/language pathology, or related fields
4. Develop an appreciation in each student for the individual worth and dignity of all people regardless of their backgrounds, origins, and life circumstances

### **BACHELOR OF SCIENCE PROGRAM WITH CONCENTRATIONS IN PSYCHOLOGY OR SPEECH AND LANGUAGE THERAPY**

The Bachelor of Science program with concentrations in psychology or speech and language therapy is an upper-division college-level degree completion program that includes 120 credits of coursework and 6 clinical practicum credits. The B.S. program is designed to prepare students for graduate-level training and careers in psychology and speech language therapy.

The B.S. program is structured for working adults. Albizu will accept a maximum of 90 credits transferable towards the degree from an accredited institution. Students are required to complete a minimum of 30 credits at the San Juan Campus, and, of these, at least 18 credits (six courses) must be taken in the major area of concentration.

### **GENERAL REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE**

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

1. A grade point average (GPA) of 2.25 or higher
2. Completion of a minimum of one year of full-time residence in the program

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

### **OUTSIDE CAMPUS REGISTRATION**

Undergraduate students may enroll at other institutions to complete any requirements for transfer courses that are not offered at SJC. The student must request authorization from the Program Director and notify the SJC Registrar every term by completing an Outside Campus Registration Form. This form must be submitted to the Registrar at the time of registration for each term. Subsequent to the completion of coursework requirements for transfer to SJC, it is the responsibility of the student to ensure that his or her official transcript from each institution attended is forwarded to the Registrar and to request that the Program Director process the transfer of credit.

### **TIME LIMIT**

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

### **STUDENT EVALUATIONS**

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

**BACHELOR OF SCIENCE  
PSYCHOLOGY CONCENTRATION  
CURRICULAR REQUIREMENTS**  
(In moratorium as of the 2015 Fall term)

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

<b>AREA I. Foundation Courses</b> .....	<b>51 credits</b>
Introduction to College Life Skills .....	0 credits
English Composition.....	3 credits
English Composition II .....	3 credits
Composition in Spanish I .....	3 credits
Composition in Spanish II .....	3 credits
Introduction to Social Sciences I .....	3 credits
Introduction to Social Sciences II .....	3 credits
Introduction to Natural Sciences I .....	3 credits
Introduction to Natural Sciences II .....	3 credits
Arithmetic Reasoning .....	3 credits
Introduction to Humanities I .....	3 credits
Introduction to Humanities II .....	3 credits
History of Puerto Rico .....	3 credits
Professional Writing Compendium .....	3 credits
Electives in Liberal Arts .....	12 credits

*Note: Foundation courses may be taken outside of the Institution and transferred into the program.*

<b>CORE AREA II. Psychology Concentration</b> .....	<b>39 credits</b>
PSYU-300 Foundations of Psychology .....	3 credits
PSYU-301 Theories of Learning .....	3 credits
PSYU-402 Social Psychology .....	3 credits
PSYU-403 Developmental Psychology .....	3 credits
PSYU-304 Experimental Personality and Social Psychology .....	3 credits
PSUL-304L Experimental Personality and Social Psychology Laboratory.....	0 credits
PSYU-305 Personality Theories .....	3 credits
PSYU-306 Abnormal Psychology .....	3 credits
PSYU-308 Statistics for Psychology .....	3 credits
PSYU-407 Physiological Psychology .....	3 credits
PSUL-407L Physiological Psychology Laboratory .....	0 credits
PSYU-409 Research Methodology .....	3 credits
PSYU-411 Interview Techniques .....	3 credits
PSYU-413 Principles of Behavior Modification .....	3 credits
PSYU-415 Psychological Assessment .....	3 credits

*Note: Please see the course descriptions in the Interdisciplinary Baccalaureate section.*

<b>AREA III. PSYU-430 Pre-Practicum in Psychology</b> .....	<b>0 credits</b>
<b>AREA IV. Electives: Psychology Concentration</b> .....	<b>30 credits</b>
<b>Psychology Concentration: Total Academic Credits</b> .....	<b>120 credits</b>
<b>Total Practicum Units</b> .....	<b>0 credits</b>

**BACHELOR OF SCIENCE  
PSYCHOLOGY CONCENTRATION  
CURRICULAR SEQUENCE**  
(In moratorium as of the 2015 Fall term)

<b>FIRST YEAR - FIRST TERM</b>		
<b>Code</b>	<b>Title</b>	<b>Credits</b>
SPAN-101	Composition in Spanish I	3
ENGL-101	English Composition	3
NSCI-101	Natural Science I (Biology Science)	3
SSCI-101	Social Sciences I	3
SLS-101	Introduction to College Life Skills	0
<b>Total</b>		<b>12</b>

<b>FIRST YEAR - SECOND TERM</b>		
<b>Code</b>	<b>Title</b>	<b>Credits</b>
SPAN-201	Composition in Spanish II	3
ENGL-201	English Composition II	3
NSCI-201	Natural Science II (Physical Science)	3
SSCI-201	Social Science II	3
<b>Total</b>		<b>12</b>

<b>FIRST YEAR - THIRD TERM</b>		
<b>Code</b>	<b>Title</b>	<b>Credits</b>
MATH-101	Arithmetic Reasoning	3
HUMA-101	Humanities I	3
PSYU-443	Professional Writing Compendium	3
<b>Total</b>		<b>9</b>

<b>SECOND YEAR - FIRST TERM</b>		
<b>Code</b>	<b>Title</b>	<b>Credits</b>
HUMA-201	Humanities II	3
PSYU-420	History of Puerto Rico	3
LART-101	Liberal Arts I	3
LART-201	Liberal Arts II	3
<b>Total</b>		<b>12</b>

<b>SECOND YEAR - SECOND TERM</b>		
<b>Code</b>	<b>Title</b>	<b>Credits</b>
PSYU-300	Fundamentals of Psychology	3
PSYU-304	Experimental Personality and Social Psychology	3
PSUL-304	Experimental Personality and Social Psychology (LAB)	0
PSYU-308	Statistics for Psychology	3
PSYU-402	Social Psychology	3
<b>Total</b>		<b>12</b>

<b>SECOND YEAR - THIRD TERM</b>		
<b>Code</b>	<b>Title</b>	<b>Credits</b>
LART-301	Liberal Arts III	3
PSYU-301	Theories of Learning	3
LART-401	Liberal Arts IV	3
<b>Total</b>		<b>9</b>

THIRD YEAR - FIRST TERM		
Code	Title	Credits
PSYU-403	Developmental Psychology	3
PSYU-305	Theories of Personality	3
PSYU-306	Abnormal Psychology	3
PSYU	Elective course #1	3
<b>Total</b>		12

THIRD YEAR - SECOND TERM		
Code	Title	Credits
PSYU-407	Physiological Psychology	3
PSUL-407	Physiological Psychology (LAB)	0
PSYU-409	Research Methodology	3
PSYU-411	Interviewing Techniques	3
PSYU-413	Principles of Behavior Modification	3
<b>Total</b>		12

THIRD YEAR - THIRD TERM		
Code	Title	Credits
PSYU-415	Psychological Assessment	3
PSYU	Elective course #2	3
PSYU	Elective course #3	3
<b>Total</b>		9

FOURTH YEAR - FIRST TERM		
Code	Title	Credits
PSYU-430	Pre-Practicum (100 hrs.)	0
PSYU	Elective course #4	3
PSYU	Elective course #5	3
PSYU	Elective course #6	3
<b>Total</b>		9

FOURTH YEAR - SECOND TERM		
Code	Title	Credits
PSYU	Elective course #7	3
PSYU	Elective course #8	3
PSYU	Elective course #9	3
PSYU	Elective course #10	3
<b>Total</b>		12
<b>TOTAL CREDITS FOR FOUR YEARS</b>		120

**BACHELOR OF SCIENCE  
SPEECH AND LANGUAGE THERAPY CONCENTRATION  
CURRICULAR REQUIREMENTS**

(In moratorium as of the 2015 Fall term)

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

<b>AREA I. Foundation Courses</b> .....	<b>51 credits</b>
Introduction to College Life Skills .....	0 credits
English Composition I .....	3 credits
English Composition II .....	3 credits
Composition in Spanish I .....	3 credits
Composition in Spanish II .....	3 credits
Introduction to Social Sciences I .....	3 credits
Introduction to Social Sciences II .....	3 credits
Introduction to Natural Sciences I .....	3 credits
Introduction to Natural Sciences II .....	3 credits
Arithmetic Reasoning .....	3 credits
Introduction to Humanities I .....	3 credits
Introduction to Humanities II .....	3 credits
History of Puerto Rico .....	3 credits
Professional Writing Compendium .....	3 credits
Electives in Liberal Arts .....	12 credits

*Note: Foundation courses may be taken outside of the Institution and transferred into the program*

<b>AREA II. Speech and Language Therapy Concentration</b> .....	<b>63 credits</b>
BSLT-343 Anatomy and Physiology of the Language, Speech and Hearing Structure .....	3 credits
BSLT-344 Cognitive and Speech-Language Development and use in Children.....	3 credits
BSLT-345 Acoustic and Psychoacoustic Aspects of Sound and Voice Reception .....	3 credits
BSLT-346 Clinical Processes of the Speech-Language Therapist .....	3 credits
BSLT-347 Phonological and Articulatory Disorders of Children .....	3 credits
BSLT-348 Stuttering in Children .....	3 credits
BSLT-349 Childhood Voice Disorders .....	3 credits
BSLT-350 Language Disorders of Children I: Oral Language Pathologies.....	3 credits
BSLT-351 Language Disorders of Children II: Written Language Pathologies.....	3 credits
BSLT-352 Children Oral Structural Abnormalities and Neuromuscular Disorders.....	3 credits
BSLT-353 Sensory Disorders of Children .....	3 credits
BSLT-454 Children with Cognitive and Psychosocial Pathologies .....	3 credits
BSLT-455 Prevention in Speech-Language Intervention .....	3 credits
BSLT-456 Aural Rehabilitation .....	3 credits
BSLT-457 Language, Speech, and Hearing Services in School and Health Settings .....	3 credits
BSLT-458 Intervention for Children with Speech and Language Disorders.....	6 credits
BSLT-459 Current Topics of Communicative Disorders of Children.....	3 credits
BSLT-461 Sign Language .....	3 credits
BSLT-462 Augmentative and Alternative Communication for Children.....	3 credits
BSLT-463 Behavior Modification for Children .....	3 credits

*Note: Please see the course descriptions in the Interdisciplinary Baccalaureate section.*



**AREA III. Practicums**

LTPR-460 Clinical Practicum I .....	3 credits
LTPR-461 Clinical Practicum II .....	3 credits

**AREA IV. Electives, Speech and Language Therapy Concentration .....** 6 credits

PSYU-411 Interviewing Techniques .....	3 credits
PSYU-413 Principles of Behavior Modification .....	3 credits
PSYU-421 Sociological Aspects of Behavior .....	3 credits
PSYU-422 Educational Psychology .....	3 credits
PSYU-423 Child Psychology .....	3 credits

Speech and Language Therapy Concentration: Total Academic Credits ..... 120 credits

Total Practicum Credits ..... 6 credits

**BACHELOR OF SCIENCE  
SPEECH AND LANGUAGE THERAPY CONCENTRATION  
CURRICULAR SEQUENCE**

(In moratorium as of the 2015 Fall term)

<b>FIRST YEAR - FIRST TERM</b>		
<b>Code</b>	<b>Title</b>	<b>Credits</b>
SPAN-101	Composition in Spanish I	3
ENGL-101	English Composition	3
NSCI-101	Natural Science I (Biology Science)	3
LART-101	Liberal Arts I	3
SLS-101	Introduction to College Life Skills	0
	<b>Total</b>	<b>12</b>

<b>FIRST YEAR - SECOND TERM</b>		
<b>Code</b>	<b>Title</b>	<b>Credits</b>
SPAN-201	Composition in Spanish II	3
ENGL-201	English Composition II	3
NSCI-201	Natural Science II (Physical Science)	3
SSCI-101	Social Science I	3
	<b>Total</b>	<b>12</b>

<b>FIRST YEAR - THIRD TERM</b>		
<b>Code</b>	<b>Title</b>	<b>Credits</b>
MATH-101	Arithmetic Reasoning	3
HUMA-101	Humanities I	3
SSCI-201	Social Science II	3
	<b>Total</b>	<b>9</b>

<b>SECOND YEAR - FIRST TERM</b>		
<b>Code</b>	<b>Title</b>	<b>Credits</b>
HUMA-201	Humanities II	3
PSYU-420	History of Puerto Rico	3
BSLT-343	Anatomy and Physiology of the Language, Speech, and Hearing Structure	3
BSLT-344	Cognitive and Speech-Language Development and Use in Children	3
	<b>Total</b>	<b>12</b>

<b>SECOND YEAR - SECOND TERM</b>		
<b>Code</b>	<b>Title</b>	<b>Credits</b>
LART-201	Liberal Arts II	3
BSLT-346	Clinical Processes of the Speech and Hearing Structure	3
PSYU	Elective course #1	3
BSLT-347	Phonology and Articulation Disorders of Children	3
	<b>Total</b>	<b>12</b>

<b>SECOND YEAR - THIRD TERM</b>		
<b>Code</b>	<b>Title</b>	<b>Credits</b>
LART-301	Liberal Arts III	3
BSLT-345	Acoustic and Psychoacoustic Aspects of Sound and Voice Reception and Perception	3
BSLT-349	Childhood Voice Disorders	3
	<b>Total</b>	<b>9</b>

THIRD YEAR - FIRST TERM		
Code	Title	Credits
BSLT-348	Stuttering in Children	3
BSLT-350	Language Disorders of Children I: Oral Language Pathologies	3
BSLT-351	Language Disorders of Children II: Written Language Pathologies	3
BSLT-352	Children with Oral Structures Abnormalities and Neuromuscular Disorders	3
	<b>Total</b>	12

THIRD YEAR - SECOND TERM		
Code	Title	Credits
PSYU-443	Professional Writing Compendium	3
BSLT-454	Children with Cognitive and Psychosocial Pathologies	3
BSLT-455	Prevention in Speech-Language Intervention	3
BSLT-456	Aural Rehabilitation	3
	<b>Total</b>	12

THIRD YEAR - THIRD TERM		
Code	Title	Credits
BSLT-458	Intervention with Children with Speech and Language Disorders	6
BSLT-461	Sign Language	3
BSLT-353	Sensory Disorders of Children	3
	<b>Total</b>	12

FOURTH YEAR - FIRST TERM		
Code	Title	Credits
LTPR-460	Clinical Practicum I	0
BSLT-459	Current Topics of Communicative Disorders of Children	3
BSLT-462	Augmentative and Alternative Communication for Children	3
PSYU	Elective course #2	3
	<b>Total</b>	9

FOURTH YEAR - SECOND TERM		
Code	Title	Credits
LTPR-461	Clinical Practicum II	0
BSLT-457	Language, Speech, and Hearing Services in Schools and Health Settings	3
BSLT-463	Behavior Modification for Children	3
LART-401	Liberal Arts IV	3
	<b>Total</b>	9
<b>TOTAL CREDITS FOR FOUR YEARS</b>		120

## MASTER'S PROGRAMS (GENERAL INFORMATION)

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

### ADMISSION REQUIREMENTS AND PROCEDURES

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

### GENERAL REQUIREMENTS FOR THE MASTER OF SCIENCE DEGREE

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

### CURRICULAR REQUIREMENTS

The **Master of Science in Industrial/Organizational Psychology** is a four-year, full-time program that includes 57 credits of academic course work, six practicum modules, one writing skills seminar, and one APA style seminar.

The **Master of Science in Speech and Language Pathology** includes 60 credits of academic coursework and a minimum of 400 hours of clinical practicum. Students who elect the comprehensive examination track must obtain a Passing grade on the departmental comprehensive examination as a requirement for completion of the degree. Students who elect the thesis project track must complete and successfully defend a thesis project.

The **Master of Science in Counseling Psychology** includes 60 credits of academic work, four practicum modules, one seminar on writing skills and case conceptualization, one seminar on self-care during graduate studies, and one seminar on APA writing style.

The **Master of Science in School Psychology** includes 60 credits of academic work, four practicum modules, one seminar entitled “Workshop on Writing Skills and Case Conceptualization,” one seminar entitled “Special Education: Inclusion, Accommodations and IEP’s,” and one seminar on APA writing style.

## **MASTER’S COMPREHENSIVE EXAMINATIONS**

Students whose master’s-level programs require a comprehensive examination must register to take the Master’s Comprehensive Examination (termed Master’s Level Examination in some programs) after completing the courses required by their academic programs.

In order to register for the comprehensive examination, students are also required to comply with the following:

1. Satisfactory completion of the required master’s-level academic courses
2. Overall GPA of 3.00
3. Good standing, which is defined as having at least the minimum cumulative GPA required for the program, no Incompletes, and no grade of No Pass in any practicum
4. Grades of “B” or above in all core (foundation) courses

Students who take the exam must be registered for their academic programs during the term in which they schedule their examinations. After successfully completing the comprehensive examination and completing all of the master’s degree requirements, students may apply to receive the M.S. degree.

In order to successfully complete the written comprehensive exams, students must pass all parts of the exams. Four attempts are allowed.

Any additional requirements can be found in the information for specific academic programs in this catalog. The respective academic program directors are also available to provide information.

## **TIME LIMIT**

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

## **STUDENT EVALUATIONS**

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

## **RESIDENCY REQUIREMENT**

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

## **INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY PRACTICUM**

Students in the Industrial/Organizational Psychology program are required to complete 512 hours of supervised practicum. In practica IOMO-611, 613, 614, and 617, students are exposed to self-knowledge exercises, practice training, consultation techniques, and current topics in the discipline. In practica IOMO-615 and 616, students choose a public or private organization and are involved in human resources or organizational projects under the supervision of Albizu faculty and an agency-designated supervisor.

## **SPEECH AND LANGUAGE PATHOLOGY PRACTICUM**

Students in the Speech and Language Pathology program are required to complete two advanced clinical practica in a designated clinical setting (Albizu Clinic and other affiliated facilities). Clinical Practicum I (PRSP 656) requires a minimum of 150 hours of supervised direct client/patient contact in the clinical practice of speech-language pathology. Clinical Practicum II (PRSP 657) requires a minimum of 250 hours of supervised direct client/patient contact. The total clinical practicum hours should not be less than 400, in accordance with the guidelines outlined by the American Speech-Language-Hearing Association (ASHA).

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

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

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

The master's thesis process includes a formal written proposal, an oral proposal colloquium, a written thesis, and an oral thesis defense. In addition, five bound copies of the final written thesis (one for the SJC or MUC Library, one for the Miami Campus, one for each committee member, and one for the student's personal library) are required. PDF copies can be substituted for bound copies for the committee members if the members so approve. Details of the format for the written thesis are given in the *Master's Thesis Handbook*.

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

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

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

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

## **MISSION**

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

## **TRAINING MODEL**

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

## **PROGRAM OBJECTIVES**

The program has the following objectives for student learning:

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



## PROGRAM COMPETENCIES

Students will develop the following competencies through the program:

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

## ADMISSION REQUIREMENTS AND PROCEDURES

### Required Documents

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

4. Two **letters of recommendation** from professor(s), employer(s), or community leader(s). *The recommendations must be submitted on Albizu's official [Recommendation Form](#).*
5. **EXADEP (Examen de Admisión a Estudios de Posgrado) or GRE (Graduate Record Examinations)** results. Only scores from exams taken within the past five years will be accepted.
6. An updated **Certificate of Good Conduct** from the jurisdiction(s) where the applicant was a resident during the past five years.
7. An original **Health Certificate**, no more than one year old.
8. Proof of **Hepatitis-B vaccination**.
9. A copy of the **PVAC-3 Form** with an original signature (for applicants 21 years old or younger at the time of application).
10. Results of an **interview with program faculty**. Those candidates recommended by the Admissions Committee will receive an appointment for an interview with one or more members of the M.S. in I/O Psychology program faculty.
11. A **Statement of Purpose**, written at the time of the interview (for those candidates invited for an interview). The statement of purpose serves to verify the candidate's interest in the M.S. in I/O Psychology program and the Institution; short-, medium-, and long-term goals; written communication skills; and general writing skills.
12. An official **evaluation of academic credentials** by an authorized credential evaluation agency (for international students only). Credential evaluation agencies evaluate and interpret the U.S. equivalents of foreign education and work credentials. Please note that all documents must be submitted in English. A list of authorized agencies is available at: <http://www.albizu.edu/International-Students/Credential-Evaluation-Services>
13. **Any additional documents** that may be required by the M.S. in I/O Psychology program at a future date, as specified at the time of application to the program.

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

### **Admission Procedures**

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

## IDENTITY VERIFICATION

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

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

1. A cumulative grade point average (CGPA) of 3.00 or higher on a 4.00 scale
2. Completion of a minimum of one year of full-time residency in the program
3. Satisfactory completion of 57 credits
4. Satisfactory completion of at least 512 hours of practicum
5. Grades of "B" or higher in concentration courses and a maximum of two grades of "C" in foundation courses
6. No more than one (1) NP, W, or AW in any seminar, laboratory, or practicum
7. Satisfactory completion of the following seminars: APA Writing Style (SEMM-531), Written and Oral Communication Skills in Psychology (SEMM-545)
8. Satisfactory completion of the capstone project
9. Fulfillment of all institutional obligations
10. Good standing in the program, i.e., no disciplinary action pending or academic or practicum probation; in the case of a student readmitted after an Academic Dismissal, if he or she once again fails or drops (whether by a Withdrawal or an Administrative Withdrawal) the course, laboratory, practice, seminar, or degree exam for which the Academic Dismissal was originally granted, then he or she will be dismissed from the program without the possibility of applying for admission to the same program again
11. Recommendation from the program faculty for the master's degree; students seeking the degree must demonstrate, to the satisfaction of the faculty, the professional, ethical, and personal attributes described in the current *General Policies and Disciplinary Procedures Manual*

**M.S. IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY  
CURRICULAR REQUIREMENTS**

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

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

**M.S. IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY  
CURRICULAR SEQUENCE  
(Effective August 2015)**

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

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

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

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

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

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

**M.S. IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY  
COURSE DESCRIPTIONS**

**CPIO-670 CAPSTONE PROJECT (0 credits)**

**PREREQUISITES:** IOPC-505, IOPC-574, IOPC-573, IOPC-575, IOPC-569, IOPC-588, IOPC-698, IOPC-651, IOMO-611, IOMO-613, IOMO-614, IOMO-615

Each student will present, during the academic session when he or she expects to finish the degree requirements, a portfolio of evidence of how the I/O Psychology program courses and/or practice experiences enabled him or her to develop the institutional and program competencies specified earlier in this section. In addition to the portfolio, the student will present a written reflection of the competency development process.

**IOMO-611 INDUSTRIAL/ORGANIZATIONAL PRACTICUM I (0 credits)**

**PREREQUISITES:** None

The study of human relations in workplace settings and how communication and perception are the principal elements of such relations. Students have the opportunity to assess their communication skills and their abilities as facilitators in the human relations area. The interview will be studied as an organizational tool to describe, predict, modify, and assess human beings in organizational settings. Offered only during the Fall term, concurrent with IOPC-574.

**IOMO-613 INDUSTRIAL/ORGANIZATIONAL PRACTICUM II (0 credits)**

**PREREQUISITES:** IOPC-505, IOMO-611

The study of small group dynamics and the development of skills in group management. Special attention will be given to the following topics: decision-making, communication, conflict management, group cohesion, and group norms. Offered only during the Spring term, concurrent with IOPC-573.

**IOMO-614 FOUNDATIONS OF CONSULTING PRACTICE IN I/O PSYCHOLOGY (0 credits)**

**PREREQUISITES:** IOPC-505, IOPC-574, IOMO-611

Discussion of strategies and techniques in the practice of professional consultation in industrial/organizational psychology. Theoretical aspects will be discussed, and practical exercises will be conducted to develop student competencies in such techniques. Offered only during the Spring term, concurrent with IOPC-573.

**IOMO-615 & 616 INDUSTRIAL/ORGANIZATIONAL PRACTICUM III & IV (0 credits)**

**PREREQUISITES for IOMO-615:** IOMO-611, IOMO-613, IOMO-614, IOPC-505, IOPC-573, IOPC-574, IOPC-575, IOPC-588

**PREREQUISITE for IOMO-616:** IOMO-615

The main objective of the practicum experience is to enable students to integrate theoretical knowledge with the realities confronted by practitioners. Through placements in different workplace settings, students develop skills in performing the multiple tasks and roles of industrial/organizational psychologists.

**IOMO-617 CURRENT TOPICS IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY (0 credits)**

**PREREQUISITES:** IOPC-573, IOPC-574, IOPC-575, IOPC-651, IOPC-698

Current issues and topics related to the development of the discipline as a science and to the practice of I/O Psychology are discussed. Faculty and students select the topics that they will discuss.

**IOPC-505 ETHICS AND PROFESSIONAL CONDUCT (3 credits)**

**PREREQUISITES:** None

This course introduces topics related to ethical issues, legal issues, and professional conduct in the practice of counseling psychology. Analysis of value conflicts (including those that may reflect different cultural orientations), decision-making, maintenance of high professional standards, confidentiality, and standards for human research are among the topics to be addressed in this course. Legal aspects, such as risks for malpractice suits and license requirements, will also be discussed.

**IOPC-568 APPLIED INFERENTIAL STATISTICS (3 credits)**

**PREREQUISITE:** Previous knowledge of basic statistical concepts, including descriptive statistics. The course offers an introduction to inferential statistics in the context of psychological research. Students learn about appropriate parametric and non-parametric tests for different research designs and types of data collected. The topics covered include hypothesis testing, statistical inference and research, probability theory, sampling distributions, parametric and non-parametric statistical tests, the normal curve, the t distribution, Chi square and the U test, among others. A concurrent statistics lab will be required.

**IOPC-569 RESEARCH METHODS IN I/O PSYCHOLOGY (3 credits)**

**PREREQUISITES:** IOPC-568, IOPL-568

This course examines the primary research techniques used in industrial/organizational psychology. The theoretical aspects of each technique will be discussed, and student competencies will be developed through practical exercises.

**IOPC-570 COMPARATIVE THEORIES OF PERSONALITY (3 credits)**

**PREREQUISITES:** None

This course includes a critical analysis of the principal theoretical positions on personality. Analysis of personality constructs from different perspectives will be discussed.

**IOPC-573 GROUP INTERACTION AND DECISION-MAKING (3 credits)**

**PREREQUISITE:** IOPC-574

A socio-psychological approach to the study of group interaction and processes. The relevance of group formation and development, social norms, role structure, conflict, and decision-making will be considered as they apply to organizational groups.

**IOPC-574 PERSONNEL PSYCHOLOGY (3 credits)**

**PREREQUISITES:** None

Traditional and contemporary methods and procedures are analyzed in the following areas: human resource planning, job analysis, personnel recruitment and selection, job performance evaluation, organizational socialization, and job termination. Special consideration will be given to ethical and legal aspects in the area of personnel psychology and the role of industrial/organizational psychology in the aforementioned areas.

**IOPC-575 ORGANIZATIONAL BEHAVIOR (3 credits)**

**PREREQUISITE:** IOPC-574

Discussion and analysis of the most important theories, models, and techniques used to study human behavior in organizational settings. The historical development of the discipline is presented and analyzed in a critical manner. Individual and group behavior theories in organizations are discussed and analyzed using a holistic approach.

**IOPC-588 THEORY OF TESTS AND TEST CONSTRUCTION (3 credits)**

**PREREQUISITES:** IOPC-568, IOPL-568

This course presents the major principles of test construction in psychological measurement. Methods for determining validity and reliability will be examined by performing class exercises. The content also includes the study of scaling methods such as Guttman, Thurstone, and Likert scales. Students will apply knowledge from the course to construct their own assessment instruments.

**IOPC-610 LEADERSHIP IN ORGANIZATIONS (3 credits)**

**PREREQUISITES:** IOPC-573, IOPC-575

This course focuses on leadership development and the analysis of leadership processes in the organizational environment, enabling students to develop the skills necessary to conduct effective interventions as organizational leaders. The main concepts and theories on this subject are discussed. Similarities and differences between the roles of supervisor, manager, and leader are discussed, establishing the basic characteristics of leadership in the workplace. The current and future challenges of leadership in organizations are evaluated according to current socioeconomic circumstances and



future projections. The course concludes with an analysis of several controversies in the field, such as cross-cultural manifestations in organizational leadership as shown through current sexual and gender research findings in Puerto Rico.

**IOPC-651 DIAGNOSIS, CHANGE, AND ORGANIZATIONAL DEVELOPMENT (3 credits)**

**PREREQUISITES:** IOPC-573, IOPC-575

Students develop the basic competencies needed to engage in the diagnosis of organizational problems, implement change and organizational development strategies, and assess their effectiveness. In addition, ethical, legal, and professional issues related to the practice of organizational development are discussed.

**IOPC-678 PSYCHOSOCIAL ASPECTS OF HEALTH IN ORGANIZATIONS (3 credits)**

**PREREQUISITE:** IOPC-575

Study of occupational health psychology and the organizational factors that promote and impede health in the workplace. Discussion of workplace violence; theoretical models that study stress, alcoholism, and drug addiction in organizations; psychological disorders and their relationship with the workplace; and the reasonable accommodation of employees with emotional disabilities. Special attention will be given to the role of industrial/organizational psychology in the promotion of occupational health.

**IOPC-679 LABOR LAW (3 credits)**

**PREREQUISITE:** IOPC-574

Overview of the history of labor law in Puerto Rico. Discussion of local and federal laws that regulate labor relations in public and private sectors of Puerto Rico.

**IOPC-681 POSITIVE OCCUPATIONAL HEALTH PSYCHOLOGY (3 credits)**

**PREREQUISITE:** IOPC-678

This course examines the foundations of occupational health psychology, emphasizing the contributions of positive psychology. Organizational interventions and scientific research that deals with occupational health will also be discussed and analyzed.

**IOPC-683 PSYCHOLOGICAL ASSESSMENT TECHNIQUES IN THE ORGANIZATION (3 credits)**

**PREREQUISITES:** IOPC-574, IOPC-588

This course encourages the critical analysis of psychological instruments used in assessing human resources in the organization for selection, placement, and development purposes. Various assessment instruments and strategies to assess personality, abilities, skills, and vocational preferences will be used. Their conceptual frameworks and rationales will be discussed. The student will be required to perform a psychological assessment and submit a written report with recommendations as part of a laboratory experience.

**IOPC-698 THEORY AND METHODS OF TRAINING WORKSHOPS (3 credits)**

**PREREQUISITE:** IOPC-574

This course introduces students to their function as trainers, whether as training consultants or as organizational members who perform those functions. Theories of basic learning are discussed with regard to the effective design of training programs for adults. The conceptual framework for developing effective training designs is analyzed, and the necessary concepts and skills for the development of needs training analysis are discussed. Students learn how to carry out presentations for effective training, manage difficult participants, and create a favorable environment for learning. The course includes a review of methods of training; its uses, advantages, and disadvantages; and their potential for fostering learning. Diverse strategies for the evaluation of training are also discussed, taking as a starting point the instructional objectives established.

**IOPC-568 APPLIED INFERENTIAL STATISTICS (LAB) (0 credits)**

**PREREQUISITES:** None

**COREQUISITE:** IOPC-568

This laboratory provides opportunities for students to develop skills in conducting and interpreting inferential statistical analyses with categorical and continuous data.

**IOPL-683 PSYCHOLOGICAL ASSESSMENT TECHNIQUES IN THE ORGANIZATION (LAB) (0 credits)**

**PREREQUISITE:** IOPC-574, IOPC-588

**COREQUISITE:** IOPC-683

To be taken concurrently with the regular course at an assigned schedule.

**PHCP-500 THEORIES OF LEARNING AND MOTIVATION (3 credits)**

**PREREQUISITES:** None

Contemporary and classical theories of learning and motivation. Relevant research in the behavioral, cognitive, social learning, and neurophysiological areas are discussed. Also discussed are the implications for psychological interventions of studies in the field of learning and motivation.

**PHCP-661 SOCIAL PSYCHOLOGY WITH EMPHASIS ON PUERTO RICO (3 credits)**

**PREREQUISITES:** None

In this course, the theoretical bases of social psychology will be analyzed. Emphasis will be given to the relationship between social psychology and behavior. The course will explore the extent to which social psychology is subject to variation within different cultural contexts, with an emphasis on the Puerto Rican society. Relevant research on these topics will be analyzed in the existing literature. A socio-historical analysis will be conducted, taking into special consideration the colonial influence of the United State in Puerto Rico.

**PSYF-540 LIFE SPAN HUMAN DEVELOPMENT (3 credits)**

**PREREQUISITES:** None

A review of theory and research on human development across the lifespan. The focus is on psychosocial, cognitive, moral, and intellectual development. Emphasis is given to the identification of factors in developmental disorders and cross-cultural differences in life context and worldview.

**PSYF-628 NEUROSCIENCE APPROACH TO COGNITIVE AND AFFECTIVE ASPECTS OF BEHAVIOR (3 credits)**

**PREREQUISITES:** None

This course provides a review of the major theories of cognition and affective aspects of behavior. The course will include a description of the physiological processes of human behavior, such as the structure of the neurological system, sensory systems, synaptic chemistry, and electrophysiology of the encephalon. The course will also present different pathologies and deficits related to the cognitive and affective aspects of behavior.

**SEMM-531 APA WRITING STYLE SEMINAR (0 credits)**

**PREREQUISITES:** None

This six-hour seminar provides students with the basic skills to prepare a manuscript using the *Publication Manual of the American Psychological Association*.

**SEMM-545 WRITTEN AND ORAL COMMUNICATION SKILLS IN PSYCHOLOGY (0 credits)**

**PREREQUISITES:** None

This workshop helps students understand the importance of developing professional writing skills in order to maintain a record of information directly related to their clinical training. The ethical and legal implications of professional writing skills will be discussed. The elements required in a progress note will serve as the foundation for the skills practice students will carry out as part of the workshop.

# MASTER OF SCIENCE IN SPEECH AND LANGUAGE PATHOLOGY

## MISSION

The M.S. in Speech and Language Pathology program at Carlos Albizu University, San Juan Campus and Mayagüez University Center, is dedicated to preparing speech and language professionals to provide clinical services to children and adults with communication and swallowing disorders in a variety of settings. The program also prepares students to work as supervisors and consultants.

## TRAINING MODEL AND COMPETENCIES

The program consists of 60 credit hours of core academic coursework, a minimum of 400 hours of clinical practicum, and a master's level comprehensive examination or thesis project. The program requirements are in compliance with the Puerto Rico Licensing Board and the American Speech-Language-Hearing Association standards for clinical competence certification. The training competencies detailed below are reflected in the program's curricular sequence.

## TRAINING GOALS

The primary training goal of the M.S. in Speech and Language Pathology program is to provide students with the comprehensive knowledge base, appropriate attitudes, and clinical skills necessary to work in the prevention, assessment, and treatment of children and adults with communication and associated disorders. The program has the following objectives for student learning:

### Knowledge and Skills

- Possess knowledge of the principles and methods for the prevention, assessment, and treatment of individuals with communication and associated disorders
- Master the use of assessment tools designed to assess children and adults with communication and associated disorders
- Master the use of intervention methods and techniques used to treat individuals with communication and associated disorders

### Clinical Skills

- Design and implement intervention techniques according to each client's level of functioning and needs
- Use appropriate clinical procedures, strategies, and assessment tools and make appropriate referrals when necessary
- Use assistive technology to provide services to clients with communication disorders
- Provide guidance to the general population on the prevention of communication disorders
- Perform supervisory functions, including consulting services in various clinical settings

- Conduct research in speech-language pathology that could be applied to the design and implementation of intervention programs for children and adults with communication and swallowing disorders
- Administer standardized and non-standardized instruments and interpret the results in order to assess children and adults with communication and swallowing disorders

### **Attitudes**

- Perform clinical functions following the ethical standards of the profession
- Have a holistic view of the human being
- Contribute to the development of the profession through active participation in professional organizations
- Assume the professional responsibilities inherent to the practice of speech and language pathology

## **PROGRAM GOALS AND OBJECTIVES**

Consistent with the goals, philosophy, and objectives of the University, the M.S. in Speech and Language Pathology program seeks to:

- Prepare speech and language professionals to provide quality clinical services to children and adults with communication disorders
- Prepare speech and language pathologists to work as clinical supervisors and consultants
- Prepare speech and language pathologists to collaborate with other professionals
- Prepare speech and language pathologists to work ethically and professionally

## **ADMISSION REQUIREMENTS AND PROCEDURES**

### **Required Documents**

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

transaction between the student and the Institution. *Failure to report previous college and/or graduate work constitutes a falsification of the application, which will result in the loss of all credits earned and may result in dismissal.*

4. Two letters of recommendation from professor(s), employer(s), or community leader(s). *The recommendations must be submitted on Albizu's official [Recommendation Form](#).*
5. **EXADEP (Examen de Admisión a Estudios de Posgrado) or GRE (Graduate Record Examinations)** results. Only scores from exams taken within the past five years will be accepted.
6. An updated **Certificate of Good Conduct** from the jurisdiction(s) where the applicant was a resident during the past five years.
7. An original **Health Certificate**, no more than one year old.
8. Proof of **Hepatitis B vaccination**.
9. A copy of the **PVAC-3 Form** with an original signature (for applicants 21 years old or younger at the time of application).
10. Results of an **interview with program faculty**. Those candidates recommended by the Admissions Committee will receive an appointment for an interview with one or more members of the M.S. in Speech and Language Pathology program faculty.
11. A **Statement of Purpose**, written at the time of the interview (for those candidates invited for an interview). The statement of purpose serves to verify the candidate's interest in the M.S. in Speech and Language Pathology program and the Institution; short-, medium-, and long-term goals; written communication skills; and general writing skills.
12. An official **evaluation of academic credentials** by an authorized credential evaluation agency (for international students only). Credential evaluation agencies evaluate and interpret the U.S. equivalents of foreign education and work credentials. Please note that all documents must be submitted in English. A list of authorized agencies is available at: <http://www.albizu.edu/International-Students/Credential-Evaluation-Services>
13. **Any additional documents** that may be required by the M.S. in Speech and Language Pathology program at a future date, as specified at the time of the application to the program.

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

### **Admission Procedures**

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

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

## **IDENTITY VERIFICATION**

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

## **REQUIREMENTS FOR THE M.S. IN SPEECH AND LANGUAGE PATHOLOGY DEGREE**

1. A cumulative grade point average (CGPA) of 3.00 or higher on a 4.00 scale
2. Completion of a minimum of one year of full-time residency in the program
3. Satisfactory completion of 60 credits
4. Satisfactory completion of at least 400 hours of supervised clinical practicum with children and adults
5. Grades of "B" or higher in all courses
6. Satisfactory completion of the comprehensive examination with no more than three (3) NPs; students who elect to complete the thesis project in speech and language pathology or a related area are not required to complete the comprehensive examination
7. No more than one (1) NP, W, or AW in any seminar, laboratory, or clinical practicum
8. Fulfillment of all institutional obligations
9. Good standing in the program, i.e., no disciplinary action pending or academic or practicum probation; in the case of a student readmitted after an Academic Dismissal, if he or she once again fails or drops (whether by a Withdrawal or an Administrative Withdrawal) the course, laboratory, practice, seminar, or degree exam for which the Academic Dismissal was originally granted, then he or she will be dismissed from the program without the possibility of applying for admission to the same program again
10. Recommendation from the program faculty for the master's degree; students seeking the degree must demonstrate, to the satisfaction of the faculty, the professional, ethical, and personal attributes described in the current *General Policies and Disciplinary Procedures Manual*

**M.S. IN SPEECH AND LANGUAGE PATHOLOGY  
CURRICULAR REQUIREMENTS FOR STUDENTS  
PREPARING THESIS PROJECTS**

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

**Concentration Courses**

MSLP-540	Anatomy and Physiology of Speech and Hearing Mechanisms .....	3 credits
MSLP-541	Basic Audiology .....	3 credits
MSLP-542	Normal Speech and Language Development .....	3 credits
MSLP-543	Ethics and Legal Aspects in Health Professions .....	3 credits
MSLP-545	Language Disorders in Children .....	3 credits
MSLP-546	Fluency Disorders: Assessment and Treatment .....	3 credits
MSLP-547	Voice Disorders: Assessment and Treatment.....	3 credits
MSLP-548	Language Disorders in Adults.....	3 credits
MSLP-549	Dysphagia in Children and Adults .....	3 credits
MSLP-550	Articulatory Disorders: Assessment and Treatment .....	3 credits
MSLP-551	Phonological Disorders: Assessment and Treatment.....	3 credits
MSLP-650	Aural Rehabilitation .....	3 credits
MSLP-651	Augmentative and Alternative Aids for Communication .....	3 credits
MSLP-652	Assessment and Differential Diagnosis of Communication Disorders .....	3 credits
MSLP-653	Neurogenic Disorders in Adults.....	3 credits
MSLP-654	Early Intervention in Speech and Language .....	3 credits
MSLP-655	Supervision, Consulting, and Administration of Clinical Services.....	3 credits
MSLP-657	Research Methodology in Communication Disorders .....	3 credits
MSLP-661	Multicultural Perspectives in Speech and Language Pathology.....	3 credits
MSLP-662	Reading and Writing Disorders .....	3 credits

**Clinical Practicums**

PRSP-656	Advanced Clinical Practicum I.....	0 credits
PRSP-657	Advanced Clinical Practicum II.....	0 credits

**Thesis Project**

MTES-670	Thesis Project.....	0 credits
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Total credits..... 60 credits

**M.S. IN SPEECH AND LANGUAGE PATHOLOGY  
CURRICULAR REQUIREMENTS FOR STUDENTS  
TAKING COMPREHENSIVE EXAMS**

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

**Concentration Courses**

MSLP-540	Anatomy and Physiology of Speech and Hearing Mechanisms .....	3 credits
MSLP-541	Basic Audiology .....	3 credits
MSLP-542	Normal Speech and Language Development .....	3 credits
MSLP-543	Ethics and Legal Aspects in Health Professions .....	3 credits
MSLP-545	Language Disorders in Children .....	3 credits
MSLP-546	Fluency Disorders: Assessment and Treatment .....	3 credits
MSLP-547	Voice Disorders: Assessment and Treatment.....	3 credits
MSLP-548	Language Disorders in Adults.....	3 credits
MSLP-549	Dysphagia in Children and Adults .....	3 credits
MSLP-550	Articulatory Disorders: Assessment and Treatment .....	3 credits
MSLP-551	Phonological Disorders: Assessment and Treatment.....	3 credits
MSLP-650	Aural Rehabilitation .....	3 credits
MSLP-651	Augmentative and Alternative Aids for Communication .....	3 credits
MSLP-652	Assessment and Differential Diagnosis of Communication Disorders .....	3 credits
MSLP-653	Neurogenic Disorders in Adults.....	3 credits
MSLP-654	Early Intervention in Speech and Language .....	3 credits
MSLP-655	Supervision, Consulting, and Administration of Clinical Services.....	3 credits
MSLP-657	Research Methodology .....	3 credits
MSLP-661	Multicultural Perspectives in Speech/Language Pathology.....	3 credits
MSLP-662	Reading and Writing Disorders .....	3 credits

**Clinical Practicums**

PRSP-656	Advanced Clinical Practicum I.....	0 credits
PRSP-657	Advanced Clinical Practicum II.....	0 credits

**Master's Level Exams**

MSLP-605	Master's Level Examination (First Part) .....	0 credits
MSLP-606	Master's Level Examination (Second Part).....	0 credits

Total credits..... 60 credits



**CURRICULAR SEQUENCE  
M.S. IN SPEECH AND LANGUAGE PATHOLOGY**

<b>FALL - FIRST YEAR</b>			
<b>Code</b>	<b>Course Title</b>	<b>Prerequisites</b>	<b>Credits</b>
MSLP-540	Anatomy and Physiology of the Speech and Hearing Mechanism	None	3
MSLP-541	Basic Audiology	None	3
MSLP-542	Normal Speech & Language Development	None	3
MSLP-543	Ethics & Legal Aspects in Health Professions	None	3

<b>SPRING - FIRST YEAR</b>			
<b>Code</b>	<b>Course Title</b>	<b>Prerequisites</b>	<b>Credits</b>
MSLP-545	Language Disorders in Children	MSLP-542	3
MSLP-546	Fluency Disorders: Assessment and Treatment	MSLP-542	3
MSLP-547	Voice Disorders: Assessment and Treatment	MSLP-540	3
MSLP-550	Articulatory Disorders: Assessment and Treatment	MSLP-540, MSLP-542	3

<b>SUMMER - FIRST YEAR</b>			
<b>Code</b>	<b>Course Title</b>	<b>Prerequisites</b>	<b>Credits</b>
MSLP-548	Language Disorders in Adults	MSLP-540	3
MSLP-551	Phonological Disorders: Assessment and Treatment	MSLP-540, MSLP-550	3

<b>FALL - SECOND YEAR</b>			
<b>Code</b>	<b>Course Title</b>	<b>Prerequisites</b>	<b>Credits</b>
MSLP-650	Aural Rehabilitation	MSLP-540, MSLP-541, MSLP-542, MSLP-550, MSLP-551	3
MSLP-651	Augmentative and Alternative Aids for Communication	MSLP-545, MSLP-548, MSLP-550	3
MSLP-652	Assessment and Differential Diagnosis of Communication Disorders	MSLP-545, MSLP-546, MSLP-547, MSLP-548, MSLP-550, MSLP-551	3
MSLP-549	Dysphagia in Children and Adults	MSLP-540	3

<b>SPRING - SECOND YEAR</b>			
<b>Code</b>	<b>Course Title</b>	<b>Prerequisites</b>	<b>Credits</b>
MSLP-653	Neurogenic Disorders in Adults	MSLP-540, MSLP-547, MSLP-548, MSLP-651, MSLP-652	3
MSLP-654	Early Intervention in Speech and Language	MSLP-542, MSLP-550, MSLP-551, MSLP-545	3
MSLP-655	Supervision, Consulting and Administration of Clinical Services	MSLP-543	3
MSLP-657	Research Methodology	MSLP-543, MSLP-550, MSLP-551, MSLP-545, MSLP-546, MSLP-547, MSLP-548, MSLP-549	3

SUMMER-SECOND YEAR			
Code	Course Title	Prerequisites	Credits
MSLP-661	Multicultural Perspectives in Speech and Language Pathology	MSLP-542, MSLP-543, MSLP-545	3
MSLP-662	Reading and Writing Disorders	MSLP-542	3
MTES-670	Thesis Project	MSLP-657	0

FALL - THIRD YEAR			
Code	Course Title	Prerequisites	Credits
PRSP-656	Advanced Clinical Practicum I	All courses	0
MSLP-605	Master's Level Examination (First Part)	MSLP-540, MSLP-541, MSLP-542, MSLP-543, MSLP-650, MSLP-651, MSLP-652, MSLP-655	0
<i>and/or</i> MSLP-606	Master's Level Examination (Second Part)	MSLP-550, MSLP-551, MSLP-545, MSLP-546, MSLP-547, MSLP-548, MSLP-549, MSLP-653, MSLP-654	0
<i>or</i> MTES-670	Thesis Project	MSLP-657	0

SPRING - THIRD YEAR			
Code	Course Title	Prerequisites	Credits
PRSP-657	Advanced Clinical Practicum II	PRSP-656	0
MSLP-605	Master's Level Examination (First Part)	MSLP-540, MSLP-541, MSLP-542, MSLP-543, MSLP-650, MSLP-651, MSLP-652, MSLP-655	0
<i>and/or</i> MSLP-606	Master's Level Examination (Second Part)	MSLP-550, MSLP-551, MSLP-545, MSLP-546, MSLP-547, MSLP-548, MSLP-549, MSLP-653, MSLP-654	0
<i>(or</i> MTES-670	Thesis Project	MSLP-657	0

**MASTER OF SCIENCE  
SPEECH AND LANGUAGE PATHOLOGY  
COURSE DESCRIPTIONS**

**MSLP-540 ANATOMY AND PHYSIOLOGY OF THE SPEECH AND HEARING MECHANISM (3 credits)**

**PREREQUISITES:** None

Study of the anatomy and physiology of the speech and hearing mechanism, including respiratory, pronator, articulatory, nervous, and hearing systems.

**MSLP-541 BASIC AUDIOLOGY (3 credits)**

**PREREQUISITES:** None

Overview of the audiology profession and its historical background, the physical properties of sound, ear anatomy, physiology of the auditory system, common disorders, and the administration and interpretation of hearing tests.

**MSLP-542 NORMAL SPEECH AND LANGUAGE DEVELOPMENT (3 credits)**

**PREREQUISITES:** None

Study of the normal speech and language acquisition process. Distinctions between speech and language are established. Terminology and speech and language characteristics according to developmental stages are explained. The course includes an analysis of sound acquisition and the most common speech and language disorders.

**MSLP-543 ETHICS AND LEGAL ASPECTS IN HEALTH PROFESSIONS (3 credits)**

**PREREQUISITES:** None

The course discusses the ethical and legal principles applied to the speech and language pathology profession. The American Speech-Language-Hearing Association (ASHA) and the Puerto Rican Organization of Language/Speech Professionals and Audiologists (OPPHLA) are studied. Professional responsibilities and negligence of a legal or ethical nature are also reviewed.

**MSLP-545 LANGUAGE DISORDERS IN CHILDREN (3 credits)**

**PREREQUISITE:** MSLP-542

Overview of normal and atypical language development in children. Study of the factors that might affect communicative development. Methods of evaluation and intervention related to each disorder are studied.

**MSLP-546 FLUENCY DISORDERS: ASSESSMENT AND TREATMENT (3 credits)**

**PREREQUISITE:** MSLP-542

Study of the characteristics of the typical fluency and pathological disfluencies. Evaluation processes, including standardized tests, structured observations, data collection, and differential diagnosis and treatment in children and adults, are studied.

**MSLP-547 VOICE DISORDERS: ASSESSMENT AND TREATMENT (3 credits)**

**PREREQUISITE:** MSLP-540

Study of voice disorders, treatment techniques, and the role of the speech/language pathologist and other professionals in the management of such pathologies. The course emphasizes the differential diagnosis and treatment of voice disorders in children and adults.

**MSLP-548 LANGUAGE DISORDERS IN ADULTS (3 credits)**

**PREREQUISITE:** MSLP-540

Study of the nature and etiology of language disorders in adults. The course emphasizes the administration and interpretation of assessment instruments used for determining appropriate intervention methods.

**MSLP-549 DYSPHAGIA IN CHILDREN AND ADULTS (3 credits)**

**PREREQUISITE:** MSLP-540

The course emphasizes the identification, diagnosis, and treatment of swallowing disorders in children and adults. Discussion of the assessment strategies and therapeutic approaches for treatment of dysphagia in children and adults. The course addresses the interdisciplinary intervention and role of the speech/language pathologist in working with this population.

**MSLP-550 ARTICULATORY DISORDERS: ASSESSMENT AND TREATMENT (3 credits)**

**PREREQUISITES:** MSLP-540, 542

Study of the anatomical, acoustic, and perceptual aspects of the articulatory mechanism. The course emphasizes the typical and atypical articulatory development of Spanish language sounds. Cultural variations and different types of disorders are considered. The course also addresses the assessment and differential diagnosis of such disorders and other conditions. The clinical management and treatment techniques used in intervention are discussed.

**MSLP-551 PHONOLOGICAL DISORDERS: ASSESSMENT AND TREATMENT (3 credits)**

**PREREQUISITES:** MSLP-540, 550

This course describes the phonological system, considering applicable theories and phonological perspectives. It emphasizes the typical and atypical phonological development of Spanish language sounds. The criteria for determining differential diagnosis of organic and functional disorders are also considered. The course also examines the clinical management of such disorders.

**MSLP-650 AURAL REHABILITATION (3 credits)**

**PREREQUISITES:** MSLP-540, 541, 542, 550, 551

Study of the habilitation and rehabilitation processes, including auditory training, lip-reading, and total communication, in theory and methodology.

**MSLP-651 AUGMENTATIVE AND ALTERNATIVE AIDS FOR COMMUNICATION (3 credits)**

**PREREQUISITES:** MSLP-545, 548, 550

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

**MSLP-652 ASSESSMENT AND DIFFERENTIAL DIAGNOSIS OF COMMUNICATION DISORDERS (3 credits)**

**PREREQUISITES:** MSLP-545, 546, 547, 548, 550, 551

Study of different clinical procedures used in the evaluation of patients with speech and language disorders. Students will learn and develop assessment tools for the evaluation and diagnosis of language disorders in children and adults.

**MSLP-653 NEUROGENIC DISORDERS IN ADULTS (3 credits)**

**PREREQUISITES:** MSLP-540, 547, 548, 651, 652

The course presents the etiology, diagnosis, and treatment of neurogenic disorders in adults. Disorders studied include aphasia and related disorders, neurogenic speech disorders, neurogenic disorders associated with the right hemisphere, traumatic brain injury, and degenerative disorders.

**MSLP-654 EARLY INTERVENTION IN SPEECH AND LANGUAGE (3 credits)**

**PREREQUISITES:** MSLP-542, 550, 551, 545

This course focuses on the transactional model for communication development. The course emphasizes the influence of environment on the linguistic competence of the child.

**MSLP-655 SUPERVISION, CONSULTATION, AND ADMINISTRATION OF CLINICAL SERVICES (3 credits)**

**PREREQUISITE:** MSLP-543

The course prepares the student to perform consultation and supervision roles. Standards of professional supervision, supervision strategies, and service programs design are studied. The course analyzes different models of supervision and consultation.

**MSLP-657 RESEARCH METHODOLOGY (3 credits)**

**PREREQUISITES:** MSLP-543, 550, 551, 545, 546, 547, 548, 549

Research design, statistical analysis, and dissemination of data with an emphasis on clinical research. Discussion of topics related to statement of the research problem, justification, theoretical model, research hypothesis, variables, quantitative and qualitative designs, collection, and data analysis.

**MSLP-661 MULTICULTURAL PERSPECTIVES IN SPEECH AND LANGUAGE PATHOLOGY (3 credits)**

**PREREQUISITES:** MSLP-542, 543, 545

Study of multicultural issues and the effects of sociolinguistic, psycholinguistic, and multicultural perspectives in the education of children with communication disorders. The course addresses assessment and intervention techniques for various communication disorders in multicultural populations, the team approach, consultation, collaboration, and counseling techniques for communication disorders in multicultural contexts. Students will gain an understanding of relevant policies and laws for multicultural speech/language pathology.

**MSLP-662 READING AND WRITING DISORDERS (3 credits)**

**PREREQUISITE:** MSLP-542

Study of concepts involved in reading and written communication; definition of concepts involved in speech, language, reading, and writing. Writing concepts include definitions, prerequisites, classification, typical development, teaching methods, and pathologies. Evaluation and remediation strategies and interventions in reading and writing disorders. Roles and responsibilities of the speech/language pathologist and the role of teamwork in interventions in reading and writing disorders.

**PRSP-656 ADVANCED CLINICAL PRACTICUM I (0 credits)**

**PREREQUISITE:** All previous courses

A minimum of 150 hours of supervised intervention in the evaluation and treatment of children and adults with speech, language, and related disorders.

**PRSP-657 ADVANCED CLINICAL PRACTICUM II (0 credits)**

**PREREQUISITE:** PRSP-656

A minimum of 250 hours of supervised intervention in the evaluation and treatment of children and adults with communication and related disorders.

# MASTER OF SCIENCE IN COUNSELING PSYCHOLOGY

## MISSION

The mission of the Master of Science in Counseling Psychology program at Carlos Albizu University, San Juan Campus and Mayagüez University Center, is to provide an excellent training in the area of counseling psychology that integrates theory and practice and that contributes to the development of professionals capable of performing counseling interventions geared toward enhancement of the quality of life of those who seek their assistance.

## PHILOSOPHY OF TRAINING AND TRAINING MODEL

The education and preparation of a psychologist who specializes in counseling psychology requires a curriculum that promotes the knowledge, skills, and attitudes necessary to address the complexities of human behavior and to provide positive change for individuals. The M.S. in Counseling Psychology program follows the scientist-practitioner training model, also known as the Boulder model. The model promotes a learning/teaching process where the student is not only a consumer of scientific research but is also able to produce knowledge through research and apply his/her findings throughout the academic training. Its philosophy and training model is based on the fundamental principles that define the discipline and distinguish it from other areas within the field of psychology (Munley et al., 2004). Specifically, the philosophical perspective includes:

1. An approach aimed at identifying and promoting the strengths present in each individual
2. Evaluating the interactions between the individual and his/her environment and identifying the best fit between them
3. Emphasizing prevention and relatively brief interventions using a human development perspective that highlights the appropriate adjustment expectations for each stage of development
4. Offering interventions aimed at the identification and development of vocational skills and interests
5. Ensuring integration of and concordance between psychological theories, the best intervention practices and their applications, and scientific research applied to human behavior
6. A respectful approach to the individual and cultural diversity of human beings

The program's training model emphasizes the existence of a reciprocal relationship between science and the professional practice of counseling psychology. Therefore, highlighted competencies include the development of the student's ability to know and understand scientific methodology. In addition, emphasis will be placed on building the student's capacity to integrate the results of scientific research into the multiple roles of psychologists specializing in counseling psychology.

The program is based on the values that distinguish counseling psychology within the scientific disciplines of psychology (Packard, 2009):

1. Altruism is our foundation as we strive to improve the well-being of others.
2. Positive relationships are a necessary condition to encourage change in our clients.

3. The synergistic integration of science and practice is essential for our work and includes the use of various research methods.
4. We focus on healthy development throughout the lifespan.
5. Within a holistic framework, we emphasize strengths, resilience, and positive coping in the context of the person's social and cultural environments.
6. We are committed to respectful treatment for all, inherent human dignity, and inclusion rather than exclusion.
7. We believe in social justice and the need to defend causes that promote the welfare of others.
8. We value collaboration for multidisciplinary practice and research.
9. When working with clients and dysfunctional systems, wherever possible we focus on strengths and positive coping in the context of a helping relationship.

Consistent with an ecological approach, our program is guided by a perspective in which well-being, growth, and psychological development, as well as dysfunctionality and maladaptation, are a phenomena involving complex transactions between an individual and the social and cultural context into which that individual is integrated. Therefore, the program philosophy also emphasizes a multicultural approach in the professional development of psychologists specialized in counseling psychology. The program promotes the development of skills based on respect for the individuality of each person the counseling psychologist interacts with in the process of psychotherapy and counseling. It also fosters program graduates who can conceptualize and understand the role that cultural and social contexts play in human behavior.

## **PROGRAM OBJECTIVES**

The program has the following objectives for student learning:

1. Demonstrate knowledge of the basic areas of psychology: biological; cognitive; affective; social; developmental; historic; ethical; and legal bases of human behavior
2. Apply knowledge and skills in a variety of work settings in the practice of counseling psychology while promoting professional identity and the integration of vocational approaches.
3. Understand and demonstrate skills related to cultural sensitivity and individual differences, aligned with social responsibility and commitment
4. Develop comprehensive skills in and a thorough knowledge of ethical principles and professional standards and the ability to apply them to counseling practice
5. Become a discerning consumer of scholarly works and research, including studies of evidence-based interventions
6. Develop excellent communication and interpersonal relationship skills
7. Develop a desire to continue learning in the area of counseling psychology throughout the lifespan

## PROGRAM COMPETENCIES

1. Demonstrate knowledge and understanding of the history of psychology and the development of counseling psychology as a specialty of psychology, including contemporary theoretical debates within the field
  - 1.1 Theoretical and practical knowledge of the foundations of psychology and counseling psychology as scientific disciplines
2. Mastery of the application of knowledge and clinical/professional skills in the field of psychology in the biological/physiological and cognitive/affective components of human development and the social behavior of human beings
  - 2.1 Mastery of theories and the application of psychological and counseling interventions using a variety of modalities such as individual, group, and psychoeducational interventions informed by a variety of theoretical approaches
  - 2.2 Awareness of the pervasive impact of career selection, work contexts, and work changes on a client's quality of life and health
3. Knowledge, skills, and attitudes regarding human diversity associated with culture, national origin, gender, socioeconomic status, sexual orientation, religion, age, and physical condition
4. Exercise professional conduct, integrating ethical and legal standards based on an understanding of the development of psychology as a discipline recognized in the field of health
  - 4.1 Knowledge and appreciation for the ethical principles and the highest professional standards, such as altruism, accountability, duty, excellence, integrity, commitment, and respect for others
5. Capacity to locate, identify, access, retrieve, evaluate, organize, and use information pertinent to the discipline
  - 5.1 Ability to produce learned literature reviews that incorporate theoretical and empirical aspects
6. Capacity to establish empathy and rapport to maintain an effective personal and professional relationship
  - 6.1 Ability to actively and empathically listen to others and communicate effectively verbally, nonverbally, and in writing
7. Responsibility for lifelong learning, maintaining a reflexive and analytic attitude for theoretical, applied, and professional issues in counseling psychology

## ADMISSION REQUIREMENTS AND PROCEDURES

### Required Documents

1. A **completed application form** submitted prior to the established deadline and accompanied by a non-refundable application fee of \$75.00. Every applicant must provide a Social Security Number. No application will be processed without one.



2. Evidence of having completed a bachelor's degree in a public or private higher education institution licensed to operate in its jurisdiction, with a **minimum cumulative grade point average** of 3.00 on a 4.00 scale.
3. **Official transcripts** from all previous institutions attended, which must be requested by the applicant to be sent directly to the Admissions Office. In those cases where the applicant will receive a degree from a previously attended institution more than 30 calendar days after beginning the academic session at Albizu, an official degree certification will be accepted as evidence that the degree will be conferred at a future date. Upon degree conferment, the student will have up to 30 working days to comply with the requirement to submit the transcript. Failure to comply will result in a hold that prevents any administrative transaction between the student and the Institution. *Failure to report previous college and/or graduate work constitutes a falsification of the application, which will result in the loss of all credits earned and may result in dismissal.*
4. Two **letters of recommendation** from professor(s), employer(s) or community leader(s). *The recommendations must be submitted on Albizu's official [Recommendation Form](#).*
5. **EXADEP (Examen de Admisión a Estudios de Posgrado) or GRE (Graduate Record Examinations)** results. Only scores from exams taken within the past five years will be accepted.
6. An updated **Certificate of Good Conduct** from the jurisdiction(s) where the applicant was a resident during the past five years.
7. An original **Health Certificate**, no more than one year old.
8. Proof of **Hepatitis B vaccination**.
9. A copy of the **PVAC-3 Form** with an original signature (for applicants 21 years old or younger at the time of application).
10. Results of an **interview with program faculty**. Those candidates recommended by the Admissions Committee will receive an appointment for an interview with one or more members of the M.S. in Counseling Psychology program faculty.
11. A **Statement of Purpose**, written at the time of the interview (for those candidates invited for an interview). The statement of purpose serves to verify the candidate's interest in the M.S. in Counseling Psychology program and the Institution; short-, medium-, and long-term goals; written communication skills; and general writing skills.
12. An official **evaluation of academic credentials** by an authorized credential evaluation agency (for international students only). Credential evaluation agencies evaluate and interpret the U.S. equivalents of foreign education and work credentials. Please note that all documents must be submitted in English. A list of authorized agencies is available at: <http://www.albizu.edu/International-Students/Credential-Evaluation-Services>
13. **Any additional documents** that may be required by the M.S. in Counseling Psychology program at a future date, as specified at the time of application to the program.

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

### Admission Procedures

1. Candidates must submit all required documents by the established deadline.

2. The Admissions Committee will prepare an initial evaluation for every applicant and will assign a preliminary score to each one based on the criteria and relative values established by the M.S. in Counseling Psychology program. Candidates who qualify will receive an invitation for an interview with program faculty.
3. Selected applicants will be informed of the place, time, and day of the interview.
4. The Admissions Committee will complete the evaluation process of each candidate who has been interviewed and assign a final score based on the criteria and relative values established by the program.
5. A letter of notification with the determination of the Admissions Committee will be sent to each applicant.

## **IDENTITY VERIFICATION**

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

## **REQUIREMENTS FOR THE M.S. IN COUNSELING PSYCHOLOGY DEGREE**

1. A cumulative grade point average (CGPA) of 3.00 or higher on a 4.00 scale
2. Completion of a minimum of one year of full-time residency in the program
3. Satisfactory completion of 60 credits
4. Satisfactory completion of at least 500 hours of supervised clinical practicum
5. Satisfactory completion of the following seminars: APA Writing Style (SEMM-531), Workshop on Writing Skills and Case Conceptualization (SEMM-532), Self Care/Graduate Studies (SEMM-540), and Psychopharmacology for Non-Prescribing Clinicians (SEMM-550)
6. Grades of "B" or higher in all courses
7. Satisfactory completion of the Comprehensive Examination with no more than three (3) NPs
8. No more than one (1) NP, W, or AW in any seminar, laboratory, or clinical practicum
9. Fulfillment of all institutional obligations
10. Good standing in the program, i.e., no disciplinary action pending or academic or practicum probation; in the case of a student readmitted after an Academic Dismissal, if he or she once again fails or drops (whether by a Withdrawal or an Administrative Withdrawal) the course, laboratory, practice, seminar, or degree exam for which the Academic Dismissal was originally granted, then he or she will be dismissed from the program without the possibility of applying for admission to the same program again
11. Demonstrated competence in the APA style for publications and other written materials
12. Recommendation from the program faculty for the master's degree; students seeking the degree must demonstrate, to the satisfaction of the faculty, the professional, ethical, and personal attributes described in the current *General Policies and Disciplinary Procedures Manual*

## **PRACTICUM TRAINING**

M.S. in Counseling Psychology students at Albizu are provided with practicum settings responsive to the program's training goals and objectives and training model. Students have a wide array of practicum sites to choose from, including hospitals, mental health centers, and academic and community mental health centers, with a diversity of treatment populations.

Students must complete a total of four sessions of clinical practice: CPCP-510, CPCP-520, CPCP-530, and CPCP-540. Practicum training is provided both through the Community Mental Health Center on campus and through a network of approved and monitored outside practicum sites. Licensed doctoral-level psychologists supervise practicum students a minimum of one hour per week. Students must complete a minimum of 500 practice hours, approximately 125 hours each practicum. Obtaining more than two, or a combination of two, NP, W, or AW grades in clinical practice, whether consecutive or not, along with a major clinical violation will lead to institutional dismissal.

## **PROGRAM LENGTH AND RESIDENCY REQUIREMENTS**

The program is designed to be completed in two-and-a-half years, at least one year of which must be in full-time residence at the San Juan Campus or Mayagüez University Center. Candidates must complete all the program requirements within four years from the date of admission.

### **Institutional Dismissal**

Students must maintain a satisfactory performance in all academic courses and /or training modules. The following circumstances will lead to institutional dismissal of a master's program student:

- Obtaining more than three of any combination of C, D, F, NP, W, or AW grades in any of the courses, laboratories, seminars, or practicum; an academic suspension will be issued after the first two C, D, F, NP, W, or AW grades or their combination
- Obtaining more than two NP, W, or AW grades in any laboratory, seminar, or practicum
- Not passing the Master's Level Examination after four attempts
- A major academic or clinical violation

For more information, please see the Satisfactory Academic Progress Policy in the Academic Policies section of this catalog.

### **Extended Leave**

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

**M.S. IN COUNSELING PSYCHOLOGY  
CURRICULAR REQUIREMENTS**

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

The M.S. in Counseling Psychology program includes 60 credits of academic work; four practicum modules; and four seminars: Writing Skills and Case Conceptualization, Self Care/Graduate Studies, APA Writing Style, and Psychopharmacology for Non-Prescribing Clinicians.

<b>AREA I. Foundation Courses</b> .....	27 credits
CPFC-500 Theories of Learning and Motivation .....	3 credits
CPFC-503 Theory of Personality .....	3 credits
CPFC-505 Ethics and Professional Conduct .....	3 credits
CPFC-661 Social Psychology with Emphasis on Puerto Rico.....	3 credits
CPFC-628 Neuroscience Approach to Cognitive and Affective Aspects of Behavior .....	3 credits
CPFC-536 Psychopathology for Counseling Psychology .....	3 credits
CPFC-540 Life Span Human Development .....	3 credits
CPFC-568 Applied Inferential Statistics .....	3 credits
CPFC-588 Theory of Tests and Test Construction .....	3 credits
<b>AREA II. Concentration Courses</b> .....	27 credits
CPCC-501 Theories of Counseling and Psychotherapy.....	3 credits
CPCC-603 Theories of Group Counseling .....	3 credits
CPCC-502 Research Methodology for Counseling Psychologists.....	3 credits
CPCC-602 Cognitive Assessment for Counseling Psychology.....	3 credits
CPCL-602 Cognitive Assessment for Counseling Psychology (LAB).....	0 credits
CPCC-605 Consultation for Counseling Psychology .....	3 credits
CPCC-606 Theories of Career Counseling .....	3 credits
CPCC-607 Substance Abuse Counseling.....	3 credits
CPCC-608 Personality Assessment with Lab.....	3 credits
CPFC-553 Theory and Family Systems .....	3 credits
<b>AREA III. Free Electives</b> .....	6 credits
<b>AREA IV. Seminars</b> .....	0 credits
SEMM-531 APA Writing Style .....	0 credits
SEMM-532 Workshop on Writing Skills and Case Conceptualization .....	0 credits
SEMM-540 Self-Care/Graduate Studies.....	0 credits
SEMM-550 Psychopharmacology for Non-Prescribing Clinicians .....	0 credits
<b>AREA V. Practicums (CPCP-510, CPCP-520, CPCP-630, CPCP-640)</b> .....	0 credits
<b>AREA VI. Master's Level Exams</b>	
CPCE-605 Master's Comprehensive Exam (First Part).....	0 credits
CPCE-606 Master's Comprehensive Exam (Second Part).....	0 credits
 Total Counseling Psychology Practicum Units- Practicum I, II, III, IV .....	 0 credits
Total Academic Credits .....	60 credits
Master's Comprehensive Examination .....	0 credits

**CURRICULAR SEQUENCE**  
**M.S. IN COUNSELING PSYCHOLOGY**  
(Effective Fall 2017)

<b>FALL - FIRST YEAR</b>			
<b>Code</b>	<b>Course Title</b>	<b>Prerequisites</b>	<b>Credits</b>
CPFC-505	Ethics and Professional Conduct	None	3
CPFC-540	Life Span Human Development	None	3
CPFC 503	Theory of Personality	None	3
CPFC-568	Applied Inferential Statistics	None	3
SEMM-540	Self-Care/Graduate Studies	None	0
SEMM-531	APA Writing Style	None	0

<b>SPRING - FIRST YEAR</b>			
<b>Code</b>	<b>Course Title</b>	<b>Prerequisites</b>	<b>Credits</b>
CPFC-588	Theory of Tests and Test Construction	CPFC-568	3
CPCC-501	Theories of Counseling and Psychotherapy	CPFC-503	3
CPFC-536	Psychopathology for Counseling Psychology	None	3
CPFC-500	Theories of Learning and Motivation	None	3
SEMM-532	Workshop on Writing Skills and Case Conceptualization	None	0
CPCP-510	Practicum I	CPFC-505, CPFC-540, CPFC-503, SEMM-531	0

<b>*SUMMER - FIRST YEAR</b>			
<b>Code</b>	<b>Course Title</b>	<b>Prerequisites</b>	<b>Credits</b>
CPCC-603	Theories of Group Counseling	CPCC-501, CPFC-503	3
CPFC-661	Social Psychology with Emphasis on Puerto Rico	None	3

<b>FALL - SECOND YEAR</b>			
<b>Code</b>	<b>Course Title</b>	<b>Prerequisites</b>	<b>Credits</b>
CPCC-502	Research Methodology for Counseling Psychologists	CPFC-568, CPFC-588	3
CPCC-602	Cognitive Assessment for Counseling Psychology	CPFC-568, CPFC-588, CPFC-540	3
CPCL-602	Cognitive Assessment for Counseling Psychology (LAB)	CPFC-568, CPFC-588, CPFC-540	0
CPFC-628	Neuroscience Approach to Cognitive and Affective Aspects of Behavior	None	3
CPCP-520	Practicum II	CPCP-510	0

<b>SPRING - SECOND YEAR</b>			
<b>Code</b>	<b>Course Title</b>	<b>Prerequisites</b>	<b>Credits</b>
CPFC-553	Theory and Family Systems	CPCP-510, CPCP-520, CPFC-536, CPCC-501	3
CPCC-605	Consultation in Counseling Psychology	None	3
CPCC-608	Personality Assessment with Lab	CPFC-503, CPFC-568, CPFC-588	3
SEMM-550	Psychopharmacology for Non-Prescribing Clinicians	None	0
CPCP-630	Practicum III	CPCP-510, CPCP-520	0

<b>*SUMMER - SECOND YEAR</b>			
<b>Code</b>	<b>Course Title</b>	<b>Prerequisites</b>	<b>Credits</b>
	Elective Course #1		3
	Elective Course #2		3

<b>FALL - THIRD YEAR</b>			
<b>Code</b>	<b>Course Title</b>	<b>Prerequisites</b>	<b>Credits</b>
CPCC-607	Substance Abuse Counseling	CPCP-510, CPCP-520, CPCC-501	3
CPCC-606	Theories of Career Counseling	None	3
CPCE-605	Master's Comprehensive Examination (First Part)		0
CPCE-606	Master's Comprehensive Examination (Second Part)		0
CPCP-640	Practicum IV	CPCP-510, CPCP-520, CPCC-630	0

\* Course offered only in the Summer term

## **M.S. IN COUNSELING PSYCHOLOGY COURSE DESCRIPTIONS**

### **CPCC-501 THEORIES OF COUNSELING AND PSYCHOTHERAPY (3 credits)**

**PREREQUISITE:** CPFC-503

Counseling theories are the foundation upon which the work of counseling is built. This course is designed to provide master's students with an opportunity to gain knowledge in the major theories of counseling and to familiarize themselves with the client conceptualization and treatment techniques used in each of the theories. Students will compare and contrast the major theories of counseling in terms of their founders, views of human nature and personality, psychopathology, goals, therapeutic strategies, effectiveness, critics, multicultural applications, and future directions. Using class lectures, discussion, experiential activities, and readings, students will begin to develop their own theoretical orientations.

### **CPCC-502 RESEARCH METHODOLOGY FOR COUNSELING PSYCHOLOGISTS (3 credits)**

**PREREQUISITE:** CPFC-568, CPFC-588

This course prepares students to be informed consumers of the research literature and to provide foundational information for their efforts to be authors of research project reports (e.g., dissertations, articles, and conference papers). The course introduces graduate students to the information and skills needed to critique and conduct research in counseling psychology. Instruction will include the essential procedures and concepts needed for the entire research process, from identifying the problem to writing the research report. Research techniques commonly used in psychology will be introduced so that the student can develop an understanding of psychological research as a whole. The focus will be conceptual rather than computational. Statistical techniques will be dealt with to some degree since they are essential for designing and interpreting research; however, this is not a statistics course.

### **CPCP-510 PRACTICUM I/CPCP-520 PRACTICUM II/CPCP-630 PRACTICUM III/CPCP-640 PRACTICUM IV (0 credits)**

**PREREQUISITES:** CPFC-505, CPFC-540, CPFC-503, SEMM-531 for CPCP-510/ CPCP-510 for CPCP-520/CPCP-510 and -520 for CPCP-630/CPCP-510, -520, and -630 for CPCP-640

The M.S. in Counseling Psychology program provides an integrated clinical training experience. The students undertake and are evaluated on a series of four practicums (CPC-510 thru CPCP-640). Each successive practicum increases in intensity and complexity, and students are constantly developing new competencies and integrating learned skills necessary for the practice of counseling psychology. Students establish a foundation for their professional role as effective counselors through the practice of counseling microskills, the development of awareness and intentionality in their conceptualizations of clients and their issues, and an increased awareness of self as an essential component in effective therapeutic interactions. Awareness and articulation of a personal worldview creates a foundation of accountability when considering the worldview of their clients and the impact of social justice issues as they contribute to a client's well-being and quality of life.

### **CPFC-500 THEORIES OF LEARNING AND MOTIVATION (3 credits)**

**PREREQUISITES:** None

This course presents contemporary and classical theories of learning and motivation. Relevant research in this area of study will be discussed. The implications of studies in the field of learning and motivation for psychological interventions will be stressed.

### **CPFC-503 THEORY OF PERSONALITY (3 credits)**

**PREREQUISITES:** None

This course includes a critical analysis of the principal theories of personality and their correspondence with theoretical models and interventions within the practice of counseling psychology. Emphasis on the basic approaches to personality construct and research will be addressed. Application of the theories to the Puerto Rican population and other ethnic minorities will be considered.

**CPFC-505 ETHICS AND PROFESSIONAL CONDUCT (3 credits)****PREREQUISITES:** None

Topics related to ethical issues and professional conduct in the practice of psychology. Analysis of value conflicts, decision-making, maintenance of professional standards, confidentiality, and standards for human research, are among the topics addressed in this course. Legal aspects, such as risks for malpractice suits and licensure requirements, are also discussed.

**CPFC-536 PSYCHOPATHOLOGY FOR COUNSELING PSYCHOLOGY (3 credits)****PREREQUISITES:** None

This course aids students to become proficient in the understanding and application of psychopathology concepts in light of the current version (DSM-5) of the *Diagnostic and Statistical Manual of Mental Disorders*. Students will be exposed to the dysfunctional behavior classification using the *DSM* diagnostic system. Content includes the development of a critical integral view of the *DSM* utility and credibility for clinical, research, and educational purposes. Students are expected to demonstrate advanced knowledge and skills related to the use of the current *DSM* and to conducting diagnostic interviews, including mental status examination, biopsychosocial history, and treatment planning. Students will also be exposed to the analysis of conceptual issues related to cross-cultural differences in psychopathology and psychiatric diagnoses. Finally, students will develop knowledge, understanding, and applicability of psychopathology theories relevant to the counseling psychology practice.

**CPFC-540 LIFE SPAN HUMAN DEVELOPMENT (3 credits)****PREREQUISITES:** None

The course will review theory and research in lifespan development. Students will review the biological, genetic, historical, socio-cultural, economic, and psychological foundations of human development. Emphasis will be given to biological, social, emotional, and intellectual factors of normative development. Puerto Rican cultural factors in childrearing and development will be discussed. The topic of individual differences is emphasized throughout all units of the course. Students will be assisted in developing the knowledge and skills to apply the concepts acquired during the course in their clinical and research practice as psychologists.

**CPFC-553 THEORY AND FAMILY SYSTEMS (3 credits)****PRE-REQUISITES:** CPCP-510, CPCP-520, CPFC-536, CPCC-501

Study of the major theories and techniques of family therapy. Family interviewing techniques, genograms, and the assessment of clinical cases from various theoretical perspectives will be emphasized.

**CPFC-568 APPLIED INFERENTIAL STATISTICS (3 credits)****PREREQUISITE:** Previous knowledge of basic statistical concepts, including descriptive statistics

The course offers an introduction to inferential statistics in the context of psychological research. The topics covered include hypothesis testing, statistical inference and research, probability theory, sampling distributions, parametric and non-parametric statistical tests, the normal curve, *t* and *F* distributions, Chi square, and the Mann-Whitney's U test, among others.

**CPFC-588 THEORY OF TESTS AND TEST CONSTRUCTION (3 credits)****PREREQUISITE:** CPFC-568

Presentation of the major principles of test construction in psychological measurement. Methods for determining validity and reliability are examined. The content includes the study of scaling methods, such as the Guttman, Thurstone, and Likert scales, with emphasis on the role of the professional in measuring behavior in the social sciences.

**CPCC-602 COGNITIVE ASSESSMENT FOR COUNSELING PSYCHOLOGY (3 credits)****PREREQUISITES:** CPFC-540, CPFC-568, CPFC-588

This course provides fundamental knowledge about measurement and assessment theories specific to the field of intelligence. The basic principles of the application of measurement techniques will be studied and assessed as they relate to the administration, correction, and interpretation of intelligence tests in order to make a full and comprehensive assessment. Some of the most important and current



theories of cognitive development will also be discussed. Students are expected to develop skills in the administration, scoring, and clinical interpretation of the Wechsler Scales, the Raven Progressive Matrices, Bender Gestalt II, DHP, and Vineland Adaptive Behavior Scale II. Cultural factors influencing psychological assessment and suitability for Hispanic minorities are analyzed. This is a laboratory course.

**CPCC-603 THEORIES OF GROUP COUNSELING (3 credits)**

**PREREQUISITE:** CPCP-510, CPFC-503

This course introduces students to the theory, research, and practice of group counseling. The course will focus on (a) therapeutic factors in and limits of group interventions; (b) observing and understanding group process; (c) awareness, practice, and development of group facilitation skills; (d) tailoring the principles of group dynamics to work with a specific population or issue; (e) integrating group observations with extant theory and research on group dynamics; (f) awareness of how race, ethnicity, and culture influence group participation and facilitation; (g) identifying critical incidents in group process; and (h) awareness of ethical and professional guidelines associated with group process. The course will help students develop the following areas: conceptualization, presentation, counseling skills, multicultural skills, and professional identity.

**CPCC-605 CONSULTATION IN COUNSELING PSYCHOLOGY (3 credits)**

**PREREQUISITES:** None

The course addresses the basic principles and fundamental theories and intervention models of professional psychological consultation. Emphasis is given to the different stages of the consultation process. Roles and functions of the consultant within different contexts such as schools, the family, and private industry are discussed. The course acquaints students with the basic areas and goals of the professional consultation process and to provide the opportunity to apply the acquired knowledge to actual situations requiring the assistance of a consulting psychologist. Ethical controversies are also discussed.

**CPCC-606 THEORIES OF CAREER COUNSELING (3 credits)**

**PREREQUISITES:** None

This is a foundational course dedicated to theoretical and applied topics in career development and career counseling. The course introduces students to career development theories, career counseling procedures and techniques, career assessment tools, career development program planning, and sources of occupational information. Emphasis is placed on empirically based theories, theoretically based counseling interventions, and current issues in work and vocational counseling.

**CPCC-607 SUBSTANCE ABUSE COUNSELING (3 credits)**

**PREREQUISITES:** CPCP-510, CPCP-520, CPCP-501

The course provides an overview of substance abuse counseling, covering topics such as addiction issues, diagnosis, treatment planning, and individual and group counseling strategies with diverse populations. Special counseling issues and concerns related to various aspects of substance abuse counseling will also be covered.

**CPCC-608 PERSONALITY ASSESSMENT WITH LAB (3 credits)**

**PREREQUISITES:** CPFC-503, CPFC-568, CPFC-588

This course provides a critical analysis of the major theories of personality assessment and its application to measurement in different developmental levels, relevant to the practice of counseling psychology. Students develop skills in the administration and clinical interpretation of objective personality and projective tests. Cultural sensitivity to the Puerto Rican population and other ethnic minorities will be considered, as well as research issues related to measurement and testing. Students will also have weekly practice sessions during class.

**CPFC-628 NEUROSCIENCE APPROACH TO COGNITIVE AND AFFECTIVE ASPECTS OF BEHAVIOR (3 credits)**

**PREREQUISITES:** None

This course provides a review of the major theories of cognition and affective aspects of behavior. The course will include a description of the physiological processes of human behavior, such as the

structure of the neurological system, sensory systems, synaptic chemistry, and electrophysiology of the encephalon. The course will also present different pathologies and deficits related to the cognitive and affective aspects of behavior.

**CPFC-661 SOCIAL PSYCHOLOGY WITH EMPHASIS ON PUERTO RICO (3 credits)**

**PREREQUISITES:** None

The course will review the theoretical bases of social psychology and the Puerto Rican sociocultural bases that influence the broad-spectrum behaviors of subjects. Emphasis will be given to the relationship between social psychology and social change. The course will explore the extent to which social psychology is subject to variation within different cultural contexts, especially within the Puerto Rican society. Major considerations of Puerto Rican issues in social psychology will be addressed, including population, migration and immigration, urbanism, employment, industrialization, housing, and modernization. Major social problems will be reviewed. Relevant research will be analyzed in the existing literature. The course explores how rapid changes in the identified indicators in Puerto Rico have affected interpersonal relationships, human development, and the maintenance of beliefs and social mores according to social psychology theories. A sociohistorical analysis will be emphasized.

**CPCL-602 COGNITIVE ASSESSMENT FOR COUNSELING PSYCHOLOGY (LAB) (0 credits)**

**PREREQUISITES:** CPFC-568, CPFC-588, CPFC-540

**COREQUISITE:** CPCC-602

Practice-based course to apply skills in test administration, interpretation, and results reporting in order to evaluate the intellectual functioning of children, adolescents, and adults. The laboratory deals exclusively with the areas of measurement and intelligence assessment. Emphasis on standardized and validated tests for Puerto Rico.

**SEMM-531 APA WRITING STYLE (0 credits)**

**PREREQUISITES:** None

This six-hour seminar provides students with the basic skills to prepare a manuscript using the *Publication Manual of the American Psychological Association*.

**SEMM-532 WORKSHOP ON WRITING SKILLS AND CASE CONCEPTUALIZATION (0 credits)**

**PREREQUISITES:** None

In this workshop, students will develop professional writing skills in case conceptualization and the case-study method. Students will also develop knowledge of the different levels of intervention (orientation, education, counseling, psychotherapy, family therapy, and psychiatric or tertiary level) and the vocabulary relevant to each level. The method of conceptualizing in family systems therapy will also be discussed. The workshop consists of two sessions of two hours each.

**SEMM-540 SELF-CARE/GRADUATE STUDIES (0 credits)**

**PREREQUISITES:** None

The graduate school environment requires appropriate skills for self-care, especially to address and meet the challenges that arise during a graduate education. Students must develop, strengthen, and advocate for self-care skills in order to maintain an adequate quality of life, with an appropriate balance between their various roles. To help students achieve this goal, the seminar facilitates the development of techniques such as anxiety and stress management, time organization, study skills appropriate for graduate school and professional relationships within and outside the academic environment.

**SEMM-550 PSYCHOPHARMACOLOGY FOR NON-PRESCRIBING CLINICIANS (0 credits)**

**PREREQUISITES:** None

This beginning-level seminar reviews the major groups of psychiatric medication and provides the student with an introductory understanding of the medications and the populations and conditions for which they are designed to be used. It details the major groups of antidepressant, anti-anxiety, antipsychotic, antimanic, and ADHD medications. The medication for each group is listed and described and the side effects and contraindications are reviewed. The course provides numerous, readily available resources on and listings of drug information, updates, side effects, drug interactions, and contraindications.

# MASTER OF SCIENCE IN SCHOOL PSYCHOLOGY

## MISSION

The mission of the Master of Science in School Psychology program at Carlos Albizu University, San Juan Campus and Mayagüez University Center, is to prepare students for the profession of school psychologist through a coordinated sequence of courses, practice experience in a diversity of settings relevant to the profession, research, and interactions with faculty, students, and supervisors. The programs also contribute to the development of professionals capable of performing school interventions geared toward enhancing the quality of life of those who seek their assistance.

## TRAINING MODEL

The philosophy of the School Psychology Program of the Carlos Albizu University is guided by the NASP Model for Comprehensive and Integrated School Psychological Services, also known as the *NASP Practice Model*, and represents the official policy of the National Association of School Psychologists (NASP) with respect to the provision of school psychological services. This delineates what services can reasonably be expected from school psychologists in the 10 areas of practice and the general framework within which services should be provided. The implementation of the Practice Model proposed by the NASP creates the ability to make the best and most reliable use of the skills and experience of school psychologists, who are existing resources, but sometimes underutilized in schools.

The Practice Model allows flexibility for agencies and professionals to develop policies and procedures that meet local and cultural needs, while providing sufficient specificity to ensure adequate and comprehensive service provision. The NASP Practice Model is one of the four main parts of the 2010 NASP Professional Standards. The other three national standards include: Principles for Professional Ethics, Standards for the Preparation of Practitioners of School Psychologists, and Standards for the Accreditation of School Psychologists. The NASP practice model has two main parts: (a) Professional practices and (b) Organizational principles.

The Professional Practices include 10 domains of the practice of school psychology that are organized into three areas: (a) foundations of the provision of psychological school services; (b) practices that permeate all aspects of the provision of the service; and (c) direct / indirect services to children, families and schools. The Organizational Principles describe the things that should be in place in the school districts to support the effective delivery of the domains of the practice of school psychology. Adopting the model as a framework for school psychological services and aligning evaluations and professional development with the model, allows school psychologists and school staff in practice centers to progress towards the comprehensive provision of services.

## TRAINING GOAL

The main goal of the MS in School Psychology program are:

1. To teach students in applying knowledge, assessment skills and intervention skills to the practice in school setting in a culturally and ethically appropriate manner.

## **PROGRAM COMPETENCIES**

Students will develop the following competencies through the program:

### **Competency # 1 Research**

- 1.1. Learn theories and current relevant research for the understanding of biological, developmental, cognitive, affective and social aspects of behavior.
- 1.2. Acquire knowledge regarding statistics, measurement, research design, data collection and analysis to current situations pertinent to school, family and community environmental problems affecting student academic, socio-emotional and behavioral development.
- 1.3. Apply knowledge of current research practices and techniques to data collection and analysis to attend diverse population needs and implement prevention strategies to attend current socio-emotional, behavioral and academic needs.
- 1.4. Demonstrate the skills corresponding to data collection methods through assessment of academic skills considering biological, cultural, and social influences; human learning and cognition, developmental processes; and evidence based curricula and instructional strategies.

### **Competency # 2 Ethical and Legal Standards**

- 2.1 Understand and apply ethical principles and professional standards regarding the National Association of School Psychological (NASP), American Psychological Association (APA), and the Examining Boards of Psychologist of Puerto Rico Principles and Codes of Ethics to ethical dilemmas in clinical practice and data decision making.
- 2.2 Apply and integrate national and federal laws, rules, regulation, and professional standards and guidelines relevant to health service psychology to clinical practice and in data decision making.
- 2.3 Integrate knowledge of current ethical and legal practices and demonstrate sensitivity in working with diverse populations.

### **Competency # 3 Individual and Cultural Diversity**

- 3.1 Identify and understand their own personal/cultural history, attitudes, and biases that may have an impact in their relationship with others, and in their professional work.
- 3.2 Demonstrate and apply current empirical knowledge pertinent to work with diverse populations, including the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and to apply this approach effectively in their professional work.

### **Competency # 4 Professional Values, Attitudes and Behaviors**

- 4.1 Model professional behavior and interpersonal skills, reflecting values and attitudes related to sensibility and empathy for working with diverse population.
- 4.2 Acquire the capacity to understand and work with a diverse array of situations affecting school, family and community, defending and making their best interests a priority.
- 4.3 Engage in self-reflective practices and demonstrate openness and flexibility to feedback and supervision.

### **Competency # 5 Communication and Interpersonal Skills**

- 5.1 Develop, maintain and model positive interpersonal relationships, and effective conflict management with individuals including colleagues, school personnel, communities, supervisors, supervisees, and clients.
- 5.2 Demonstrate appropriate oral, nonverbal and written communication skills focused on projecting an informative, well-integrated information through the application of professional language concepts.

### **Competency # 6 Assessment**

- 6.1 Learn intervention theories relevant for the understanding of biological, developmental, cognitive, affective and social aspects of learning.
- 6.2 Integrate the knowledge of various methods of psychological and educational assessment and data collection corresponding to all aspects of service delivery through a systematic and comprehensive process of effective decision making and problem solving.
- 6.3 Evaluate the effectiveness and/or need for modifications to school-based interventions or programs and conduct valid and reliable assessments for the purpose of identifying student's eligibility for special education services.

### **Competency # 7 Intervention**

- 7.1 Learn intervention theories and intervention models relevant for the understanding of biological, developmental, cognitive, affective and social aspects of behavior.
- 7.2 Apply assessment data to implement evidence-based instructional, mental and behavioral health services corresponding to students' progress towards meeting academic and behavioral goals.
- 7.3 Integrate assessment data to implement evidence-based instructional, mental and behavioral health services corresponding to students' progress towards meeting academic and behavioral goals.
- 7.4 Evaluate intervention effectiveness, goals, and methods consistent with the ongoing evaluation and make adaptations as needed considering school and family integration and influences.
- 7.5 Apply biological, cultural, developmental and social influence knowledge to behavioral and academic interventions following evidence-based practices that promote learning and mental health.
- 7.6 Implement evidence-based interventions through system level services to promote socio-emotional functioning, and mental-behavioral health considering biological, cultural, developmental, and social influences.

### **Competency # 8 Consultation and Interprofessional/Interdisciplinary skills**

- 8.1 Demonstrate skills to support families' influences on student's learning and mental and behavioral health through the design, implementation and evaluation of services that respond to student's diversity, and facilitate family and school partnerships and community interactions for the best interest of the children and adolescents.
- 8.2 Apply skills relevant to consult, collaborate and communicate effectively with individuals, families, schools and systems involved in the promotion of the effective implementation of services.

- 8.3 Implement evidence-based interventions that correspond to the identification of benchmarks for all students, instructional strategies, and research in curriculum, which will improve students learning.
- 8.4 Understand the organizational and structural aspects of the school setting as a system, and apply evidence-based practices, general special education and technology resource knowledge to promote learning and mental and behavioral health.

## **PROGRAM OBJECTIVES**

The program will train future school psychologists to consider the environmental influences of the family, school-parent collaboration, relationship with peers, community, school, work, public policy and culture. To conclude, the philosophical approach of the Program will be demonstrated through its goals and objective in conjunction with the institutional goals and objective. The philosophical approach is envisioned within the following areas:

1. Evidence knowledge in the basic areas of psychology: Biological, cognitive, affective, social, developmental, historic, ethical and legal bases of human behavior.
2. Examine and evaluate the basics principals of psychology test.
3. Develop comprehensive skills in individual, group and family interventions.
4. Develop comprehensive skills and a thought knowledge of and ability to apply ethical principles and professional standards to school psychology practice.
5. Understand and demonstrate skills related to cultural sensitivity and individual differences with social responsibility and commitment.
6. Develop the skills to be discerning consumers of scholarly works and research, including studies of evidence-based intervention.
7. Develop positive attitude towards introspection and feedback as a manner of personal and professional growth.
8. Apply knowledge and skills of schools training in the development of seminars and workshop.

## **SCHOOL PRACTICUM TRAINING**

There are six (6) practicum (SPRA510, SPRA 511, SPRA 512, SPRA 520, SPRA 530, SPRA 540) courses. In the first three practices (SPRA 510, SPRA 511, SPRA 512), didactic and clinical experiences are oriented to the development of personal, interpersonal, and communication skills along with a basis skill of initial interviewing and case conceptualization a major psychological intervention models. In SPRA 520, the main objective of this practicum is to develop practical skills for administration, scoring and interpretation of assessment tools that measure cognitive, academic, behavioral, social and emotional areas in the school-aged child. In SPRA 530, students gain experience in therapeutic interventions with children in mental health settings, schools, etc. with an emphasis on behavioral techniques, academic interventions, counseling and therapy. Students apply data-collection methods, data-based decision-making and problem-solving models (i.e. Three-tiered model and Response to intervention) to design and implement their interventions. In SPRA 540 will guide the student in the general school setting and initial interventions. Homework and discussions help students understand the field of school psychology and the way it is practiced on a daily basis. It examines the essential principles of classroom instruction, and methods of detecting and evaluating academic performance, critical learning skills, and the school environment. Students gain data collection methods and practical knowledge, including structured observation, standardized control instruction, formal and informal inventory of skills, curriculum and curriculum-based assessment measurement.

## SCHOOL PRACTICUM HOURS

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

Practicum	Requirement	Supervision	Indirect Hours	Clinical Hours		Didactic Hours	Total
				Intervention	Assessment		
SPRA 510	(2) shadow cases	45	30	17	n/a	8	100
SPRA 511	(2) shadow cases	45	30	n/a	17	8	100
SPRA 512	(2) shadow cases	45	30	17	n/a	8	100
<b>Internship in School Setting</b>							
SPRA 520	(3) psychometric evaluations/ (3) psychoeducational evaluations	30	150	n/a	200	20	400
SPRA 530	(6) interventions aimed at improving the psycho-social, behavioral area or improving academic achievement/ Consultancy plan in the practice center.	30	150	200	n/a	20	400
SPRA 540	(3) evaluations cases/ (3) intervention processes/ Consultancy plan in the practice center.	30	150	100	100	20	400
<b>Total</b>		<b>225</b>	<b>540</b>	<b>334</b>	<b>317</b>	<b>84</b>	<b>1,500</b>

### PROGRAM LENGTH AND RESIDENCY REQUIREMENTS

The Albizu M.S. School Program is designed to be completed in three years, including one year and a half for the internship. At least one of the two academic training years must be at the San Juan Campus of Carlos Albizu University, and at least one of those be undertaken in full-time residence at the San Juan Campus.

### STUDENT PERFORMANCE EVALUATION, FEEDBACK, AND ADVISEMENT

Each M.S. student receives a written evaluation once a year via the following two documents:

- Clinical Progress Report
- Academic Progress Report

These documents provide information on all aspects of the students' performance. The clinical process report is personally handed to each student by his or her supervisor and is also sent to the student by email. The student must sign a document stating that the clinical progress report was received. The

academic progress report is sent by email to each student. Copies of both reports are placed in the student's record at the Program Department. On a semester period, the faculty and clinical supervisors provide ongoing feedback to students on their clinical competencies. All courses and clinical practices include mid- and end-of-term formal written evaluations of competencies. If areas of difficulty are identified, faculty or supervisors document specific recommendations or remedial activities that should be accomplished during the next session. Students are encouraged to discuss academic problems as well as their end of semester feedback with the faculty advisor.

Every student meets with his or her advisor to monitor academic and clinical progress and to prepare for the next semester. The student advisor is responsible to assure timely completion of program requirements.

## ADMISSION REQUIREMENTS AND PROCEDURES

### Required Documents

1. A **completed application form** submitted prior to the established deadline and accompanied by a non-refundable application fee of \$75.00. Every applicant must provide a Social Security Number. No application will be processed without one.
2. Evidence of having completed a bachelor's degree in a public or private higher education institution licensed to operate in its jurisdiction, with a **minimum cumulative grade point average** of 3.00 on a 4.00 scale.
3. **Official Transcripts** from all previous institutions attended, which must be requested by the applicant to be sent directly to the Admissions Office. In those cases where the applicant will receive a degree from a previously attended institution more than 30 calendar days after beginning the academic session at Albizu, an official degree certification will be accepted as evidence that the degree will be conferred at a future date. Upon degree conferment, the student will have up to 30 working days to comply with the requirement to submit the transcript. Failure to comply will result in a hold that prevents any administrative transaction between the student and the Institution. *Failure to report previous college and/or graduate work constitutes a falsification of the application, which will result in the loss of all credits earned and may result in dismissal.*
4. Two **letters of recommendation** from professor(s), employer(s), or community leader(s). *The recommendations must be submitted on Albizu's official [Recommendation Form](#).*
5. **EXADEP (Examen de Admisión a Estudios de Posgrado) or GRE (Graduate Record Examinations)** results. Only scores from exams taken within the past five years will be accepted.
6. An updated **Certificate of Good Conduct** from the jurisdiction(s) where the applicant was a resident during the past five years.
7. An original **Health Certificate**, no more than one year old.
8. Proof of **Hepatitis B vaccination**
9. A copy of the **PVAC-3 Form** with an original signature (for applicants 21 years old or younger at the time of application).
10. Results of an **interview with program faculty**. Those candidates recommended by the Admissions Committee will receive an appointment for an interview with one or more members of the M.S. in School Psychology program faculty.



11. A **Statement of Purpose**, written at the time of the interview (for those candidates invited for an interview). The statement of purpose serves to verify the candidate's interest in the M.S. in School Psychology program and the Institution; short-, medium-, and long-term goals; written communication skills; and general writing skills.
12. An official **evaluation of academic credentials** by an authorized credential evaluation agency (for international students only). Credential evaluation agencies evaluate and interpret the U.S. equivalents of foreign education and work credentials. Please note that all documents must be submitted in English. A list of authorized agencies is available at: <http://www.albizu.edu/International-Students/Credential-Evaluation-Services>.
13. **Any additional documents** that may be required by the M.S. in School Psychology program at a future date, as specified at the time of application to the program.

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

### **Admission Procedures**

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

### **IDENTITY VERIFICATION**

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

### **REQUIREMENTS FOR THE M.S. IN SCHOOL PSYCHOLOGY DEGREE**

1. A cumulative grade point average (CGPA) of 3.00 or higher on a 4.00 scale
2. Completion of a minimum of one year of full-time residency in the program
3. Satisfactory completion of 60 credits
4. Grades of "B" or higher in all courses
5. Satisfactory completion of at least 1,500 hours of practicum, including SPRA-510, SPRA-511, SPRA-512, SPRA-520, SPRA-530 and SPRA-540
6. Satisfactory completion of the following seminar: APA Writing Style (SEMM-531)
7. Satisfactory completion of the Comprehensive Examination with no more than three (3) NPs

8. No more than one (1) NP, W, or AW in any seminar, laboratory, or practicum
9. No more than one (1) NP, W, or AW in thesis, whether consecutive or not
10. Fulfillment of all institutional obligations
11. Good standing in the program, i.e., no disciplinary action pending or academic or practicum probation; in the case of a student readmitted after an Academic Dismissal, if he or she once again fails or drops (whether by a Withdrawal or an Administrative Withdrawal) the course, laboratory, practice, seminar, or degree exam for which the Academic Dismissal was originally granted, then he or she will be dismissed from the program without the possibility of applying for admission to the same program again
12. Recommendation from the program faculty for the master's degree; students seeking the degree must demonstrate, to the satisfaction of the faculty, the professional, ethical, and personal attributes described in the current *General Policies and Disciplinary Procedures Manual*

**M.S. IN SCHOOL PSYCHOLOGY  
CURRICULAR REQUIREMENTS  
(Effective Fall 2016)**

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

**Fundamentals in Psychology (12 credits)**

SPSC-515 Theories of Personality and Psychotherapy.....	3 credits
SPSF-540 Life Span Human Development.....	3 credits
SPSF-628 Neuroscience Approach to Cognitive and Affective Aspects of Behavior .....	3 credits
SPSF-661 Social Psychology with Emphasis on Puerto Rico .....	3 credits

**Fundamentals in Education (9 credits)**

SPSF-500 Theories of Learning and Motivation.....	3 credits
SPSF-662 Reading and Writing Disorder: Assessment and Intervention .....	3 credits
SPSF-679 Educational Psychology .....	3 credits

**Research (6 credits)**

SPSC-625 Introduction to Scientific Research .....	3 credits
SPSF-568 Applied Inferential Statistics .....	3 credits

**Evaluation (9 credits)**

SPSF-588 Theory of Tests and Test Construction.....	3 credits
SPSC-501 Cognitive-Academic Assessment. ....	3 credits
SPSC-502 Social-Behavioral Assessment.....	3 credits

**Direct Intervention (12 credits)**

SPSF-656 Child Psychopathology .....	3 credits
SPSC-506 Crisis and Trauma Response and Interventions with Children.....	3 credits
SPSC-504 Psychoeducational Interventions with Children .....	3 credits
SPSF-626 Social-Emotional and Behavioral Interventions .....	3 credits

**Indirect Intervention: Electives (3 credits)**

SPSE-508 Positive Behavioral Support and Classroom Intervention .....	3 credits
SPSE-510 Theories of Counseling and Psychotherapy .....	3 credits
SPSE-511 Theories of Group Counseling .....	3 credits
SPSE-600 Child Psychotherapy .....	3 credits
SPSE-635 Cultural Diversity: Minority Groups and Multiple Interventions in the United States .....	3 credits

**Professional Practice of School Psychology (9 credits)**

SPSC-509 School and Family Systems.....	3 credits
SPSC-507 Consultation in Educational Settings .....	3 credits
SPSC-505 Professional and Ethical Functions of School Psychologists .....	3 credits

**Practicums**

SPRA-510 Introduction to School Psychology Practicum.....	0 credits
SPRA-511 Writing Skills, Case Conceptualization, Special Education, Inclusion, Accommodations, and IEPs.....	0 credits
SPRA-512 Advanced Conceptualization and Diagnostic Practicum.....	0 credits
SPRA-520 Assessment Practicum for School Psychology .....	0 credits
SPRA-530 Intervention Practicum for School Psychology.....	0 credits
SPRA-540 Practicum in School Setting.....	0 credits

**Seminars**

SEMM-531 APA Writing Style..... 0 credits

**Note: Students must select either the Comprehensive Examinations track or the Scientific Research track. See relevant courses below.**

**Comprehensive Examinations**

SPCE-605 Master's Comprehensive Examination – Part I..... 0 credits

SPCE-606 Master's Comprehensive Examination – Part II ..... 0 credits

**Scientific Research**

Scientific Research I..... 0 credits

Scientific research II ..... 0 credits

Total Academic Credits ..... 60 credits

Total Practicum Units- Practicums SPRA-510, -511, -512, -520, -530, -540..... 0 credits

**M.S. IN SCHOOL PSYCHOLOGY  
CURRICULAR SEQUENCE  
(Effective Fall 2016)**

<b>FALL - FIRST YEAR</b>			
<b>Course</b>		<b>Prerequisites</b>	<b>Credits</b>
SPSC-505	Professional and Ethical Functions of School Psychologists	None	3
SPSF-568	Applied Inferential Statistics	None	3
SPSF-656	Child Psychopathology	None	3
SPSF-540	Life Span Human Development	None	3
SPRA-510	Introduction to School Psychology Practicum	None	0
SEMM-531	APA Writing Style Seminar	None	0

<b>SPRING - FIRST YEAR</b>			
<b>Course</b>		<b>Prerequisites</b>	<b>Credits</b>
SPSF-500	Theories of Learning and Motivation	None	3
SPSF-588	Theory of Tests and Test Construction	SPSF-568	3
SPSC-501	Cognitive-Academic Assessment	SPSF-540, SPSC-505, SPSF-568	3
SPSC-502	Social-Behavioral Assessment	SPSF-540, SPSF-656	3
SPRA-511	Writing Skills, Case Conceptualization, Special Education, Inclusion, Accommodations, and IEPs Practicum	SPRA-505, SEMM-531, SPRA-510	0

<b>SUMMER - FIRST YEAR</b>			
<b>Course</b>		<b>Prerequisites</b>	<b>Credits</b>
SPSF-628	Neuroscience Approach to Cognitive and Affective Aspects of Behavior	SPSF-540	3
SPSC-515	Theories of Personality and Psychotherapy	SPSF-540, SPSF-500	3

<b>FALL - SECOND YEAR</b>			
<b>Course</b>		<b>Prerequisites</b>	<b>Credits</b>
SPSC-506	Crisis and Trauma Response and Interventions with Children	SPSF-505, SPSF-656	3
SPSF-626	Social-Emotional and Behavioral Interventions	SPSC-505, SPSF-515	3
SPSF-662	Reading and Writing Disorders: Assessment and Intervention	SPSC-501, SPSC-502	3
SPSC-504	Psychoeducational Interventions with Children	SPSF-656	3
SPRA-512	Advance Conceptualization and Diagnostic Practicum	SPRA-511	0

<b>SPRING - SECOND YEAR</b>			
<b>Course</b>		<b>Prerequisites</b>	<b>Credits</b>
SPSF-679	Educational Psychology	SPSF-500	3
SPSC-509	School and Family Systems	SPSF-504, SPSF-540, SPSF-662, SPSF-626	3
SPSC-507	Consultation in Educational Settings	SPSF-500, SPSF-626, SPSC-504	3
SPRA-520	Assessment Practicum for School Psychology	SPRA-512, SPSF-662	0

SUMMER - SECOND YEAR			
Course		Prerequisites	Credits
SPSC-625	Introduction to Scientific Research	SPSF-568	3
SPSF-661	Social Psychology with Emphasis on Puerto Rico	SPSF-515, SPSF-509	3

FALL - SECOND YEAR			
Course		Prerequisites	Credits
SPRA-530	Intervention Practicum for School Psychology	SPRA-520, SPSC-506	0
	Elective Course		3
	Master's Comprehensive Exam I Master's Comprehensive Exam II <i>or</i> Thesis I		0

SPRING - SECOND YEAR			
Course		Prerequisites	Credits
SPRA-540	Practicum in School Setting	SPRA-530	0
	Thesis II	Thesis I	0
<b>Total Credit Hours</b>			<b>60</b>

## M.S. IN SCHOOL PSYCHOLOGY COURSE DESCRIPTIONS

### **SEMM-531 APA WRITING STYLE SEMINAR (0 credits)**

**PREREQUISITES:** None

This six-hour seminar provides students with the basic skills to prepare a manuscript using the *Publication Manual of the American Psychological Association*.

### **SPRA-510 INTRODUCTION TO SCHOOL PSYCHOLOGY PRACTICUM (0 credits)**

**PREREQUISITES:** None

This practicum module orients students to the general school environment and initial interventions. Assignments and group discussions help students understand the field of school psychology and how it is practiced on a daily basis. It examines essential principles of classroom instruction, methods of screening and assessing academic performance, critical learning skills, and the classroom environment. Students gain knowledge and practice data collection methods, which include structured observation, standardized educational testing, formal and informal skill inventories, curriculum-based assessment, and curriculum-based measurement.

### **SPRA-511 WRITING SKILLS, CASE CONCEPTUALIZATION, SPECIAL EDUCATION, INCLUSION, ACCOMMODATIONS, AND IEPS (0 credits)**

**PREREQUISITES:** SPRA-505, SEMM-531, SPRA-510

This practicum module guides students through the basic concepts of special education, inclusion, accommodations, and Individual Education Plans (IEPs). The contributions of history, policy, the law, and research, as well as current trends and issues that apply to programs for individuals with disabilities, their families, and their school communities will be discussed. This module examines evidence-based principles of classroom instruction and methods of screening, evaluating, and assessing academic performance, behavioral and emotional disturbances, critical learning skills, and the special education environment.

### **SPRA-520 ASSESSMENT PRACTICUM FOR SCHOOL PSYCHOLOGY (0 credits)**

**PREREQUISITE:** SPRA-512, SPSF-662

**COREQUISITES:** SPSC-501, SPSC-502

Practice in the intellectual, achievement, behavioral, and social-emotional assessment of children with learning and behavioral problems. It involves the selection, administration, scoring, and interpretation of individually administered tests of cognition and achievement, curriculum-based measurement, and socio-emotional development and behavior. It also includes training in the analysis and integration of assessment data, report writing, use of technology, and oral communication of assessment results.

### **SPRA-530 INTERVENTION PRACTICUM FOR SCHOOL PSYCHOLOGY (0 credits)**

**PREREQUISITE:** SPRA-520, SPSC-506

**COREQUISITE:** SPSC-504

Supervised experience in therapeutic interventions with children in mental health settings, schools, and other environments, with an emphasis on behavioral techniques, academic interventions, counseling, and therapy. Students apply data-collection methods, data-based decision-making, and problem-solving models (i.e. three-tiered model of Response to Intervention) to design and implement their interventions.

### **SPRA-540 PRACTICUM IN SCHOOL SETTING (0 credits)**

**PREREQUISITE:** SPRA-530

Students are provided with a school setting experience leading to the acquisition of skills and knowledge of school psychologists in Puerto Rico. Experiences include conducting assessments of the students' intellectual, behavioral, and social-emotional skills; writing reports; counseling children and adolescents; designing prevention, intervention, and post-intervention strategies; and completing progress evaluations. Students collaborate with multidisciplinary colleagues; work with special education regulations and procedures; conduct classroom interventions; and consult with teachers, parents, and community agencies. They will practice how to use the full available resources in a school

to provide mental health and academic benefits for students and their families, with a focus on data-based decision-making and the three-tiered model.

**SPSC-501 COGNITIVE-ACADEMIC ASSESSMENT AND DATA-BASED DECISION-MAKING (3 credits)**

**PREREQUISITES:** SPSF-540, SPSC-505, SPSF-568

The course is structured to develop competence in the intellectual and academic assessment of preschool and school-aged children. It provides an overview of theories of intelligence, basic concepts of psychometrics, and issues related to the use and misuse of psychological tests with diverse populations. This course covers the foundations of curriculum design and development and the theories and application of curriculum-based measurement. A wide range of assessment techniques, with cultural and linguistic validity, in the assessment of intelligence, processing abilities, and achievement are introduced. Students learn problem-solving models to apply to the identification and prevention of skill deficits, the development of goals, progress monitoring, and determining responsiveness to intervention. Students gain experience in team-based decision-making and in communicating the results of assessments to diverse audiences.

**SPSC-502 SOCIAL-BEHAVIORAL ASSESSMENT (3 credits)**

**PREREQUISITES:** SPSF-540, SPSF-656

The course examines major theoretical models and assessment of the socio-emotional development and behavior of the school-aged child. Students learn methods of observation and interviewing, as well as objective measures (i.e., IDC-E, BASC, SEDS) and projective measures (e.g., drawings, sentence completion, structured story telling) of assessment. Projective and objective measures are compared and contrasted with respect to the value and appropriate use of each. The course addresses the impact of cultural, linguistic, and socioeconomic factors on the development and behavior of children and the legal and ethical implications of interventions. It emphasizes psycho-educational diagnoses and decision-making on appropriate interventions for children with social-emotional and behavioral problems; the formulation of hypotheses based on test data, and the development of meaningful recommendations for behavior management and social-emotional learning at home and school.

**SPSC-504 PSYCHOEDUCATIONAL INTERVENTIONS WITH CHILDREN (3 credits)**

**PREREQUISITE:** SPSF-656

This course explores the theoretical foundations and practical interventions involved in the counseling and psychotherapy of children and adolescents in clinical and school settings. Topics include establishing rapport, ethical responsibilities, intervention planning, psychodynamic techniques, behavioral techniques, treatment of selected disorders, relationships with community agencies and service providers, transference and counter-transference, and the influence of social and cultural factors. The course focuses on evidenced-based interventions in treating psychological disorders and academic problems in children and adolescents. Models and methods of data collection, decision-making, progress monitoring, and evaluation of outcomes will be discussed.

**SPSC-505 PROFESSIONAL AND ETHICAL FUNCTIONS OF SCHOOL PSYCHOLOGISTS (3 credits)**

**PREREQUISITES:** None

This course examines the role and functions of a school psychologist; laws and ethical principles relevant to the practice of school psychology and their application to daily practice and professional dilemmas; areas of professional expertise; and current trends of the profession. It presents standards for the delivery of school psychological services based on the NASP Practice Model, the Code of Ethics for practicing psychologists in Puerto Rico, and collaborative service-delivery models.

**SPSC-506 CRISIS AND TRAUMA RESPONSE AND INTERVENTIONS WITH CHILDREN (3 credits)**

**PREREQUISITES:** SPSF-505, SPSF-656

This course addresses theory, empirical research, and clinical issues related to primary prevention and crisis intervention with children and adolescents. Topics include culturally appropriate counseling and classroom- and school-related techniques and methods for prevention, intervention, and post-intervention as a response to crisis, trauma, violence, bullying, conflict, depression, suicide, alcohol and substance abuse, and sexual harassment.



**SPSC-507 CONSULTATION IN EDUCATIONAL SETTINGS (3 credits)****PREREQUISITE:** SPSF-500, SPSF-626, SPSC-504

This course addresses the theory and practice of collaborative consultation in schools and related settings. The course examines several models of consultation; the roles of consultant, consultee, and client systems; and the consultative role and techniques compared with those of assessment and counseling/therapy. It focuses on consultation with teachers, administrators, parents, and various community agencies and examines behavioral, ecological, mental health, and organized models. Further areas of emphasis include consultative intervention, evaluation of consultation, relevant research, legal and ethical issues, consultation with minority groups, resistance to consultation, communication skills, and collaboration.

**SPSC-509 SCHOOL AND FAMILY SYSTEMS (3 credits)****PREREQUISITES:** SPSF-504, SPSF-540, SPSF-662, SPSF-626

This course introduces the principles of family development, models of family therapy, and how factors of race, gender, sexual preference, ethnicity, disability, and socioeconomic status affect therapeutic interactions with families. The study of family systems also covers home-school collaboration, parent education and counseling, and other ways to engage families in support of students' educational needs. The history of education in Puerto Rico is studied as well as the current trends in education. The study of school systems is also explored within the context of organizational theories and interpersonal dynamics. Students will gain an understanding of how to plan and implement new programs and services in their professional practice, school-wide efforts, and educational reforms.

**SPSC-515 THEORIES OF PERSONALITY AND PSYCHOTHERAPY****PREREQUISITES:** SPSF-540, SPSF-500

This course includes a critical analysis of the principal theoretical positions in the field of personality and their application to psychotherapy. Analysis of personality constructs from different perspectives will be discussed. Emphasis on the basic approaches to personality research will be stressed. Application of the personality theories to the Puerto Rican population and other ethnic minorities will be considered.

**SPSC-625 INTRODUCTION TO SCIENTIFIC RESEARCH (3 credits)****PREREQUISITE:** SPSF-568

The course offers an introduction to scientific research pertinent to the field of psychology within the quantitative and qualitative perspectives and traditions. The main methodological approaches to experimental, quasi-experimental, correlational, and descriptive/exploratory research are presented. The course requires the formulation of appropriate research problems relevant to the psychologist's work in his/her social context and the integration of such problems and hypotheses, when applicable, with an adequate research design. Basic concepts are covered, such as the formulation of research questions, problems, and hypotheses; variables; operational definitions; types of research; and research designs. Topics such as hypothesis testing, research design, sampling, analyzing and interpreting quantitative and qualitative data, and statistical power analysis are included.

**SPSE-508 POSITIVE BEHAVIORAL SUPPORTS AND CLASSROOM INTERVENTION (3 credits)**

This elective course focuses on the implementation of positive behavior supports based on principles of applied behavioral analysis. Students learn models and strategies of classroom management and the development, implementation, and evaluation of behavioral interventions to increase student academic success, socialization, and development of life skills. Consultation and collaboration within the educational environment is emphasized. The course includes topics in developing data-based, positive behavioral interventions for students with severe behavioral difficulties resulting from traumatic brain injury (TBI), autism, emotional disturbance, attention deficit and hyperactivity disorders, oppositional defiant disorder, etc.

**SPSE-510 THEORIES OF COUNSELING AND PSYCHOTHERAPY (3 credits)**

Counseling theories are the foundation upon which the work of counseling is built. This elective course is designed to provide master's students with an opportunity to gain knowledge in the major theories of counseling and to familiarize themselves with the client conceptualization and treatment techniques

used in each of the theories. Students will compare and contrast the major theories of counseling in terms of their founders, views of human nature and personality, psychopathology, goals, therapeutic strategies, effectiveness, critics, multicultural applications, and future directions. Using class lectures, discussion, experiential activities, and readings, students will begin to develop their own theoretical orientations.

### **SPSE-511 THEORIES OF GROUP COUNSELING (3 credits)**

This elective course introduces students to the theory, research, and practice of group counseling. The course will focus on (a) therapeutic factors in and limits of group interventions; (b) observing and understanding group process; (c) awareness, practice, and development of group facilitation skills; (d) tailoring the principles of group dynamics to work with a specific population or issue; (e) integrating group observations with extant theory and research on group dynamics; (f) awareness of how race, ethnicity, and culture influence group participation and facilitation; (g) identifying critical incidents in group process; and (h) awareness of ethical and professional guidelines associated with group process. The course will help students develop the following areas: conceptualization, presentation, counseling skills, multicultural skills, and professional identity.

### **SPSE-600 CHILD PSYCHOTHERAPY (3 credits)**

This elective course presents students with various models of assessment and psychotherapy to use with children. Psychodynamic, cognitive-behavioral, and non-directive approaches will be discussed. The theoretical fundamentals, vision of a child, concept of psychopathology, and psychotherapeutic interventions of each model will be analyzed. The course will also expose students to the basic principles of psychotherapy with children regarding interviewing techniques, confidentiality, the process of diagnostics (assessment), establishing rapport, play therapy, and the process of verbal and symbolic communication. Additionally, it will present the role of parents in the therapeutic process and the necessary materials and equipment for the therapy room. The course will introduce students to common problems that arise in the process of therapy and to the applicability of psychotherapeutic strategies for Puerto Rican children. Ethical and professional controversies related to child psychotherapy will also be presented.

### **SPSE-635 CULTURAL DIVERSITY: MINORITY GROUPS AND MULTIPLE INTERVENTIONS IN THE UNITED STATES (3 credits)**

This elective course presents a wide variety of theoretical and practical therapeutic orientations that are culturally sensitive with respect to different ethnic groups, with emphasis on Hispanics, African-Americans, Asians, and American Indians. Students will familiarize themselves with the contributions of each group in areas associated with clinical, didactic, methodological, and industrial-organizational interventions.

### **SPSF-500 THEORIES OF LEARNING AND MOTIVATION (3 credits)**

**PREREQUISITES:** None

This course presents contemporary and classical theories of learning and motivation. Relevant research in this area of study will be discussed. The implications of studies in the field of learning and motivation for psychological interventions will be stressed.

### **SPSF-540 LIFE SPAN HUMAN DEVELOPMENT (3 credits)**

**PREREQUISITES:** None

The course will review theory and research in lifespan development. Students will review the physiological, historical, socio-cultural, economic, and psychological foundations of human development. Emphasis will be given to social, emotional, and intellectual factors. Puerto Rican cultural factors in childrearing and development will be discussed. The topic of individual differences is emphasized throughout all units of the course also studied. Students will be assisted in developing the knowledge and skills to apply the concepts acquired during the course in their professional and research practice as psychologists.

**SPSF-568 APPLIED INFERENTIAL STATISTICS (3 credits)**

**PREREQUISITES:** Previous knowledge of basic statistical concepts, including descriptive statistics. The course offers an introduction to inferential statistics in the context of psychological research. The topics covered include hypothesis testing, statistical inference and research, probability theory, sampling distributions, parametric and non-parametric statistical tests, the normal curve, *t* and *F* distributions, Chi square, and the Mann-Whitney's U test, among others.

**SPSF-588 THEORY OF TESTS AND TEST CONSTRUCTION (3 credits)**

**PREREQUISITE:** SPSF-568

This course presents the major principles of test construction in psychological measurement. Methods for determining validity and reliability will be examined through class exercises. The course also includes the study of scaling methods such as the Guttman, Thurstone, and Likert scales. Students will apply knowledge from the course to construct their own assessment instruments.

**SPSF-626 SOCIAL-EMOTIONAL AND BEHAVIORAL INTERVENTIONS (3 credits)**

**PREREQUISITE:** SPSF 505, SPSF-656

This course presents the theories, empirical foundations, and applications of behavior modification and cognitive-behavioral interventions for the treatment of psychological disorders. Cognitive, behavioral, and cognitive-behavioral theories and their applications in clinical settings will be presented and discussed. The basic principles of behavior modification and behavior therapy will be discussed. Behavior therapy techniques such as reinforcement contingencies, operant procedures, social reinforcement, token economy, systematic desensitization, exposure therapies, assertive training, and self-control interventions will be presented and discussed. The integration of theory and practice in the application of behavior modification and cognitive-behavioral techniques will be emphasized. Students will also be exposed to the epistemological and scientific debates that have arisen concerning this therapeutic paradigm. Emphasis will be given to critical issues on the effectiveness and efficacy of the different types of therapeutic techniques using empirical evidence. Ethical principles and dilemmas related to behavioral change and control will be also discussed.

**SPSF-628 NEUROSCIENCE APPROACH TO COGNITIVE AND AFFECTIVE ASPECTS OF BEHAVIOR (3 credits)**

**PREREQUISITE:** SPSF-540

This course provides a review of the major theories of cognition and affective aspects of behavior. The course will include a description of the physiological processes of human behavior, such as the structure of the neurological system, sensory systems, synaptic chemistry, and electrophysiology of the encephalon. This course will also present different pathologies and deficits related to the cognitive and affective aspects of behavior.

**SPSF-656 CHILD PSYCHOPATHOLOGY (3 credits)**

**PREREQUISITES:** None

This course presents basic concepts, historical context, developmental influences, theoretical perspectives, research methodology, and issues related to psychopathology in children. It will provide information on the etiology, characteristics, and diagnostic criteria concerning the major childhood disorders, including ADHD, major depression, anxiety, pervasive developmental disorders, and early onset schizophrenia. Treatment efficacy is emphasized in the context of psychopathological models. Environmental factors contributing to the development of child psychopathology—including family dysfunction, interpersonal violence and trauma and assessment of risk for child abuse and neglect, drug use, and suicide—will be examined.

**SPSF-661 SOCIAL PSYCHOLOGY WITH EMPHASIS ON PUERTO RICO (3 credits)**

**PREREQUISITES:** SPSF-515, SPSF-509

The course will review the theoretical bases of social psychology and the Puerto Rican sociocultural bases that influence the broad-spectrum behaviors of subjects. Emphasis will be given to the relation between social psychology and social change. The course will explore the extent to which social psychology is subject to variation within different cultural contexts, especially within the Puerto Rican society. Major considerations of Puerto Rican issues in social psychology will be addressed, including population, migration and immigration, urbanism, employment, industrialization, housing, and

modernization. Major social problems will be reviewed. Relevant research will be analyzed in the existing literature. The course explores how rapid changes in the identified indicators in Puerto Rico have affected interpersonal relationships, human development, and the maintenance of beliefs and social mores according to social psychology theories. A sociohistorical analysis will be emphasized.

**SPSF-662 READING AND WRITING DISORDERS: ASSESSMENT AND INTERVENTION (3 credits)**

**PREREQUISITES:** SPSC-501, SPSC-502

The course offers an introduction to the concepts involved in reading and writing. It discusses the definition of reading and writing, prerequisites, types, normal development, instructional methods, and pathologies. Assessment strategies and intervention techniques for reading and writing problems will be discussed. The roles and functions of the school psychologist, speech and language pathologists, occupational therapist, educational therapist, teachers, and other professionals will be mentioned. Technological assistive measures will be presented.

**SPSF-679 EDUCATIONAL PSYCHOLOGY (3 credits)**

**PREREQUISITE:** SPSF-500

This course presents information about different approaches to educational psychology. It recognizes the complexity of the instruction and learning process and offers an interdisciplinary model. Different learning theories and new perspectives on development, memory, perception, and brain structure will be explored. The course will emphasize the educational implications and applications of research on child development, cognitive science, learning, motivation, teaching, and assessment. It presents current information on brain and neuroscience, the impact of technology, and student diversity in educational issues.

## DOCTORAL PROGRAMS (GENERAL INFORMATION)

The San Juan Campus and Mayagüez University Center have established the following requirements for all doctoral programs. Information on the requirements for specific programs can be found in the individual program sections of this catalog.

### GENERAL REQUIREMENTS FOR THE DOCTORAL DEGREE

1. A cumulative grade point average (CGPA) of 3.25 on a 4.00 scale for the Ph.D. and Psy.D. in Clinical Psychology programs; a CGPA 3.00 or higher on a 4.00 scale for the Industrial/Organization Psychology and Psychology with a Specialization in Consulting, Research, and Teaching programs
2. Completion of a minimum of three years of full-time residency in the program
3. Satisfactory completion of all academic courses and laboratories, as applicable
4. Satisfactory completion of the required supervised practicum hours and internship, if applicable
5. Satisfactory completion of the following seminars, as applicable by program:
  - a. Statistical Package for the Social Sciences I (RMIC-741)
  - b. Advanced Statistical Package for the Social Sciences (RMIC-742)
  - c. APA Writing Style Seminar (SEMM-531)
  - d. Workshop on Writing Skills and Case Conceptualization (SEMM-532)
  - e. Self Care Graduate Studies (SEMM-540)
  - f. Written and Oral Communication (SEMM-545)
  - g. Psychopharmacology for Non-Prescribing Clinicians (SEMM-550)
  - h. Advanced APA Style Seminar (SEMM-700)
  - i. Advanced Workshop on Writing Skills and Case Conceptualization (SEMM-701)
6. Passing scores (70% or above) on the written portion of the Doctoral Comprehensive Examinations and a Pass in the oral portion of the Examination, if applicable
7. Satisfactory completion and approval of a doctoral project or dissertation
8. Satisfactory completion of a 2,000-hour predoctoral internship in clinical psychology on a full-time basis (40 hours/week) during a one-year period or part-time (20 hours/week) during a two-year period in a facility approved by the program, if applicable
9. Fulfillment of all institutional obligations
10. Good standing in the program, i.e., no disciplinary action pending or academic or clinical probation
11. Recommendation from the program faculty for the doctoral degree; students seeking a doctoral degree must demonstrate, to the satisfaction of the faculty, those professional, ethical, and personal qualities and attributes described in the current *General Policies and Disciplinary Procedures Manual*

*Note: Nonrequired courses taken by students in other programs will always be construed as elective courses within the program into which they were officially admitted. Candidates for the degree of Psy.D.*

*or Ph.D. in Clinical Psychology must successfully complete the Doctoral Comprehensive Examination and satisfy all requirements for degree candidacy prior to undertaking an internship.*

## **CLINICAL PRACTICUM**

All students in a clinical degree program are required to complete a clinical practicum at the Clínica de la Albizu and/or at a designated agency or, with approval, an alternative location. The number of hours of practicum per term will depend on the program requirements. In every case, students will receive high-quality professional training in the areas of psychotherapy, clinical assessment and evaluation, community consultation, and preventive mental health. Clinical practicum experiences are organized in a sequential and systematic way, in congruence with the academic curriculum.

Major clinical competencies addressed in the training include:

- a) Research
- b) Ethical and legal standards
- c) Individual and cultural diversity
- d) Professional values and attitudes
- e) Communication and interpersonal skills
- f) Assessment
- g) Intervention
- h) Supervision
- i) Consultation and interprofessional/interdisciplinary skills

Students are required to service clients in the following modalities, while adhering to the ethical principles and professional guidelines and standards of the profession: individual psychotherapy with children, adolescents and adults; group therapy; and family therapy.

Placements will be commensurate with each student's academic level and demonstrated clinical skills. Students are required to enroll in clinical practicum during each term of coursework, unless authorized by the Director of Clinical Training (DCT) and by the Chancellor, upon presenting justified reasons, to receive a clinical dispensation.

All supervision is provided by licensed clinical psychologists. All students receive a minimum of one hour per week of supervision at the Clínica de la Albizu and/or at designated outside agencies. Students have the opportunity to acquire experience in the following settings: schools (public, private); Early Head Start; specialized disability, rehabilitation, and autism facilities; retirement homes; forensic settings (courts, correctional facilities); health-related hospitals (oncology, trauma, gastroenterology, kidney disease, general medicine); psychiatric hospital wards; vocational rehabilitation agencies; and other university clinics islandwide.

The Clínica de la Albizu provides students with the opportunity to train in the following specialized programs: Sexual Abuse Support Program for Children and their Families, Domestic Violence Program, Dialectical Behavior Therapy for Borderline Personality Disorder, Early Intervention, Development, and Autism.

Students enrolled in the Ph.D. in Clinical Psychology program must successfully complete 1,556 hours of clinical practicum (levels I to VIII). Psy.D. in Clinical Psychology students must successfully complete 1,339 hours (levels I to VII). Psy.D. in Counseling Psychology students must successfully complete 1,000 hours (levels I to V). All requests for alternative placements should be addressed to the DCT and accompanied by the recommendation of the clinical supervisor. The DCT will orientate the student and arrange for the placement.

All students must follow professional standards and guidelines for clinical training in accordance with the laws, regulations, rules, and policies governing health science psychology at all levels (local, state, regional, and federal).

## **PH.D. IN CLINICAL PSYCHOLOGY RESEARCH PROJECT**

Incoming first-year students will be assigned a research/academic mentors who will work with them throughout their programs. Each student will be required to complete an individual second-year research project (RPIC-671) that must be submitted for publication to a peer-reviewed journal before the student can apply for an internship. Students must enroll in RPIC-671 for all three second-year terms.

Students will be required to present their second-year project proposals to a committee of two faculty members by January of their second year. They must complete their projects by January of their third year. Any student who has not completed his or her project by the end of spring term in the third year will be considered to be out of compliance with the program requirements and will be invited to an alert meeting, where the student's difficulties in meeting program milestones will be assessed and discussed and a remediation plan will be implemented. The remediation plan will include a timeline to complete the project. Students who do not meet the goals set in the alert meeting will be subject to dismissal from the program.

## **PH.D. IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY APPLIED RESEARCH AND PRACTICUM**

Students in the Ph.D. in Industrial/Organizational Psychology program are required to successfully complete an applied research project (IOMO-801). Each student carries out an applied research project approved by the Albizu Institutional Review Board. The project must end in the submission of a paper to a peer-reviewed journal or in a professional presentation. Students have three consecutive opportunities (beginning in the Fall term after the completion of prerequisites) to enroll in IOMO-801. Enrollment must be consecutive. Students should pair with a supervisor for this project.

Ph.D. in Industrial/Organizational Psychology students are also required to enroll in the industrial/organizational practicum. The practicum is designed to be a learning experience in the application of organizational training and human resources management skills in a variety of organizational contexts.

Requirements for research project completion and for the practicum are specified in the *Manual of Administrative Norms and Procedures for Research Practice*, available at the Research Training Program office on the San Juan Campus.

## **TIME LIMITS**

All doctoral candidates must complete the degree requirements within a period of seven years from the date of registration for the anticipated degree. A one-year extension may be obtained upon the recommendation of the Chancellor and approval of the President. Under no circumstances will a degree extension of more than one year be granted.

## **MINIMUM INCREMENTAL PROGRESS**

At the end of each academic term, Albizu will certify each student's successful completion of the appropriate percentage or amount of work according to the Satisfactory Academic Progress Policy defined in this catalog.

## **RESIDENCY REQUIREMENT**

Full-time residency of no less than three years is required for all doctoral students.

## DOCTORAL COMPREHENSIVE EXAMINATIONS

All candidates for an Albizu doctoral degree must register to take the Doctoral Comprehensive Examination (termed Doctoral Level Qualifying Examination or Doctoral Integrative Examination in some programs) after completing the courses required by their academic programs. In order to register for the comprehensive examination, students are 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, which is defined as having at least the minimum cumulative GPA required for the program, no grade of No Pass in any practicum, and no Incompletes
4. Grades of "B" or above in all core (foundation) courses

All candidates for the doctoral degree must pass the Doctoral Comprehensive Examination before undertaking an internship, if this is a requirement of the program. Specific requirements can be found in the information for each academic program in this catalog. The examination is designed to measure the student's academic knowledge and professional competence in general areas of psychology and in the specific program's area of concentration.

Students are permitted a maximum of three 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 taking the examination. Please see the respective program director for further information.

This policy has been in effect since Fall 2013.

## RESEARCH TRAINING PROGRAM

The Research Training Program (RTP) is a specialized training program designed to develop research competencies in students in order to advance the role of science in understanding human behavior and society. RTP provides training experiences for students, stimulates faculty involvement in research, develops databanks for present and future research projects, and provides specialized services to the academic community and the community at large.

The main goals of RTP are:

1. To develop in students the skills and competencies necessary to design and implement research projects
2. To offer research services to students and the community
3. To foster the design and implementation of research projects by students
4. To promote the dissemination of scientific knowledge within the community through the Albizu *Behavioral Sciences Journal (Revista Ciencias de la Conducta)*

In accordance with these goals, RTP manages the research practicum of all Ph.D. students, the dissertation process, the publication of the *Behavioral Sciences Journal*, and the Institutional Review Board of Carlos Albizu University.



## **INTERNSHIP PLACEMENTS FOR THE CLINICAL PSYCHOLOGY PROGRAMS**

Developing and maintaining adequate training sites for doctoral internships is a critical part of Albizu's Ph.D. and Psy.D. in Clinical Psychology programs. The Academic Directors (AD) are responsible for monitoring that each internship placement abides by the Standard of Accreditation for Health Service Psychology of the American Psychological Association (APA), the Association of Psychology Postdoctoral Internship Centers (APPIC), and all laws that regulate and govern the practice of psychology in Puerto Rico and the United States.

All internship candidates must complete the AAPI OnLine, the online application for psychology interns of the Association of Psychology Postdoctoral and Internship Centers. The DCT reviews every AAPI Online application in consultation with the core faculty of the program. Approval is granted on the basis of the narrative provided in the application. During the Spring and Summer terms of the third year, applicants receive didactic training and mentoring from the Academic Directors, the DCT, and the core faculty regarding best practices for completing the APPI Online.

The internship program directors send occasional reports to the AD's. These reports are used to verify that interns are in good standing in terms of the competencies they are expected to achieve. The DCT continuously monitors and evaluates all clinical training activities, including monitoring remedial plans or other corrective actions recommended for an intern and discussing the intern's performance with his or her Internship Training Director. As of January 2017, the DCT is responsible for contacting internship sites to obtain information as to a student's performance.

*Please note that Internship candidates must pass the Doctoral Comprehensive Examinations and complete all academic and clinical requirements no later than the Fall term of the year prior to commencing the internship.*

### **Ph.D. in Clinical Psychology Internships**

Candidates for a Ph.D. in Clinical Psychology are required to complete one calendar year of full-time Internship (12 consecutive months), with a minimum of 2,000 hours of supervised clinical experience. During this period, the Intern must complete a minimum of 25% (or 500 hours) of clinical face-to-face contact. Although an intern may complete the minimum hours required before the official ending date, he/she is required to continue with his/her responsibilities until the full 12-month term is completed, as established in his/her Academic Contract.

In exceptional cases, and only with the previous authorization of the Program Director and APA, a half-time (two years or 24 consecutive months) internship may be authorized. In every case, it is the prerogative of the program faculty to approve or deny a half-time internship in consultation with APA.

All interns receive a minimum of four hours of supervision per week with a minimum of two hours spent in individual, face-to-face supervision. The clinical supervisor must hold a doctoral degree in clinical psychology with established credentials under the laws that regulate the practice of psychology in Puerto Rico or the United States. Interns have several opportunities throughout the internship year to attend didactic presentations, workshops, and training sessions. Didactic training sessions consist of a minimum of two hours per week.

In order to apply for an internship, the program requires the following:

1. Successful completion of the second-year project and submission for publication to a peer-reviewed journal
2. A dissertation proposal meeting scheduled for no later than August 1 of the year the student is applying for an internship
3. Successful completion of a minimum of 1,000 practicum hours

4. Completion of all coursework
5. Attendance at all internship preparation meeting with the DCT

Students registered for Internship are considered to be full-time students. Every candidate must demonstrate internship readiness in order to be certified by the DCT. No candidate shall enroll in internship without this certification from the DCT.

The internship clinical site must be APA accredited. Under exceptional circumstances, a student may petition the program faculty for permission to complete a non-APA-accredited internship. It is the student's responsibility to secure an internship placement approved by the DCT.

### **Psy.D. in Clinical Psychology Internships**

In order to apply for an internship, the Psy.D. program requires the following:

1. Successful completion of a minimum of 1,125 practicum hours (650 hours face to face, 150 hours assessment, 325 hours supervision)
2. Establishment of the dissertation committee and scheduling of a meeting during the first two weeks of the fall term of the year the candidate is applying for an internship
3. Attendance at all internship orientation meetings
4. Demonstration of compliance with all above-mentioned requisites in order to be certified by the academic program director (ADP) and the DCT; the candidate cannot apply for an internship without this certification

The internship site must be APA accredited, unless the candidate has approval from the APD and core faculty to apply to an alternative internship. It is the student's responsibility to secure an internship placement approved by the APD and core faculty.

### **SAN JUAN INTERNSHIP PROGRAM IN CLINICAL PSYCHOLOGY CONSORTIUM**

The San Juan Internship Program in Clinical Psychology Consortium is a member of APPIC but is not approved by the APA. Carlos Albizu University provides administrative support to the consortium through the SJC Internship Department.

### **CLÍNICA DE LA ALBIZU INTERNSHIP TRAINING PROGRAM IN CLINICAL PSYCHOLOGY**

The Clínica de la Albizu (CA) Clinical Psychology Internship is a pre-doctoral internship exclusively for eligible fourth year or higher students enrolled in the Albizu Psy.D. and Ph.D. in Clinical Psychology programs. The internship is competitive, with a limited number of students accepted each year. Please see the information on internship placements for Ph.D. and Psy.D. in Clinical Psychology students elsewhere in this section of the catalog for details on meeting the internship requirement of the doctoral degree program.

The CA internship is a full-time, 12-month experience that consists of participation in three programs: (1) general clinical, (2) domestic violence, and (3) sexual abuse. The program structure allows interns exposure to diverse clinical experiences and supervisory approaches and styles. If special circumstances arise (e.g. maternity, serious injury or illness) after interns have been accepted into or have begun the program, the internship might be extended beyond the 12-month period.

The CA is an outpatient community mental health treatment facility founded in 1966 in affiliation with the San Juan Campus. It serves as an on-campus clinical practicum site for students enrolled in Albizu master's and doctoral programs in clinical psychology.

## Mission

The mission of the CA aligns with Albizu's mission, which is to achieve greater representation of Hispanic psychology educators, researchers, and practitioners in Puerto Rico and in the United States.

## Philosophy

The CA internship training philosophy is rooted in the practitioner-scholar model of psychology. Although active involvement in research is not required of interns, it is encouraged, and training in clinical techniques is presented in relation to the framework of science that underpins clinical practice. The internship is located in an academic setting that offers the opportunity for involvement in research for interns who wish it. Research mentorship under a faculty member is encouraged and coordinated for interns. A developmental framework and competency-based approach to learning and assessment guides a core focus on continuing to cultivate professional trainee competencies (knowledge, skills, attitudes), thereby building on competencies learned during doctoral training and anchored by the science of psychology.

## Program Goals, Objectives, and Competencies

Interns will achieve the following goals and demonstrate mastery of the associated competencies by the end of the program:

*Goal 1: Develop the intern's ability to integrate clinical theory and practice in the application of knowledge, assessment and clinical skills in the practice of psychology*

**Objective A:** To perform proficient psychological assessments

*Competencies:*

1. Select and use assessment instruments with appropriate norms and appropriate criterion-reference standards to evaluate clients and answer diagnostic questions
2. Recognize and properly address test limitations
3. Administer and score instruments following current guidelines and procedures
4. Apply knowledge of individual and cultural diversity in the assessment process and diagnosis
5. Interpret and integrate results obtained from multiple sources (e.g. multiple assessment instruments, interviews, and collateral information) to produce useful and accurate reports
6. Demonstrate successful initial and follow-up interviewing skills with individuals, couples, and families who are dealing with psychological disorders
7. Formulate clinical conceptualizations, diagnoses, recommendations, and/or professional opinions using relevant criteria and considering all assessment data
8. Demonstrate skills in formulating case diagnosis (*DSM*-guidelines), treatment plans, treatment recommendations, and intervention strategies
9. Explain test results to individuals, parents, couples, families, and interdisciplinary and multidisciplinary teams in clear and simple terms
10. Conduct high-quality forensic interviews with children and families who have suffered from psychological trauma as a result of child sexual abuse and domestic violence

## 11. Write assessment reports to address child sexual abuse allegations

**Objective B:** To provide proficient psychological interventions

*Competencies:*

1. Establish a positive therapeutic rapport with patients/clients while maintaining appropriate professional boundaries
2. Apply to the interventions knowledge of evidence-based practice (including empirical bases of assessment, intervention, and other psychological applications), clinical expertise, and client preferences
3. Formulate and conceptualize cases and plan interventions using at least one consistent theoretical framework
4. Interpret, evaluate, and integrate results of data collection activities within the context of scientific/professional knowledge to formulate and reformulate working hypotheses, conceptualizations, and recommendations
5. Make differential diagnoses using the *Diagnostic and Statistical Manual of Mental Disorders*, version 5
6. Conduct psychological interventions according to conceptualization, diagnosis, and treatment plans
7. Provide interventions for a variety of modalities (e.g. individuals, families, couples, and groups) in a proficient way
8. Demonstrate in supervision, case conferences, and class presentation and discussion, a knowledge of and proficiency in a broad range of psychological interventions (e.g. CBT, psychodynamic model, systemic models, existential, narrative therapy, and integrative models, among others)
9. Implement psychological treatment plans for individuals, groups, and families to mitigate complex trauma in children and their families as a result of child sexual abuse and domestic violence
10. Determine the best psychological practice for treating sexually victimized children

**Objective C:** To use a scientific base for clinical practice and research

*Competencies:*

1. Select interventions for individuals, families, groups, and community-based organizations based on assessment and available research evidence, as well as on contextual and cultural factors
2. Apply interventions with individuals, families, groups, community-based organizations based on available research evidence and contextual factors
3. Modify interventions as needed based on knowledge of individual and cultural characteristics, situational and environmental variables, emerging information, outcome data, and current research
4. Apply evidence-based criteria in the selection and use of assessment methods (e.g. psychometric properties and cost effectiveness)

5. Independently seek out and read scientific literature pertaining to cases at hand and understand the implications of research for clinical practice
6. Demonstrate the ability to formulate questions deriving from clinical issues amenable to scientific exploration and to plan and implement research to address such questions (optional competency if involved in active research)
7. Administer baseline, progress, and outcome scales to assess the client's clinical progress in psychotherapy

**Objective D:** To provide proficient psychological consultation

*Competencies:*

1. Communicate effectively and professionally with staff from a variety of disciplinary backgrounds, as demonstrated in consultative activities
2. Understand questions and issues raised by non-psychologists and structure them so that they are amenable to psychological investigation, as demonstrated in consultative activities
3. Communicate psychological concepts effectively to non-psychologists, verbally and in writing, as demonstrated in consultative activities

*Goal 2: To provide high-quality services to a culturally diverse population*

**Objective A:** Employ sensitivity when working with individuals with diverse cultural, ethnic/racial, and social backgrounds and sexual orientations

*Competencies:*

1. Apply theory, research, professional guidelines, and personal understanding about social contexts in order to work effectively with diverse individuals, families, groups, and community-based organizations
2. Communicate and work effectively with individuals, families, groups, and community-based organizations from diverse cultural, ethnic/racial, and social contexts
3. Demonstrate respect for others, including those with conflicting viewpoints
4. Evaluate and apply knowledge of self as a cultural being when engaged in assessment, treatment, and consultation
5. Apply knowledge, sensitivity, and understanding regarding individual and cultural diversity issues in order to work effectively with diverse others in assessment, treatment, and consultation
6. Include sociocultural characteristics in the written conceptualization of cases

*Goal 3: To foster the intern's sense of professional identity consistent with the highest standards of clinical practice*

**Objective A:** To maintain the highest ethical standards

*Competencies:*

1. Demonstrate knowledge and understanding of the American Psychological Association and

the Examining Board of Psychologists of Puerto Rico Ethical Principles and Codes of Conduct, as well as national and federal laws, rules, regulations, and professional standards and guidelines relevant to health service psychology

2. Apply appropriate decisions to ethical dilemmas in clinical practice
3. Integrate personal moral principles and ethical values in professional conduct
4. Demonstrate and promote values and behaviors commensurate with established standards of practice, including ethics codes, laws, and regulations
5. Identify complex ethical and legal issues, analyze them accurately, and proactively address them
6. Show adherence to professional values and accept responsibilities for personal actions in the development of professional identity
7. Understand and safeguard the welfare of others
8. Demonstrate personal and professional awareness of strengths, limitations, and areas of growth as a clinician

**Objective B:** To develop the attitudes and skills needed to support lifelong learning

*Competencies:*

1. Negotiate differences and handle conflict satisfactorily; provide effective feedback to others and receive feedback non-defensively
2. Communicate effectively and respectfully with individuals in multiple settings
3. Work effectively on multidisciplinary teams
4. Demonstrate appropriate and effective working relationships with peers and supervisors; manage differences openly, effectively and appropriately; and use support of peers and supervisors when needed
5. Takes initiative in ensuring that key tasks are accomplished, complete documentation in a thorough and timely manner, and take steps to enhance own learning
6. Demonstrate responsibility and documentation skills at the clinical site during the internship program
7. Adhere to the policies and procedures of the internship site
8. Demonstrate responsible conduct with respect to time management, including being on time for supervision meetings and established hours at the clinical site

*Goal 4: To develop the intern's capabilities in clinical supervision in accordance with the highest standards of clinical practice*

**Objective A:** To develop the intern's skills as a clinical supervisor

*Competencies:*

1. Demonstrate knowledge and understanding of at least one clinical supervision model

2. Appropriately apply model during the supervision process
3. Demonstrate knowledge of and adhere to ethical conduct and professional values during the supervision process
4. Identify and acknowledge cultural diversity during the supervision process
5. Establish a safe, accepting, and sensible atmosphere during the supervision process
6. Demonstrate the capacity to assess developing competencies in supervisee
7. Offer constructive feedback during the supervision process
8. Integrate the recommendations of the intern's own supervisor in the process of supervising others

### **DISSERTATION AND DOCTORAL PROJECT POLICY (EFFECTIVE FALL 2016)**

All candidates for a doctoral degree must complete either a dissertation or a doctoral project, demonstrating a doctoral level of professional and scholarly work on a topic related to their field of study. The work has to reflect the student's original work and make a significant contribution to the field of study.

Students receive a grade of Pass or No Pass for each session they are enrolled in Dissertation or Doctoral Project. If a student receives two grades of No Pass in Dissertation or Doctoral Project at any time while enrolled in scholarly activities, he/she is subject to automatic dismissal from the program.

Students may begin a dissertation or doctoral project upon the completion of the sixth term of studies. Students are required to enroll for a minimum of two academic terms in Dissertation or Doctoral Project and complete two seminars, which vary according to the program, during the first two terms of enrollment in this endeavor.

Students enrolled in Dissertation or Doctoral Project are considered full-time students up to a maximum of six terms of enrollment. After the sixth term, students who are only enrolled in Dissertation or Doctoral Project will be ineligible for financial aid as full-time students.

Students should think about possible dissertation topics throughout their academic coursework and certainly no later than their second year. For those students enrolled in the Psy.D. or Ph.D. in Clinical Psychology programs, completion of the proposal before commencing the internship is required.

The dissertation committee serves to advise the student and evaluate the dissertation. The committee consists of a chair, who is also the student's chief academic advisor, and one reader. The chair is normally a member of the doctoral faculty at SJC. However, with the consent of the Chancellor, the chair may be a renowned scientist from another institution. In any case, at least one of the committee members must be a full-time doctoral faculty member at the San Juan Campus. The Chancellor must approve any exemption to this requirement.

A discussion of ethical issues is essential for all dissertations or doctoral projects involving data collection, including case studies, program evaluations, and the development or translation of tests. Due to ethical concerns, no student should begin any study that involves human subjects, even for pilot studies, without prior approval of the academic director of his or her or his program or of the Director of Research Training Program and the Institutional Review Board (IRB). After the academic director has approved the proposal, IRB review and approval should be obtained (except where no data at all is to be collected). The student is expected to follow all procedures and deadlines set by the IRB and to be thoroughly familiar with IRB requirements. If, after IRB review and approval, any dissertation committee

member has even mild concerns about the ethics of a dissertation or pilot study, the IRB, through its president and administrator, should be consulted.

Five bound copies of the final written dissertation are required (one for the SJC or MUC Library, one for the Miami Campus, one for each committee member, and one for the student's personal library). The five bound and signed copies of the dissertation must be submitted to the Library before the end of the term in which the dissertation defense took place. Students who fail to submit the bound and signed copies during the referenced term will be considered active and must register for each term until the dissertation process is completed.

Information can also be found in the *Dissertation Manual*, a copy of which is available at the Research Training Program Office.

### **Ph.D. Students**

All Ph.D. students must complete the following scholarly activities (the program in which the student is enrolled will decide which alternative or alternatives their students should be able to perform):

- A. All students should submit a dissertation/doctoral project proposal that includes:
  1. A comprehensive and extensive literature review with a theoretical framework
  2. An appropriate methodology, which includes a data analysis section
- B. The student must present the proposal defense. After the defense, the student must submit the proposal to the Institutional Review Board (IRB). Once the proposal is approved by the IRB, data can be collected. *Note that only those projects that require recruitment of subjects will be submitted to the IRB.*
- C. The final project can be written in any one of the following formats:
  1. A traditional dissertation with a lengthy and detailed exposition of results and discussion
  2. One or more scholarly articles that the student writes and submits to a peer-reviewed journal. Evidence of submission should be presented. The final document will include the following:
    - a. Literature review
    - b. Methodology
    - c. Scholarly article (results)
    - d. References
    - e. Appendices (if applicable)
- D. Upon dissertation committee approval of the final document, the student will conduct the dissertation/doctoral project defense.

### **Professional Doctorate Students**

All professional doctoral students must complete the following (the program in which the student is enrolled will decide which alternative or alternatives their students should be able to perform):

- A. All students should complete a dissertation/doctoral project proposal that includes:



1. A comprehensive and extensive literature review with a theoretical framework
  2. An appropriate methodology, which includes a data analysis section
- B. The student must present the proposal defense. After the defense, the student must submit the proposal to the IRB. Once the proposal is approved by the IRB, data can be collected.  
*Note that only those projects that require recruitment of subjects will be submitted to the IRB.*
- C. The final document can be written in any one of the following formats:
1. A traditional dissertation with a lengthy and detailed exposition of results and discussion and an appropriate methodology that includes a data analysis section
  2. One or more scholarly articles that the student writes and submits to a peer-reviewed journal. Evidence of submission should be presented. The final document will include the following:
    - a. Literature review
    - b. Methodology
    - c. Scholarly article
    - d. References
    - e. Appendices (if applicable)
  3. A lengthy and detailed exposition of an original idea, defined as an extensive project (also known as the doctoral project) undertaken by the student to apply, illustrate, develop, integrate, and communicate knowledge in a specific field of study (suggested projects: Human Services Program Designs, Manuals, Case Studies, Need Assessments, Critical Review and Analysis of the Literature, Profile and Socio-demographic Studies, and similar projects approved by the program)
- D. Upon dissertation/doctoral project committee approval of the final document, the student will conduct the dissertation/doctoral project defense.

### **Program-Specific Requirements**

Specific requirements and guidelines for the dissertation and/or doctoral project for each current doctoral program can be found in the relevant individual program section of this catalog.

## **DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY (PSY.D.)**

### **MISSION**

To train culturally sensitive Hispanic clinical psychologists with the necessary competencies to provide services to individuals, families, and Hispanic groups along with the social system.

The mission focuses on developing in students a holistic, dynamic, and integrated perspective that is realized through a balanced and interconnected sequence of didactic coursework, experiential clinical training, and opportunities for research and scholarly work.

### **VISION**

The program will contribute to the search for high-quality clinical interventions developed through a rigorous academic curricula and clinical experiences while respecting cultural diversity.

### **PHILOSOPHY OF TRAINING**

The philosophy of training for the Psy.D. program is to prepare students to become competent clinical psychologists based on the Practitioner-Scholar model. In line with the training model, the program focuses on the professional growth and self-awareness of the students as well as the development of cultural sensitivity in the provision of clinical services. The program provides students with the opportunity to address issues of cultural and individual diversity, work with a wide range of client populations, and practice in multiple settings and in a variety of professional roles, such as clinician, administrator, supervisor, and consultant. Students are encouraged to consider the best research evidence integrated with clinical competencies and skills in order to promote positive therapeutic outcomes.

### **TRAINING MODEL**

The resolutions of the 1973 Vail Conference advocated for the development of a professional training model determined by the skills program graduates would need in order to function effectively in the particular roles they have chosen. The Practitioner-Scholar model is best suited for training psychologists whose primary roles will be in the area of direct professional practice, which is the focus of the Albizu Psy.D. program. The model endeavors to produce clinical psychologists who bring a scientific approach to the multiple roles in which they function as professionals.

The goals for research training in programs adhering to the Practitioner-Scholar model are to develop in students:

- a) Sufficient basic skills to be able to design and execute competent outcomes in professional and in some cases academic contexts with the support of properly trained consultants
- b) A basic understanding of and respect for the scientific basis of the discipline
- c) Sufficient methodological knowledge to enable them to be effective consumers of scientific knowledge

Practitioner-Scholar programs assume that graduates will not be involved in generating new knowledge in any substantial matter.

## PROGRAM AIMS, OBJECTIVES, AND COMPETENCIES

The program has a clearly specified philosophy of education and training fully compatible with the mission of its sponsor institution, Carlos Albizu University, and appropriate to the science and practice of psychology. The main aims, objectives, and competencies of the program are as follows.

### Program Aims

- To prepare competent clinical professionals in health service psychology according to the theories, methods, and findings of scientific research and scholarly works; high ethical standards; and a belief in self-reflective social commitment and responsibility.
- To prepare students to become clinical psychologists who provide preventive services, comprehensive psychological assessments, and evidence-based psychotherapeutic interventions for culturally and individually diverse populations within an interprofessional/interdisciplinary context.

### Program Objectives

The program has the following objectives for student learning:

#### *Discipline-Specific Knowledge Category 1: History and Systems of Psychology*

1. Learn the origin and development of major systems of psychology

#### *Discipline-Specific Knowledge Category 2: Basic Content Areas in Scientific Psychology*

1. Learn theories and relevant research that are fundamental for the understanding of the biological and developmental aspects of behavior
2. Learn theories and current research relevant for the understanding of cognitive aspects of behavior
3. Learn theories and current research relevant for the understanding of affective and social aspects of behavior

#### *Discipline-Specific Knowledge Category 3: Advanced Integrative Knowledge in Scientific Psychology*

1. Demonstrate advanced integrative knowledge of biological and developmental aspects of behavior
2. Demonstrate advanced integrative knowledge of biological and cognitive aspects of behavior
3. Demonstrate advanced integrative knowledge of social and affective aspects of behavior

#### *Discipline-Specific Knowledge Category 4: Research and Quantitative Methods*

1. Demonstrate knowledge and skills in research methods including quantitative and qualitative approaches
2. Demonstrate knowledge and skills in psychometric theory and techniques of psychological measurement

## **Program Competencies**

Students will develop the following competencies through the program:

### *Competency #1: Research*

1. Demonstrate the independent ability to formulate and conduct research or scholarly activities
2. Evaluate and disseminate research and scholarly works

### *Competency #2: Ethical and legal standards*

1. Know and understand the American Psychological Association (APA) and the Examining Board of Psychologists of Puerto Rico Ethical Principles and Codes of Conduct, as well as national and federal laws, rules, regulations, and professional standards and guidelines relevant to health service psychology
2. Apply ethical principles and professional standards to ethical dilemmas in clinical practice and decision-making processes

### *Competency #3: Individual and cultural diversity*

1. Identify and understand personal and cultural attitudes and biases and their impact in interactions with others
2. Demonstrate and apply knowledge, skills, and sensitivity when working with diverse populations
3. Integrate knowledge and skills in individual and cultural differences in professional conduct and roles within the community

### *Competency #4: Professional values, attitudes, and behaviors*

1. Demonstrate knowledge of and behave in ways that reflect the values and attitudes of psychology, including integrity, accountability, and concern for the welfare of others
2. Engage in self-reflection on personal and professional functioning to improve professional effectiveness and independence during training
3. Demonstrate openness and flexibility to feedback and supervision

### *Competency #5: Communication and interpersonal skills*

1. Develop and maintain effective personal and interpersonal relationships with individuals including clients, colleagues, organizations, and communities served
2. Demonstrate professional verbal, non-verbal, and written communication skills and the management of difficult communications in interactions with others

### *Competency #6: Assessment*

1. Select the appropriate assessment methods from the best available empirical literature
2. Administer, score, and interpret reliable and valid tests and measures of adaptive behavior, intelligence, and personality and prepare professional written reports that integrate test data with collateral findings

3. Communicate the findings verbally in a written report to a range of audiences in a sensible way

#### *Competency #7: Intervention*

1. Establish and maintain effective therapeutic relationships with a variety of populations and organizations
2. Demonstrate the ability to study diverse clinical problems and interventions using empirical research findings
3. Implement evidence-based intervention skills in individual, group, and family therapies and with other diverse clients in different contexts
4. Modify interventions using evidence-based approaches when necessary, according to client's needs
5. Evaluate intervention effectiveness, goals, and methods consistent with the ongoing evaluation and make adaptations as needed

#### *Competency #8: Supervision*

1. Acquire and demonstrate knowledge and skill in clinical supervision models and practices

#### *Competency #9: Consultation and interprofessional/interdisciplinary skills*

1. Demonstrate knowledge and skill in professional consultation models and practices
2. Demonstrate knowledge and respect for the roles and perspectives of other professionals within interdisciplinary contexts

### **PRACTICUM TRAINING**

Psy.D. students at Albizu are provided with practicum settings responsive to the program's training aims and objectives. Students have a wide array of practicum sites to choose from, including hospitals, mental health centers, and forensic settings, with a diversity of treatment populations including the LGBTQ community, high-risk adolescents, the homeless, substance abusers, domestic violence victims, and trauma victims, among others. Our practicum experiences are consistent with our training model.

All students must complete a total of seven sessions of clinical practice. During the first two sessions, PRAD-591 and PRAD-592, students are supervised by both doctoral interns and licensed doctoral-level clinical psychologists. During the next five sessions, PRAD-593 through PRAD-597, licensed doctoral-level clinical psychologists supervise practicum students a minimum of one hour per week. Practicum training is provided both through the Community Mental Health Center on campus and through a network of approved and monitored outside practicum sites.

Students enrolled in the Psy.D. program are also expected to apply to an APA-approved pre-doctoral internship, a standard component of an APA-accredited program. Students may apply to internship programs on the mainland as well to programs located in Puerto Rico. The clinical internship site must be APA accredited, unless the candidate has approval from the Academic Program Director and core faculty to apply to an alternative internship.

**DOCTOR OF CLINICAL PSYCHOLOGY (PSY.D.)  
CLINICAL PRACTICUM HOURS**

<b>Practicum Level</b>	<b>Minimum Requirements</b>	<b>Clinical Hours Face to Face (Cumulative)</b>	<b>Clinical Hours (Assessment)</b>	<b>Clinical Supervision</b>	<b>Indirect Hours</b>	<b>Didactic Hours</b>	<b>Total</b>
<b>PRAD-591</b> (15 weeks) Fall	2 Shadow Cases	22	N/A	75 (5hrs Weekly)	30	15	142
<b>PRAD-592A</b> (15 weeks) Spring	2 individual cases	45	N/A	60 (4hrs Weekly)	10	5	120
<b>PRAD-592B</b> (8 weeks) Summer	3 individual cases	24	N/A	32	8	5	69
<b>PRAD-593</b> (15 weeks) Fall	6 individual cases	90	N/A	15	8	5	118
<b>PRAD-594A*</b> (15 weeks) Spring	3 Individual cases 4 Cognitive evaluations	45	40	15	20	5	125
<b>PRAD-594B</b> (8 weeks) Summer	4 Individual cases	32	N/A	8	20	5	65
<b>PRAD-595*</b> (15 weeks) Fall	5 Individual cases 4 Cognitive evaluations	75	40	15	20	5	155
<b>PRAD-596A*</b> (15 weeks) Spring	2 Individual cases 1 Family or Couples case. 3 psychological or psych-educational evaluations.	60	42	15	20	5	142
<b>PRAD-596B</b> (8 weeks) Summer	4 Individual cases	32	N/A	8	20	5	65
<b>PRAD-597*</b> (15 weeks) Fall	3 Individual cases 2 family or couples case. 4 psychological or psych-educational evaluations. 2 Cases consultations	105	56	15	20	5	201
<b>Total</b>		<b>530</b>	<b>178</b>	<b>258</b>	<b>176</b>	<b>60</b>	<b>1,160</b>

*\*If the student has passed the required course*

## PROGRAM LENGTH AND RESIDENCY REQUIREMENTS

The Albizu Psy.D. program is designed to be completed in five years, including one year each for the completion of the doctoral dissertation and pre-doctoral internship. At least two of the three academic training years (or the equivalent thereof) must be at the San Juan Campus of Carlos Albizu University, and at least one of those must be undertaken in full-time residence at the San Juan Campus.

## STUDENT PERFORMANCE EVALUATION, FEEDBACK, AND ADVISEMENT

Each Psy.D. student receives a written evaluation once a year via the following two documents:

- A clinical progress report
- An academic progress report

Together, these documents provide information on all aspects of the student's performance.

The clinical progress report is personally handed to each student by his or her supervisor and is also sent to the student by email. The student must sign a document stating that the clinical progress report was received. The academic progress report is sent by email and by mail to each student. Copies of both reports are placed in the student's record at the Registrar's Office.

During the course of each term, faculty and clinical supervisors provide ongoing feedback to students on their clinical competencies. All courses and clinical practices include formal mid- and end-of-term written evaluations of competencies. If areas of difficulty are identified, faculty or supervisors document specific recommendations or remedial activities that should be accomplished during the next term. Students are encouraged to discuss academic problems as well as their end-of-term feedback with their faculty advisors and professional counselors.

Every student meets with his or her advisor to monitor academic and clinical progress and to prepare for the next term. The student is responsible for ensuring the timely completion of program requirements.

## ADMISSION REQUIREMENTS AND PROCEDURES

### Required Documentation

1. A **completed application form** submitted prior to the established deadline and accompanied by a non-refundable application fee of \$75.00. Every applicant must provide a Social Security Number. No application will be processed without one.
2. Evidence of having completed a bachelor's degree in a public or private higher education institution licensed to operate in its jurisdiction, with a **minimum cumulative grade point average (CGPA)** of 3.25 on a 4.0 scale. *Only a bachelor's degree CGPA will be used for purposes of qualifying for admission.* Applicants with degrees not related to psychology are required to complete 21 credits of pre-requisite psychology courses prior to being considered for admission to the program.
3. **Official transcripts** from all previous institutions attended, which must be requested by the applicant to be sent directly to the Admissions Office. In those cases where the applicant will receive a degree from a previously attended institution more than 30 calendar days after beginning the academic session at Albizu, an official degree certification will be accepted as evidence that the degree will be conferred at a future date. Upon degree conferment, the student will have up to 30 working days to comply with the requirement to

submit the transcript. Failure to comply will result in a hold that prevents any administrative transaction between the student and the Institution. *Failure to report previous college and/or graduate work constitutes a falsification of the application, which will result in the loss of all credits earned and may result in dismissal.*

4. Two **letters of recommendation** from professor(s), employer(s), or community leader(s). *The recommendations must be submitted on Albizu's official [Recommendation Form](#).*
5. **EXADEP (Examen de Admisión a Estudios de Posgrado) or GRE (Graduate Record Examinations) results.** Only scores from exams taken within the past five years will be accepted.
6. An updated **Certificate Of Good Conduct** from the jurisdiction(s) where the applicant was a resident during the past five years.
7. An original **Health Certificate**, no more than one year old.
8. Proof of **Hepatitis-B vaccination**.
9. A copy of the **PVAC-3 Form** with an original signature (for applicants 21 years old or younger at the time of application).
10. Results of an **interview with program faculty**. Those candidates recommended by the Admissions Committee will receive an appointment for an interview with one or more members of the Psy.D. program faculty.
11. A **Statement of Purpose**, written at the time of the interview (for those candidates invited for an interview). The Statement of Purpose serves to verify the candidate's interest in the Psy.D. program and the Institution; short-, medium-, and long-term goals; written communication skills; and general writing skills.
12. An official **evaluation of academic credentials** by an authorized credential evaluation agency (for international students only). Credential evaluation agencies evaluate and interpret the U.S. equivalents of foreign education and work credentials. Please note that all documents must be submitted in English. A list of authorized agencies is available at: <http://www.albizu.edu/International-Students/Credential-Evaluation-Services>
13. **Any additional documents** that may be required by the Psy.D. program at a future date, as specified at the time of application to the program.

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

### **Admission Procedures**

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



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

## IDENTITY VERIFICATION

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

## REQUIREMENTS FOR THE PSY.D. IN CLINICAL PSYCHOLOGY DEGREE

1. A cumulative grade point average (CGPA) of 3.25 or higher on a 4.00 scale
2. No grades of "C" or lower in any core course
3. No more than two grades of "C" in elective courses
4. Completion of a minimum of three years of full-time residency in the program
5. Satisfactory completion of 96 credits
6. Satisfactory completion of at least 1,125 hours of practicum, conducted through Albizu practica PRAD-591, PRAD-592-A, PRAD-592-B PRAD-593, PRAD-594-A, PRAD-594-B, PRAD-595, PRAD-596-A, PRAD-596-B and PRAD-597, with no more than one (1) NP, W, or AW in any practicum
7. Satisfactory completion of the Clinical Examination (PSYD-605) with no more than two (2) NPs
8. Satisfactory completion of the Specialty Examination (PSYD-705) with no more than two (2) NPs
9. Satisfactory completion of all seminars, with no more than one (1) NP, W, or AW in any seminar
10. Satisfactory completion of all course laboratories, with no more than one (1) NP, W, or AW in any laboratory
11. Satisfactory completion and approval of a doctoral dissertation, with no more than one (1) NP in the dissertation, whether consecutive or not; for all dissertations, candidates must obtain written approval from the Research Training Program for having met the standards for research design prior to collecting data; for dissertations with human participants, candidates must obtain written approval from the Institutional Review Board for ethical practice in research involving human subjects prior to collecting data (please see the *Dissertation Manual and IRB Procedures Manual*)
12. Satisfactory completion of a 2,000-hour pre-doctoral internship in clinical psychology on a full-time basis (40 hours per week) during a one-year period or part-time (20 hours per week) during a two-year period in a facility approved by the program
13. Fulfillment of all institutional obligations
14. Good standing in the program, i.e., no disciplinary action pending or academic or practicum probation; in the case of a student readmitted after an Academic Dismissal, if he or she once again fails or drops (whether by a Withdrawal or an Administrative Withdrawal) the course, laboratory, practice, seminar, or degree exam for which the Academic Dismissal was originally granted, then he or she will be dismissed from the program without the possibility of applying for admission to the same program again

15. Recommendation from the program faculty for the doctoral degree; students seeking the degree must demonstrate, to the satisfaction of the faculty, the professional, ethical, and personal attributes described in the current *General Policies and Disciplinary Procedures Manual*

## EDUCATION/TRAINING OUTCOMES AND INFORMATION

Please note that the American Psychological Association (APA) requires the information that follows to be updated every year. For the most recent update, please refer to the Ph.D. in Clinical Psychology section of the Albizu website: <http://www.albizu.edu/Acadmica/Ttulos-en-Psicologa/Psicologa-Clinica>

Domain G of the *Guidelines and Principles for Accreditation of Programs in Professional Psychology* requires that doctoral graduate programs provide potential students, current students, and the public with accurate information on the program and on program expectations. This information is meant to describe the program accurately and completely, include education and training outcomes, and be presented in a manner that allows applicants to make informed and comparative decisions about entering the program.

The APA's Committee on Accreditation believes that, as of January 1, 2011, all doctoral programs should therefore minimally provide the following information regarding education and training outcomes and accurate program descriptions to potential students in its public documents including its website, if it has one; time to program completion; costs (tuition and fees); internship acceptance rates; fellowships and other funding available, and student attrition rates.

In compliance with the regulations and in conformity with the aforementioned guidelines and principles, the Psy.D. in Clinical Psychology program of Carlos Albizu University, San Juan Campus, presents full-disclosure data on education/training outcomes. The tables, both in format and in content, are composed of data provided to APA in the Albizu annual reports for the designated academic years. It is our spirit to present these tables accurately, in a comparable format to other accredited Psy.D. programs, and to provide a friendly reading that allows comparisons.

### Time to Completion for all Students Entering the Program

Outcome	Years in which Degrees were Conferred																					
	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Total	
Total number of students with doctoral degree conferred on transcript	49		54		43		48		34		53		55		43		45		34		458	
Mean number of years to complete program	7		7		7		7		6		6		6		6		6		6		6	
Median number of years to complete the program	7		7		6.5		7		6		6		6		6		6		6		6	
<b>Time to Degree Ranges</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Students in less than 5 years	0	0	0	0	1	2	2	4	0	0	1	2	1	2	1	2	5	11	0	0	11	2
Students in 5 years	6	12	7	13	5	12	2	4	13	38	18	34	17	31	16	37	20	44	12	35	116	25
Students in 6 years	9	18	12	22	15	35	13	27	10	29	9	17	6	11	15	35	7	16	6	18	102	22
Students in 7 years	11	22	14	26	8	19	7	15	7	21	11	21	6	11	5	12	8	18	9	26	86	19
Students in more than 7 years	23	47	21	39	14	33	24	50	4	12	14	26	25	45	6	14	5	11	7	21	143	31

**Program Costs**

Description	2017 - 2018 1 <sup>st</sup> Year Cohort Cost
Tuition for full-time students (in-state)	\$12,429
Tuition for full-time students (out-of-state)	\$12,429
Tuition per credit hour for part-time students (if applicable)	\$311
University/institution fees or costs	\$1,785
Additional estimated fees or costs (e.g. books, travel, etc.)	\$2,100

**Internship Table 1**

Outcome	Year Applied for Internship																			
	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who obtained APA/CPA-accredited internships	2	5	2	4	1	2	0	0	1	2	0	0	2	5	7	18	15	47	15	50
Students who obtained APPIC member internships that were not APA/CPA accredited (if applicable)	13	32	7	16	3	7	3	7	4	8	7	13	10	24	8	21	11	34	12	40
Students who obtained other membership organization internships (e.g. CAPIC) that were not APA/CPA accredited (if applicable)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained internships conforming to CDSPP guidelines that were not APA/CPA-accredited (if applicable)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained other internships that were not APA/CPA-accredited (if applicable)	26	63	36	80	41	91	40	93	45	90	46	87	30	71	21	55	2	6	2	7
Students who obtained any internship	41	100	45	100	45	100	43	100	50	100	53	100	42	100	36	95	28	88	29	97
Students who sought or applied for Internships including those who withdrew from the application process*	41	-	45	-	45	-	43	-	50	-	53	-	42	-	38	-	32	-	30	-

**Internship Placement - Table 2**

Outcome	Year Applied for Internship																			
	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Students who sought or applied for internships including those who withdrew from the application process	41	-	45	-	45	-	43	-	50	-	53	-	42	-	38	-	32	-	30	-
Students who obtained paid internships	40	98	36	80	36	80	41	95	43	86	46	87	35	83	35	92	28	88	29	97
Students who obtained half-time internships* (if applicable)	0	0	1	2	1	2	0	0	0	0	1	2	2	5	0	0	0	0	0	0

\*Cell should only include students who applied for internship and are included in applied cell count from "Internship Placement - Table 1"

### Attrition

Variable	Year of First Enrollment																			
	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students for whom this is the year of first enrollment (i.e. new students)	44	-	68	-	50	-	51	-	49	-	49	-	51	-	63	-	40	-	40	-
Students whose doctoral degrees were conferred on their transcripts	31	70	44	65	35	70	30	59	25	51	12	24	1	2	0	0	0	0	0	0
Students still enrolled in the program	1	2	2	3	0	0	3	6	13	27	28	57	37	73	49	78	38	95	39	98
Students no longer enrolled for any reason other than conferral of doctoral degree	12	27	22	32	15	30	18	35	11	22	9	18	13	25	14	22	2	5	1	3

### Licensure

Outcome	2007 to 2017
Total number of program graduates (doctoral degrees conferred on transcript) between 2 and 10 years ago	484
The number of these graduates (between 2 and 10 years ago) who became licensed psychologists in the past 10 years	337
Licensure percentage	70%

**PSY.D. IN CLINICAL PSYCHOLOGY  
CURRICULAR REQUIREMENTS**

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

<b>AREA I. Foundation Courses</b> .....	24 credits
PSYF-500 Theories of Learning and Motivation .....	3 credits
PSYF-505 Ethics and Professional Conduct .....	3 credits
PSYF-661 Social Psychology with Emphasis on Puerto Rico .....	3 credits
PSYF-628 Neuroscience Approach to Cognitive and Affective Aspects of Behavior ....	3 credits
PSYF-540 Life Span Human Development .....	3 credits
PSYF-568 Applied Inferential Statistics .....	3 credits
PSYF-588 Theory of Tests and Test Construction .....	3 credits
PSYF-612 History and Systems of Psychology .....	3 credits
<b>AREA II. Concentration Courses</b> .....	54 credits
PSAC-603 Assessment of Intelligence .....	3 credits
PSDL-603 Assessment of Intelligence (LAB) .....	0 credits
PSAC-604 Assessment of Personality: Projective Techniques .....	3 credits
PSDL-604 Assessment of Personality Projective Techniques (LAB). .....	0 credits
PSYC-515 Comparative Theories of Personality and Psychotherapy .....	3 credits
PSYC-516 Techniques of Psychotherapy .....	3 credits
PSYC-617 Advanced Techniques of Psychotherapy .....	3 credits
PSDL-617 Advanced Techniques of Psychotherapy (LAB) .....	0 credits
PSYC-635 Cognitive Behavioral Therapies .....	3 credits
PSYC-534 Psychopathology .....	3 credits
PSYC-535 Advanced Psychopathology .....	3 credits
PSYC-634 Cross Cultural Psychotherapies .....	3 credits
PSYC-749 Psychopharmacology .....	3 credits
PSYF-753 Family Theory and Systems .....	3 credits
PSAC-681 Assessment of Personality: Objective Techniques .....	3 credits
PSDL-681 Assessment of Personality: Objective Techniques (LAB) .....	0 credits
PSDC-711 Strategies and Techniques in Professional Consultation .....	3 credits
PSDC-713 The Teaching of Psychotherapy: Strategies and Techniques in Clinical Supervision .....	3 credits
PSDC-714 Design and Administration of Human Service Programs .....	3 credits
PSDC-720 Design and Interpretation of Statistical Analysis .....	3 credits
PSDC-740 Group Therapy .....	3 credits
PSDC-761 Family Therapy I .....	3 credits
PSDL-761 Family Therapy I (LAB) .....	0 credits
<b>AREA III. Clinical Practicums</b>	
PRAD-591 Practicum I .....	0 credits
PRAD-592-A Practicum II-A .....	0 credits
PRAD-592-B Practicum II-B .....	0 credits
PRAD-593 Practicum III .....	0 credits
PRAD-594-A Practicum IV-A .....	0 credits
PRAD-594-B Practicum IV-B .....	0 credits
PRAD-595 Practicum V .....	0 credits
PRAD-596-A Practicum VI-A .....	0 credits
PRAD-596-B Practicum VI-B .....	0 credits
PRAD-597 Practicum VII .....	0 credits
PRAD-901-A Optional Clinical Practicum .....	0 credits
PRAD-901-B Optional Clinical Practicum .....	0 credits

<b>AREA IV. Electives</b> .....	18 credits
<b>AREA V. Clinical Examination and Specialty Examination</b> .....	0 credits
<b>AREA VI. PSIN-890 Internship</b> .....	0 credits
<b>AREA VII. DISS-870 Doctoral Dissertation</b> .....	0 credits
<b>Total Academic Credits</b> .....	96 credits
<b>Total Clinical Practicum Credits (Practicums I-VI &amp; VII)</b> .....	0 credits

**COURSES REQUIRED FOR A MASTER'S DEGREE DIPLOMA  
IN CLINICAL PSYCHOLOGY**

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

PRAD-591 Clinical Practicum I .....	0 credits
PRAD-592-A Clinical Practicum II-A .....	0 credits
PRAD-592-B Clinical Practicum II-B .....	0 credits
PRAD-593 Clinical Practicum III .....	0 credits
PRAD-594-A Clinical Practicum IV-A .....	0 credits
PRAD-594-B Clinical Practicum IV-B .....	0 credits
PSYF-500 Theories of Learning and Motivation .....	3 credits
PSYF-505 Ethics and Professional Conduct .....	3 credits
PSYF-512 History and Systems of Psychology .....	3 credits
PSYF-540 Life Span Human Development .....	3 credits
PSYF-568 Applied Inferential Statistics .....	3 credits
PSYF-588 Theory of Test and Test Construction .....	3 credits
PSYF-628 Neuroscience Approach to Cognitive and Affective Aspects of Behavior .....	3 credits
PSYF-661 Social Psychology with Emphasis on Puerto Rico.....	3 credits
PSYF-753 Family Theory and Systems .....	3 credits
PSYC-515 Comparative Theories of Personality and Psychotherapy.....	3 credits
PSYC-516 Techniques of Psychotherapy .....	3 credits
PSYC-534 Psychopathology .....	3 credits
PSYC-535 Advanced Psychopathology .....	3 credits
PSAC-603 Assessment of Intelligence .....	3 credits
PSDL-603 Assessment of Intelligence (LAB).....	0 credits
PSAC-604 Assessment of Personality .....	3 credits
PSDL-604 Assessment of Personality Projective Techniques.....	0 credits
PSYC-617 Advanced Techniques of Psychotherapy .....	3 credits
PSDL-617 Advanced Techniques of Psychotherapy (LAB) .....	0 credits
PSYC-635 Cognitive Behavioral Therapies .....	3 credits
PSYC-634 Cross Cultural Psychotherapies .....	3 credits
PSYC-749 Psychopharmacology .....	3 credits
PSYD-605 Clinical Examination .....	0 credits
<b>Total Academic Credits</b> .....	57 credits
<b>Total Practicum Units: PRAD-591, -592, -593, -594</b> .....	16 credits

**PSY.D. IN CLINICAL PSYCHOLOGY  
CURRICULAR SEQUENCE**

<b>FALL FIRST YEAR</b>			
<b>Code</b>	<b>Course Title</b>	<b>Prerequisites</b>	<b>Credits</b>
PSYF-505	Ethics and Professional Conduct*	None	3
PSYC-515	Comparative Theories of Personality and Psychotherapy	None	3
PSYC-534	Psychopathology	None	3
PSYF-568	Applied Inferential Statistics*	None	3
PRAD-591	Clinical Practicum I	None	0
SEMM-540	Self-Care/Graduate Studies	None	0

<b>SPRING FIRST YEAR</b>			
<b>Code</b>	<b>Course Title</b>	<b>Prerequisites</b>	<b>Credits</b>
PSYF-500	Theories of Learning and Motivation*	None	3
PSYC-516	Techniques of Psychotherapy	PSYC-515, PSYC-534, PSYF-505	3
PSYC-535	Advanced Psychopathology*	PSYC-515, PSYC-534, PSYF-505	3
PSYF-588	Theory of Test and Test Construction	PSYF-568	3
PRAD-592A	Clinical Practicum II A	PSYC-515, PSYC-534, PSYF-505, PRAD-591	0
SEMM-545	Writing and Oral Communication	None	0

<b>SUMMER FIRST YEAR</b>			
<b>Code</b>	<b>Course Title</b>	<b>Prerequisites</b>	<b>Credits</b>
PSYF-540	Life Span Human Development*	None	3
PSYF-628	Neuroscience Approach to Cognitive and Affective Aspects of Behavior*	None	3
PSYC-635	Cognitive Behavioral Therapies	PSYF-500	3
PRAD-592B	Clinical Practicum II B	PSYC-515, PSYC-534, PSYF-505, PRAD-591, PRAD-592A	0
SEMM-531	APA Writing Style		0

<b>FALL SECOND YEAR</b>			
<b>Code</b>	<b>Course Title</b>	<b>Prerequisites</b>	<b>Credits</b>
PSAC-603	Assessment of Intelligence*	PSYF-540, PSYC-535, PSYF-588	3
PSDL-603	Assessment of Intelligence (LAB)*	PSYF-540, PSYC-535, PSYF-588	0
PSYC-617	Advanced Techniques of Psychotherapy*	PSYC-516, PSYC-535	3
PSDL-617	Advanced Techniques of Psychotherapy (LAB)	PSYC-516, PSYC-535	0
PRAD-593	Clinical Practicum III	PSYC-535, PSYC-516, PRAD-592A, PRAD-592B	0

<b>SPRING SECOND YEAR</b>			
<b>Code</b>	<b>Course Title</b>	<b>Prerequisites</b>	<b>Credits</b>
PSAC-604	Assessment of Personality I: Projective Techniques*	PSAC-603, PSDL-603, PSYC-516, PSYC-535, PSYF-588	3
PSDL-604	Assessment of Personality I: Projective Techniques (LAB)*	PSAC-603, PSDL-603, PSYC-516, PSYC-535, PSYF-588	0

SPRING SECOND YEAR (CONT.)			
Code	Course Title	Prerequisites	Credits
PSYF-661	Social Psychology with Emphasis on Puerto Rico*	None	3
PSDC-740	Group Therapy**	PSYC-617, PSDL-617	3
PRAD-594A	Clinical Practicum IV A	PSAC-603, PSDL-603, PSYC-626, PRAD-593, PSYC-617, PSDL-617	0

SUMMER SECOND YEAR			
Code	Course Title	Prerequisites	Credits
PSYF-753	Theory and Family Systems	PSYC-516, PSYC-535	3
PSYC-749	Psychopharmacology	PSYF-628	3
PSYF-612	History and Systems of Psychology	None	3
PRAD-594B	Clinical Practicum IV B	PSAC-603, PSDL-603, PSYC-626, PRAD-593, PRAD-594-A, PSYC-617, PSDL-617	0

FALL THIRD YEAR			
Code	Course Title	Prerequisites	Credits
PSAC-681	Assessment of Personality II: Objective Techniques*	PSYF-588, PSAC-604, PSDL-604	3
PSDL-681	Assessment of Personality II: Objective Techniques (LAB)*	PSYF-588, PSAC-604, PSDL-604	0
PSDC-761	Family Therapy**	PSYF-753, PSYC-617, PSDL-617	3
PSDL-761	Family Therapy (LAB)	PSYF-753, PSYC-617, PSDL-617	0
PRAD-595	Clinical Practicum V**	PSAC-604, PSDL-604, PSYF-753, PSYC-617, PSDL-617, PRAD-594A, PRAD-594B	0

SPRING THIRD YEAR			
Code	Course Title	Prerequisites	Credits
PSDC-713	Strategies and Techniques in Clinical Supervision**	PRAD-595	3
PSYC-634	Cross-Cultural Psychotherapies	PSYC-617, PSDL-617, PSYC-535, PSAC-781, PSDL-781, PSDC-761, PSDL-761	3
PSDC-720	Design and Interpretation of Statistical Analysis	PSYF-568	3
PSDC-711	Strategies and Techniques of Professional Consultation**	PSYC-617, PSDL-617, PSYC-535	3
PRAD-596A	Clinical Practicum VI A	PSAC-781, PSDL-781, PRAD-595, PSYC-617, PSDL-617, PSDC-761, PSDL-761	0
PSYD-605	Clinical Examination	PRAD-595, PSAC-681, PSDL-681, PSYF-661, PSYF-628, PSYF-505, PSYC-515, PSYC-534, PSYF-568, PSYC-500, PSYC-516, PSYC-535, PSYF-588, PSYF-540, PSYC-617, PSDL-617	0



SUMMER THIRD YEAR			
Code	Course Title	Prerequisites	Credits
PSDC-714	Design and Administration of Human Services Programs**	None	3
	Elective Course #1		3
	Elective Course #2		3
PRAD-596B	Clinical Practicum VI B	PSAC-781, PSDL-781, PRAD-595, PRAD-596A, PSYC-617, PSDL-617, PSDC-761, PSDL-761	0

FALL FOURTH YEAR			
Code	Course Title	Prerequisites	Credits
	Elective Course #3		3
	Elective Course #4		3
DISS-870	Dissertation	PRAD-596, PSDC-711, PSDC-713, PSDC-714, PSDC-720, PSYD-634, PSYC-749	0
PRAD-597	Clinical Practicum VII	PRAD-596A, PRAD-596B, PSDC-720, PSYD-634, PSYC-749, PSDC-711, PSDC-713, PSDC-714	0
PSYD-705	Specialty Examination	PSYD-605, PRAD-595, PSDC-761, PSYCL-761, PSDC-714, PSDC-711, PSDC-713, PSDC-740	0

SPRING FOURTH YEAR			
Code	Course Title	Prerequisites	Credits
	Elective Course #5		3
DISS-870	Dissertation	PRAD-596, PSDC-711, PSDC-713, PSDC-714, PSDC-720, PSYD-634, PSYC-749	0
PRAD-901A	Optional Clinical Practicum A	PRAD-597, PSDC-720, PSYD-634, PSYC-749, PSDC-711, PSDC-713, PSDC-714	0

SUMMER FOURTH YEAR			
Code	Course Title	Prerequisites	Credits
	Elective Course #6		3
DISS-870	Dissertation	PRAD-596, PSDC-711, PSDC-713, PSDC-714, PSDC-720, PSYD-634, PSYC-749	0
PRAD-901B	Optional Clinical Practicum B	PRAD-597, PRAD-901A, PSDC-720, PSYD-634, PSYC-749, PSDC-711, PSDC-713, PSDC-714	0

FALL FIFTH YEAR			
Code	Course Title	Prerequisites	Credits
PSIN-890	Internship	All courses, PSYD-705	0

SPRING FIFTH YEAR			
Code	Course Title	Prerequisites	Credits
PSIN-890	Internship	All courses, PSYD-705	0

SUMMER FIFTH YEAR			
Code	Course Title	Prerequisites	Credits
PSIN-890	Internship	All courses, PSYD-705	0

\* Prerequisites for the Clinical Examination

\*\* Prerequisites for the Specialty Examination

## PSY.D IN CLINICAL PSYCHOLOGY COURSE DESCRIPTIONS

### **DISS-870 DISSERTATION (0 credits)**

**PREREQUISITE:** Pass doctoral-level examinations

Students are required to enroll in this course while they are actively working on their dissertations.

### **PRAD-591, PRAD-592-A, PRAD-592-B, PRAD-593, PRAD-594-A, PRAD-594-B, PRAD-595, 596-A, PRAD-596-B & PRAD-597 CLINICAL PRACTICUMS (0 credits)**

**PREREQUISITES:** See below

Students are required to enroll in this course sequence while they are actively engaged in clinical practicum experiences. Students are exposed to a variety of clinical populations and settings. Please see the specific details for each practicum below.

### **PRAD-591 CLINICAL PRACTICUM I (0 credits)**

**PREREQUISITES:** None

Offered only in the Fall term.

### **PRAD-592-A CLINICAL PRACTICUM II-A (0 credits)**

**PREREQUISITES:** PSYF-505, PSYC-515, PSYC-534, PRAD-591

Offered only in the Spring term.

Clinical Practice II A offers the student the opportunity to integrate and apply theoretical knowledge acquired in the courses he/she has taken to the present. It provides the student with a progressive exposition to develop basic clinical skills such as: the initial interview, clinical case conceptualization and psychotherapeutic interventions.

### **PRAD-592-B CLINICAL PRACTICUM II-B (0 credits)**

**PREREQUISITES:** PSYF-505, PSYC-515, PSYC-534, PRAD-591, PRAD-592-A

Offered only in the Summer term.

Clinical Practice II B offers the student the opportunity to integrate and apply theoretical knowledge acquired in the courses he/she has taken to the present. It provides the student with a progressive exposition to continue to develop basic clinical skills such as: the initial interview, clinical case conceptualization and psychotherapeutic interventions.

### **PRAD-593 CLINICAL PRACTICUM III (0 credits)**

**PREREQUISITES:** PRAD-592, PSYC-535, PSYC-516

This practicum provides students with basic training and clinical experience focused on initial interview, mental status, psychosocial history, diagnosis, conceptualization, treatment plan, and intervention skills. Students will begin to integrate knowledge and skills, incorporating different models and strategies with an emphasis on evidence-based interventions, taking into consideration the Latino/Hispanic culture. Students will provide direct services to assigned clients in the Carlos Albizu University Clinic or at outside placements.

### **PRAD-594-A CLINICAL PRACTICUM IV-A (0 credits)**

**PREREQUISITES:** PRAD-593, PSYC-603, PSDL-603, PSYC 635, PSYC-617, PSDL-617

The purpose of this practicum is to continue training students from the Psy.D. Program in clinical competencies regarding conceptualization, diagnostic formulation, intervention and treatment planning skills. Students will continue the integration of scientific knowledge and clinical practice incorporating theoretical models and strategies including behavioral and cognitive behavioral therapy, social, interpersonal and integrative. Special emphasis is done to evidenced based models applied to Latino/Hispanic Culture. Students will also practice assessment and evaluation skills through the administration, correction, interpretation and integration, in a psychological professional report, of normative intelligence, perceptual and adaptive tests results.

**PRAD-594-B CLINICAL PRACTICUM IV-B (0 credits)****PREREQUISITES:** PRAD-594-A, PSYC-603, PSDL-603, PSYC 635, PSYC-617, PSDL-617

The purpose of this practicum is to continue training students from the Psy.D. Program in clinical competencies regarding conceptualization, diagnostic formulation, intervention and treatment planning skills. Students will continue the integration of scientific knowledge and clinical practice incorporating theoretical models and strategies including behavioral and cognitive behavioral therapy, social, interpersonal and integrative. Special emphasis is done to evidenced based models applied to Latino/Hispanic Culture. Students will also practice assessment and evaluation skills through the administration, correction, interpretation and integration, in a psychological professional report, of normative intelligence, perceptual and adaptive tests results.

**PRAD-595 CLINICAL PRACTICUM V (0 credits)****PREREQUISITES:** PRAD-594, PSAC-604, PSDL-604, PSYF-753, PSYC-617, PSDL-617

Through this practicum, the student will refine and integrate the assessment and therapeutic skills developed during the previous clinical practices, focusing on conceptualization, diagnostic formulation, intervention, and treatment planning skills. Students will employ advanced integration of scientific knowledge and clinical practice, incorporating theoretical models and strategies including behavioral, cognitive behavioral, social, interpersonal, and integrative therapies. Students will also employ models, skills, and strategies for individual and family therapy. Special emphasis is placed on evidenced-based models applied to Latino/Hispanic culture. Students will also practice assessment and evaluation skills through the administration, correction, interpretation, and integration, in a professional psychological report, of normative intelligence, perceptual, and adaptive tests results. Students will provide direct services to assigned clients in the Carlos Albizu University Clinic or at outside placements.

**PRAD-596-A CLINICAL PRACTICUM VI-A (0 credits)****PREREQUISITES:** PRAD-595, PSAC-781, PSDL-781, PSYC-617, PSDL-617, PSDC-761, PSDL-761

During this clinical practicum the student from the Psy.D. Program will master and integrate the assessment and therapeutic skills developed during the previous five clinical practices, regarding conceptualization, diagnostic formulation, intervention and treatment planning skills. Students will apply advanced integration of scientific knowledge and clinical practice incorporating theoretical models and strategies including behavioral and cognitive behavioral therapy, social, interpersonal and integrative. Also students will apply models, skills and strategies for individual and family therapy. Special emphasis is done to evidenced based models applied to Latino/Hispanic Culture. Students will also practice assessment and evaluation skills through the administration, correction, interpretation and integration, in a psychological professional report, of normative intelligence, perceptual and adaptive tests results. Students will provide direct services to clients assigned in Carlos Albizu University Clinic or outside placements.

**PRAD-596-B CLINICAL PRACTICUM VI-B (0 credits)****PREREQUISITES:** PRAD-596-A, PSAC-781, PSDL-781, PSYC-617, PSDL-617, PSDC-761, PSDL-761

During this clinical practicum the student from the Psy.D. Program will master and integrate the assessment and therapeutic skills developed during the previous five clinical practices, regarding conceptualization, diagnostic formulation, intervention and treatment planning skills. Students will apply advanced integration of scientific knowledge and clinical practice incorporating theoretical models and strategies including behavioral and cognitive behavioral therapy, social, interpersonal and integrative. Also students will apply models, skills and strategies for individual and family therapy. Special emphasis is done to evidenced based models applied to Latino/Hispanic Culture. Students will also practice assessment and evaluation skills through the administration, correction, interpretation and integration, in a psychological professional report, of normative intelligence, perceptual and adaptive tests results. Students will provide direct services to clients assigned in Carlos Albizu University Clinic or outside placements.

**PRAD-597 CLINICAL PRACTICUM VII (0 credits)****PREREQUISITES:** PRAD-596, PSDC-20, PSYD-634, PSYC-749, PSDC-711, PSDC-713, PSDC-714

Through this practicum, students will master and integrate the assessment and therapeutic skills developed during the previous six clinical practices, through a range of activities similar to those

undertaken in Clinical Practicum VI and with the addition of training in couples and group therapy and professional consultation.

**PRAD-901, PRAD-901-A & PRAD-901-B OPTIONAL CLINICAL PRACTICUMS (0 credits)**

**PREREQUISITES:** PRAD-591, PRAD-592 A, PRAD-592 B, PRAD-593, PRAD-594 A, PRAD- 594 B, PRAD-595, PRAD-596 A, PRAD-596 B and PRAD-597

During this clinical practicum the student will continue strengthening and integrating assessment, or psychological testing, conceptualization and therapeutic skills developed during the previous clinical practica. This practicum is design to increase clinical face-to-face hours and assessment. The student will analyze his/her clinical needs to choose and determine the clinical activities (e.g. assessments, treatment modality) in which to focus during this optional practice. The purpose of this practice is to increase clinical hours in order to facilitate the application requirements for Internship. This practicum can be repeated as many times as needed.

**PSAC-603 ASSESSMENT OF INTELLIGENCE (3 credits)**

**PREREQUISITES:** PSYF-540, PSYC-535, PSYF-588

This course provides a critical analysis of the major theories of cognitive and intelligence development and their application to the measurement of intelligence. Genetic, developmental, and environmental factors impacting intellectual abilities are also analyzed. Students are expected to develop skills in the administration and clinical interpretation of the Wechsler Intelligence Scales for children and adults and the Raven, Beery, Bender Gestalt, and Vineland Adaptive Behavior Scales. Cultural sensitivity to the Puerto Rican population and other ethnic minorities will be considered. Advanced integrative knowledge of biological and cognitive aspects of behavior is included as a specific content area. Research, professional, and ethical issues related to measurement and testing will be reviewed. Students must also attend a laboratory session (PSDL-603) for two-and-a-half hours weekly to practice the necessary skills to administer, interpret, and prepare professional psychological reports.

**PSAC-604 ASSESSMENT OF PERSONALITY I: PROJECTIVE TECHNIQUES (3 credits)**

**PREREQUISITES:** PSAC-603, PSDL-603, PSYC-516, PSYC-535, PSYF-588

This course provides students with a theoretical and practical knowledge of the personality assessment process. The course is based on the study of projection and client responses to personality tests, especially on the Rorschach. Students are trained in the administration, scoring, and interpretation of the Rorschach test as a measure of personality dynamics. The course emphasizes the Exner Comprehensive System, given the high degree of skill needed from the evaluator in the proper use of the test.

**PSAC-681 ASSESSMENT OF PERSONALITY II: OBJECTIVE TECHNIQUES (3 credits)**

**PREREQUISITES:** PSYF-588, PSAC-604, PSDL-604

The administration, correction, and interpretation of objective tests of the personality such as the Multiphase Inventory of the Personality of Minnesota (MMPI), the MMPI-2, and the Inventory of Depression of Beck will be discussed. The tests of vocational interests will also be discussed. Critical analysis will be conducted on the construction, validation, and normalization of these tests as they relate to administration and clinical interpretation and the applicability to the Puerto Rican population and other minority groups. The course requires practice in a supervised laboratory session.

**PSDC-711 STRATEGIES AND TECHNIQUES IN PROFESSIONAL CONSULTATION (3 credits)**

**PREREQUISITES:** PSYC-617, PSDL-617, PSYC-535

The course addresses the basic principles and fundamental theories and intervention models of professional psychological consultation. Emphasis is given to the different stages of the consultation process. The roles and functions of the consultant within different contexts such as schools, the family, and private industry are discussed. The purpose of the course is to acquaint students with the basic areas and goals of the professional consultation process and to provide the opportunity to apply the acquired knowledge to actual situations requiring the assistance of a consulting psychologist. Ethical controversies are also discussed.

**PSDC-713 THE TEACHING OF PSYCHOTHERAPY: STRATEGIES AND TECHNIQUES IN CLINICAL SUPERVISION (3 credits)**

**PREREQUISITES:** PSYC-617, PSYC-535, PSDC-761

This course offers readings and discussion related to theory and practice in the supervision of psychotherapists.

**PSDC-714 DESIGN AND ADMINISTRATION OF HUMAN SERVICES PROGRAMS (3 credits)**

**PREREQUISITES:** None

This course orients students to the possible roles that a psychologist can play in the design and administration of human services programs. Historical framework, structural aspects, human processes, public policies, and program procedures are discussed. Emphasis will be given to program planning, implementation, and evaluation. The norms of the Joint Commission on Accreditation of Health Care Organizations are reviewed. The content exposes students to the complexities of the Puerto Rican socio-political environment, its relation to individual and collective mental health, and its impact on administrative processes in the field of mental health.

**PSDC-720 DESIGN AND INTERPRETATION OF STATISTICAL ANALYSIS (3 credits)**

**PREREQUISITE:** PSYF-568

This course familiarizes students with scientific research and with the statistical techniques available to analyze information. Emphasis will be given to the process of scientific investigation and its application to experimental and correlational studies within the area of psychology. Although descriptive, correlational, and inferential statistical methods are discussed, the emphasis will be on the interpretation of results rather than the development of calculation skills. Students will become capable of discriminating among the various statistical methods and their application to different research designs.

**PSDC-740 GROUP THERAPY (3 credits)**

**PREREQUISITES:** PSYC-617, PSDL-617

This course aids students in developing and strengthening basic skills of group therapy. Attention will be given to the group as a unit of therapy, to the roles and functions of the group therapist, and to the effectiveness of the different modalities of group therapy. Group therapy is a means of facilitating the analysis of the reality in which its members live. Additionally, it allows participants to evaluate relationships with others and to develop skills for the formulation of goals. The course trains students to develop skills for managing individuals in group therapy and for producing changes in individual and group functioning. Individual changes within group therapy will be analyzed. In addition, the course emphasizes a group member's identification of his/her limitations and quality of interpersonal relations. The therapist is a facilitator of the group process, serving as a therapeutic resource.

**PSDC-761 FAMILY THERAPY I (3 credits)**

**PREREQUISITES:** PSYF-753, PSYC-617, PSDL-617

This course provides students with an advanced view of the historical, philosophical, and theoretical principles of the family as a socio-psychological system, including context, classic schools, recent developments, and evaluation of family therapy. Content will emphasize the interventions and techniques presented in each of the discussed theoretical models. Identification of family structures and communication patterns and formulation of treatment goals will be included. Students must attend a weekly laboratory session (PSDL-761).

**PSDL-603 ASSESSMENT OF INTELLIGENCE LABORATORY (0 credits)**

**PREREQUISITES:** PSYF-540, PSYF-535, PSYF-588

In this required course, students acquire skills in the actual administration, scoring, clinical interpretation, and report writing of standardized intelligence, visual motor coordination, and adaptive behavior tests. The tests that will be studied include the Wechsler Intelligence Scales (preschoolers, children, and adults), the Colored and Standard Progressive Matrices, as well as other tests of visual-motor coordination (Beery Buktenica and Bender Gestalt II).

**PSDL-604 ASSESSMENT OF PERSONALITY I: PROJECTIVE TECHNIQUES****LABORATORY (0 credits)****PREREQUISITES:** PSAC-603, PSDL-603, PSYC-516, PSYC-535, PSYF-588

This laboratory provides students with practical knowledge of the personality assessment process. Students are trained in the administration and scoring of the Rorschach test as a measure of personality dynamics. The laboratory emphasizes Exner's Comprehensive System (2000), given the high degree of skill needed from the evaluator in the proper use of the test.

**PSDL-617 ADVANCED TECHNIQUES OF PSYCHOTHERAPY LABORATORY (0 credits)****PREREQUISITES:** PSYC-516, PSYC-535

This laboratory further advances the development and understanding of diverse psychotherapeutic skills in students. Students will apply the knowledge acquired in PSYC-517 (Techniques of Psychotherapy) and PSYC-617 (Advanced Techniques of Psychotherapy), using role-playing and discussion of psychotherapy sessions that illustrate the application of various evidence-based models of psychotherapy and techniques in the treatment of different populations and mental health conditions. We will emphasize the application of techniques from recent models of psychotherapy such as narrative psychotherapy, solution-focused therapy, acceptance commitment therapy, schema therapy, dialectical behavior therapy, parent-child interaction therapy, among others, as well as integrative approaches.

**PSDL-681 ASSESSMENT OF PERSONALITY II: OBJECTIVE TECHNIQUES****LABORATORY (0 credits)****PREREQUISITES:** PSYF-588, PSAC-604, PSDL-604

The laboratory prepares students to administer, score, and interpret objective tests and to integrate the results of a full battery of tests. The course is considered essential in the professional formation of students. Report writing of a full battery of tests that includes objective tests is a basic skill that clinical psychologists should develop and master. The course provides a framework for establishing interpretative priorities and for incorporating hypotheses into an internally consistent psychological report.

**PSDL-761 FAMILY THERAPY I LABORATORY (0 credits)****PREREQUISITES:** PSDC-740, PSYC-617

This laboratory provides an opportunity for students to systematically develop clinical skills by exposing them to role-plays of family interventions. This allows for increased competency in family interventions and fosters the development of individual therapeutic styles in consonance with cultural patterns in Puerto Rico. This laboratory is to be taken concurrently with the related course on Family Therapy, since it involves the practical application of theory along with the practice of family therapy.

**PSIN-890 INTERNSHIP (0 credits)****PREREQUISITE:** All courses, practicums, and seminars, except dissertation, must be approved prior to enrollment in this course

The Psychology Internship Program provides a diverse range of clinical training activities and experiences to predoctoral psychology students. Completion of the internship requires a minimum of 2,000 hours of supervised clinical experience.

**PSYC-515 COMPARATIVE THEORIES OF PERSONALITY AND PSYCHOTHERAPY (3 credits)****PREREQUISITES:** None

This course includes a critical analysis of the principal theoretical positions in the field of personality and their application to psychotherapy. Analysis of personality constructs from different perspectives will be discussed. Emphasis on the basic approaches to personality in the areas of research and diversity will be discussed.

**PSYC-516 TECHNIQUES OF PSYCHOTHERAPY (3 credits)****PREREQUISITES:** PSYC-515, PSYC-534, PSYF-505

This course establishes a basis for the understanding of key psychotherapy theories and modalities. The key concepts, principles, and theoretical models of psychotherapy, as well as their origins and evolutions, will be considered. The main strategies and techniques of current psychotherapeutic approaches will be discussed. The course is designed to explain different styles and theories of a diverse array of psychotherapies and to stimulate critical thinking. Emphasis will be given to research and empirical validation of the different psychotherapeutic approaches and techniques. Clinical intervention with Hispanic clients will be stressed.

**PSYC-534 PSYCHOPATHOLOGY I (3 credits)****PREREQUISITES:** None

This course aids students to become proficient in the understanding and application of psychopathology concepts in light of the current version of the *Diagnostic and Statistical Manual of Mental Disorders*. Students will be exposed to the dysfunctional behavior classification using the diagnostic system. Content includes the development of a critical integral view of the *DSM* system, utility, and credibility in terms of clinical, research, and educational purposes. Also, students will be exposed to the analysis of conceptual issues related to cross-cultural differences in psychopathology and psychiatric diagnoses. Finally, students will develop knowledge, understanding, and applicability of psychopathology theories relevant to the clinical psychology practice.

**PSYC-535 ADVANCED PSYCHOPATHOLOGY (3 credits)****PREREQUISITES:** PSYC-515, PSYC-534

This course develops the skills necessary to master and apply psychopathology concepts in light of the current *Diagnostic and Statistical Manual of Mental Disorders*. Students are exposed to the most important aspects of the classification of dysfunctional behavior according to the diagnosis system. The course develops in students an integrative view of clinical theory and its convergent and divergent points in the interpretation of the current *DSM*. Students develop knowledge, understanding, and applicability of clinical theories of psychopathology necessary for the practice of clinical psychology, as well as becoming acquainted with current research in the area.

**PSYC-617 ADVANCED TECHNIQUES OF PSYCHOTHERAPY (3 credits)****PREREQUISITES:** PSYC-516, PSYC-535

This course advances the knowledge base and therapeutic skills of students in evidence-based psychotherapy. The application and integration of therapeutic models in the management of clinical cases will be emphasized. Students will also be exposed to the empirical and scientific bases of the psychotherapy process. We will discuss critical issues regarding the effectiveness and efficacy of different types of psychotherapy.

**PSYC-634 CROSS-CULTURAL PSYCHOTHERAPY: MULTICULTURAL AND INDIVIDUAL DIVERSITY (3 credits)****PREREQUISITES:** PSYC-634, PSYC-617, PSDL-617, PSYC-535, PSDC-740, PSDC-761, PSDL-761

This course examines the theoretical aspects and skills required by psychologists to strengthen their awareness, knowledge, and skills in order to conduct clinical assessments, diagnoses, and treatment interventions with multicultural, cross-cultural, and diverse individuals and groups. Recognizing the importance of preparing students to work effectively with individuals and groups with backgrounds and worldviews different from their own, the course provides opportunities for students to develop and increase their repertoires of clinical and psychotherapeutic interventions. Students will also study the impact disparity plays in the quality and quantity of mental health care experienced by multicultural, cross-cultural, and diverse individuals and groups. This will include exploration of the dimensions of culture, ethnicity, lifestyle, religion/spirituality, gender, age, disability, and sexual orientation; identity development; and the effects of class and socioeconomic status and oppression on individuals and groups, thus increasing student knowledge and understanding of the structural, cultural, personal, and interpersonal factors that contribute to disparity in mental health services. Finally, the course will address these fundamental dimensions to increasing the knowledge, cultural sensitivity, and competence required to provide effective mental health services to the before-mentioned populations.



**PSYC-635 COGNITIVE BEHAVIORAL THERAPIES (3 credits)****PREREQUISITE:** PSYF-500

This course examines the theories and applications of cognitive behavioral treatments for a wide array of psychological disorders and evaluates the empirical evidence for their utility. The course is intended to provide a comprehensive examination of the current state of cognitive behavioral therapies. The integration of theory and practice in the application of cognitive behavioral techniques will be emphasized. Students are helped to develop skills in implementing scientifically grounded strategies for changing dysfunctional human responses. The course is based on the assumption that the student already has basic skills for developing cognitive behavioral case conceptualizations. Emphasis will be placed on critical issues regarding the effectiveness and efficacy of the different types of evidence-based therapeutic techniques. Ethical principles and dilemmas related to behavioral change and control will be also discussed.

**PSYC-749 PSYCHOPHARMACOLOGY (3 credits)****PREREQUISITE:** PSYF-628

In this course, students examine the basic fundamental concepts, theoretical and clinical aspects, therapeutic foundations, and recent investigations of psychopharmacology. The following areas will be studied:

1. Biochemical psychoactive drug mechanisms
2. Pharmacology principles
3. Clinical psychoactive drug utilization
4. Therapeutic doses and crossed interaction
5. Toxicity and drug contraindications more commonly used

The implications of the biopsychosocial model in prevention, treatment, and drug abuse will be emphasized. Emphasis will also be given to understanding and recognizing psychotherapeutic doses that may be appropriate to managing patient psychopathologies.

**PSYF-500 THEORIES OF LEARNING AND MOTIVATION (3 credits)****PREREQUISITES:** None

This required core course presents contemporary and classical theories of learning and motivation. Relevant research in this area of study will be discussed. The implications of studies in the field of learning and motivation for psychological interventions will be stressed.

**PSYF-505 ETHICS AND PROFESSIONAL CONDUCT (3 credits)****PREREQUISITES:** None

This course introduces topics related to ethical issues, legal issues, and professional conduct in the practice of psychology. Topics to be addressed include analysis of value conflicts, including those that may reflect different cultural orientations; decision-making; maintenance of high professional standards; confidentiality; and standards for human research. Legal aspects, such as license requirements and risks for malpractice suits, will also be discussed.

**PSYF-540 LIFE SPAN HUMAN DEVELOPMENT (3 credits)****PREREQUISITES:** None

This course reviews theory and research related to human growth and development through the life cycle. Students will study the biological, genetic, historical, socio-cultural, economic, and psychological foundations of human development. Emphasis will be given to biological, social, emotional, and intellectual factors of normative development. Puerto Rican cultural factors in childrearing and development will be discussed. The topic of individual differences is emphasized throughout all units of the course. Students will be assisted in developing the knowledge and skills to apply the concepts acquired during the course to their clinical and research practice as psychologists.

**PSYF-568 APPLIED INFERENTIAL STATISTICS (3 credits)****PREREQUISITES:** None

The course offers an introduction to inferential statistics in the context of psychological research. The topics covered include hypothesis testing, statistical inference and research, probability theory, sampling distributions, parametric and non-parametric statistical tests, the normal curve, t and F distributions, and univariate and multivariate statistical tests, among others.

**PSYF-588 THEORY OF TESTS AND TEST CONSTRUCTION (3 credits)****PREREQUISITE:** PSYF-568

This course presents the major principles of test construction in psychological measurement. Methods for determining validity and reliability will be examined through class exercises. The course also includes the study of scaling methods such as Guttman, Thurstone, and Likert scales. Students will apply knowledge from the course to construct their own assessment instruments.

**PSYF-612 HISTORY AND SYSTEMS OF PSYCHOLOGY (3 credits)****PREREQUISITES:** None

This course enables students to understand the development of the historic and philosophical aspects of psychology. It will enhance their understanding of the different schools and theories of psychology and enable them to identify important figures in psychology and those individuals' views of the world and its people. Special consideration is given to the development of the discipline as a science from 1839 to the present. In addition, students will study the development of psychology in Puerto Rico, Latin America, and around the world.

**PSYF-628 NEUROSCIENCE APPROACH OF COGNITIVE AND AFFECTIVE ASPECTS OF BEHAVIOR (3 credits)****PREREQUISITES:** None

This course provides a review of the major theories of cognition and affective aspects of behavior. The course will include a description of the physiological processes of human behavior, such as the structure of the neurological system, sensory systems, synaptic chemistry, and electrophysiology of the encephalon. The course will also present and discuss different pathologies and deficits related to the cognitive and affective aspects of behavior.

**PSYF-661 SOCIAL PSYCHOLOGY WITH EMPHASIS ON PUERTO RICO (3 credits)****PREREQUISITES:** None

In this course, the theoretical bases of social psychology will be analyzed. Emphasis will be given to the relationship between social psychology and behavior. The course will explore the extent to which social psychology is subject to variation within different cultural contexts, with an emphasis on the Puerto Rican society. Relevant research on these topics will be analyzed in the existing literature. A socio-historical analysis will be conducted, taking into special consideration the colonial influence of the United State in Puerto Rico.

**PSYF-753 THEORY AND FAMILY SYSTEMS (3 credits)****PREREQUISITES:** PSYC-516, PSYC-535

In this course, the basic historical, philosophical, and theoretical principles of the family as a socio-psychological system will be analyzed. Family therapy from a systemic perspective will also be discussed. The course will also include an examination of general systems theory with an emphasis on dysfunctional behavior and its homeostatic role in the family.

**SEMM-531 APA WRITING STYLE SEMINAR (0 credits)****PREREQUISITES:** None

This six-hour seminar provides students with the basic skills to prepare a manuscript using the *Publication Manual of the American Psychological Association*.

**SEMM-540 SELF-CARE/GRADUATE STUDIES (0 credits)****PREREQUISITES:** None

The graduate school environment requires appropriate skills for self-care, especially to address and meet the challenges that arise during a doctoral career. Students must develop, strengthen, and advocate for self-care skills in order to maintain an adequate quality of life, with an appropriate balance between their various roles. To help students achieve this goal, this seminar facilitates the development of techniques such as anxiety and stress management, time organization, study skills appropriate for graduate school, and professional relationships within and outside the academic environment.

**SEMM-545 WRITTEN AND ORAL COMMUNICATION SKILLS IN PSYCHOLOGY (0 credits)**

**PREREQUISITES:** None

This workshop helps students understand the importance of developing professional writing skills in order to maintain a record of information directly related to their clinical training. The ethical and legal implications of professional writing skills will be offered. The elements required in a progress note will serve as the foundation for the skills practice students will carry out as part of the workshop.

## **DOCTOR OF PSYCHOLOGY IN COUNSELING PSYCHOLOGY (PSY.D.)**

### **MISSION**

The mission of the doctoral program in counseling psychology with an emphasis on wellness and complementary and integrative health is to train students to serve as exemplary health care providers with an integrative approach to health and wellness. The program also seeks to engage students in a lifelong learning process and to promote a profound respect for cultural and individual differences as well as for the diversity of human beings.

### **PHILOSOPHY OF TRAINING**

The Psy.D. in Counseling Psychology program at Carlos Albizu University bases its philosophy and training model on several key documents in addition to various theoretical and conceptual approaches. The Model Training Program in Counseling Psychology (Epperson, Fouad, Stoltenberg, and Murdock, 2005) is adopted as our training model. Philosophical unifying themes, initially developed by Gelso and Fretz (2001) and expanded by the Council of Counseling Psychology Training Programs (CCPTP), are embraced. Packard's core values that distinguish counseling psychology (2009) are also adopted.

The program emphasizes issues of cultural and individual diversity through the incorporation of several American Psychological Association (APA) guidelines: Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists (2002); Guidelines for Psychological Practice with Lesbian, Gay, and Bisexual Clients (2001); and Guidelines for Psychological Practice with Older Adults (2013). Also, the program adopts the Counseling Psychology Model Training Values Statement Addressing Diversity, endorsed in 2006 by the Association of Counseling Center Training Agencies (ACCTA), CCPTP, and the Society for Counseling Psychology (SCP).

### **TRAINING MODEL**

The program embraces the Practitioner-Scholar training philosophy established at APA's Vail Conference in 1973. As a practitioner-oriented program (APA, 1973, Korman, 1974), the primary emphasis of the Psy.D. in Counseling Psychology program is on the direct delivery of professional health care services and evaluation as well as on the improvement of those services.

The program curriculum follows the requirements outlined in the 2015 APA Commission on Accreditation (CoA) Standards of Accreditation for Health Services Psychology. The training is sequential, cumulative, and graded in complexity and includes didactic offerings, research opportunities, experiential clinical training, and socialization within the academic community. The curriculum sequence includes 90 credits of coursework, two labs, six seminars, five supervised practicums (totaling 1,000 hours), a master's comprehensive evaluation, a doctoral candidacy examination, a doctoral project or dissertation, and an internship (2,000 hours).

In Puerto Rico, the license to practice psychology, issued by the Puerto Rico Board of Psychologist Examiners, may be obtained with a master's degree in counseling psychology. Upon completion of the corresponding academic and practicum requirements and the master's comprehensive examination, students admitted to the doctoral program may request an M.S. degree while continuing as active doctoral students.

### **PROGRAM AIMS, OBJECTIVES, AND COMPETENCIES**

The program has a clearly specified philosophy of education and training fully compatible with the mission of its sponsor institution, Carlos Albizu University, and appropriate to the science and practice of psychology. The aims, main objectives, and competencies of the program are as follows.

## Program Aims

- Aim 1. Train students for the integration of scientific knowledge, theories, models, assessment techniques, and clinical interventions—the products of their scientific research and academic work—into their practice as health care providers in counseling psychology with an emphasis on wellness and complementary and integrative health.
- Aim 2. Prepare students for the science and practice of professional psychology within the specialty field of counseling psychology.
- Aim 3. Educate students to develop and maintain positive relationships with individuals, groups, and communities, behave in an ethical manner, and recognize and respect diversity, thus reflecting the values and attitudes of counseling psychology that sustain lifelong learning.
- Aim 4. Provide students with extensive knowledge of the concepts and key issues of counseling psychology, wellness, and complementary and integrative health, as well as related disciplines, in order to facilitate interdisciplinary work.

## Program Objectives

The program has the following objectives for student learning:

- 1.1 Develop advanced levels of knowledge and scientific understanding of the foundational areas of counseling psychology, with an emphasis on wellness models and complementary and integrative health.
- 1.2 Develop and critically evaluate research studies, theories, and models of behavior related to complementary and integrative health and health issues.
- 2.1 Demonstrate consolidation of professional identity as a counseling psychologist, considering contextual and cultural influences in addition to personal and professional self-awareness and reflection.
- 2.2 Assess the behavioral and psychological aspects of the client's physical and mental health for accurate diagnosis and identify client strengths and weaknesses to develop and implement effective prevention, treatment, and rehabilitation interventions.
- 2.3 Implement counseling psychology interventions with fidelity to empirical models.
- 2.4 Develop knowledge of and skills in supervision models and practices.
- 3.1 Demonstrate behaviors that reflect the values and ethical attitudes of counseling psychology, including integrity, reliability, lifelong learning, and concern for the welfare of others.
- 3.2 Develop the awareness, respect, sensitivity, and skills needed to work professionally with individuals, groups, and communities with diverse cultural and personal backgrounds and characteristics.
- 4.1 Work collaboratively in multidisciplinary teams towards shared goals.
- 4.2 Apply knowledge to provide consulting services (assessment and intervention) to effectively meet specific client needs.

## Program Competencies

- 1.1.1 Demonstrate extensive knowledge of the theories and models of the cognitive, biological, affective, social, and developmental aspects of behavior.
- 1.2.1 Critically evaluate investigations related to the interaction of biological, psychological, social, cultural, and economic factors and their effects on health and behavior.
- 1.2.2 Develop research that contributes to the professional scientific knowledge of counseling psychology and on wellness and complementary and integrative health.
- 2.1.1 Display consolidation of professional identity as a counseling psychologist.

- 2.2.1 Administer, score, and interpret reliable and valid tests and measures of adaptive behavior, intelligence, and personality in order to prepare professional reports that integrate test data with findings.
- 2.3.1 Utilize evidence-based theories and intervention models, specific to case and context, for case conceptualizations and intervention plans.
- 2.3.2 Evaluate and assess treatment/intervention progress.
- 2.4.1 Articulate a range of supervision models and methods based on scholarly and scientific literature on the subject.
- 3.1.1 Incorporate ethical skills based on the codes of ethics of the APA, the Puerto Rico Board of Psychologist Examiners, and the Puerto Rico Psychological Association, as well as on national and federal laws, rules, regulations, and professional standards relevant to clinical practice in professional relationships.
- 3.1.2 Form and maintain effective relationships with clients, colleagues, and community members using appropriate interpersonal and professional styles of verbal, nonverbal, and written communication.
- 3.1.3 Uphold lifelong development and improvement.
- 3.2.1 Monitor and adjust professional performance, attitudes, values, and beliefs toward oneself and diverse others as a counseling psychologist.
- 3.2.2. Demonstrate awareness, sensitivity, and a respect for diversity and multicultural issues while working with individuals, families, and communities at all stages of health care.
- 4.1.1 Generate multidisciplinary, evidence-based interventions in collaboration with colleagues and agencies.
- 4.2.1 Accurately apply appropriate forms of consultation and educational services based on professional and scientific analysis and assessment.

## **PRACTICUM TRAINING**

Psy.D. in Counseling Psychology practicum training is a series of supervised, organized, and sequential experiences of increasing complexity, which prepare students for interventions involving diverse individuals, presented problems, diagnoses, and issues. Practicums are a partial requirement for internships and for obtaining a license to practice psychology in Puerto Rico. Students are expected to complete 1,000 hours of supervised practice, through five sessions of clinical practice, prior to fulfilling the internship requirement. Practicum training is provided both through the Community Mental Health Center on campus and through a network of approved and monitored off-site centers.

Practicum experiences serve to develop in students the knowledge, attitudes, and skills necessary for the practice of psychology as a health provider. Our practicum experiences are consistent with our training model. Students must acquire competence in the domains established in “The Practicum Competencies Outline” (Hatcher & Lassiter, 2007) and approved by the APA Commission on Education and Training Leading to Licensure in Psychology, the Association of Directors of Psychology Training Clinics (ADPTC) Practicum Competencies Workgroup, and the Council of Chairs of Training Councils (CCTC) Practicum Competencies Workgroup.

## **PROGRAM LENGTH AND RESIDENCY REQUIREMENTS**

The Albizu Psy.D. in Counseling Psychology program is designed to be completed in five years, including one year each for the completion of the doctoral project or dissertation and the pre-doctoral internship. At least two of the three academic training years (or the equivalent thereof) must be at the San Juan Campus of Carlos Albizu University and at least one of those must be undertaken in full-time residence at the San Juan Campus.

## **TIME LIMIT**

Every candidate for the Psy.D. in Counseling Psychology degree must complete the degree requirements within a period of seven years from the date of registration for the anticipated degree. A one-year extension may be obtained upon the recommendation of the Chancellor and the Program Director and the approval of the President. Under no circumstances will a degree extension petition of more than one year be granted.

## **STUDENT PERFORMANCE EVALUATION, FEEDBACK, AND ADVISEMENT**

Each Psy.D. student receives a written evaluation once a year via the following two documents:

- A clinical progress report
- An academic progress report

Together, these documents provide information on all aspects of the student's performance.

The clinical progress report is personally handed to each student by his or her supervisor and is also sent to the student by email. The student must sign a document stating that the clinical progress report was received. The academic progress report is also sent by email and by mail to each student. Copies of both reports are placed in the student's record at the Registrar's Office.

During the course of each term, faculty and clinical supervisors provide ongoing feedback to students on their clinical competencies. All courses and clinical practices include formal mid- and end-of-term written evaluations of competencies. If areas of difficulty are identified, faculty or supervisors document specific recommendations or remedial activities that should be accomplished during the next term. Students are encouraged to discuss academic problems as well as their end-of-term feedback with their faculty advisors and professional counselors.

Every student meets with his or her advisor to monitor academic and clinical progress, as well as in preparation for the following term. The student is responsible for ensuring the timely completion of program requirements.

Students in the doctoral programs need to maintain satisfactory performance in all academic courses and/or training modules. The following academic circumstances will lead to the institutional dismissal of a doctoral program student:

1. Obtaining two (2) NP, W or AW, in the seminars, laboratories, doctoral project/dissertation, clinical practice, or Internship, whether consecutive or not,
2. Obtaining a C, W, AW, or below in any course in two (2) consecutive attempts,
3. Not approving the Master's Comprehensive Examination or Doctoral Candidacy Exam after three (3) attempts,
4. Obtaining two (2) consecutive NPs in the dissertation/doctoral project,
5. Not maintaining a 3.00 GPA, and/or
6. A major academic or clinical violation.

## **ADMISSION REQUIREMENTS AND PROCEDURES**

Carlos Albizu University and the Psy.D. in Counseling Psychology program encourage applicants from diverse backgrounds including, but not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and social economic status.

## Required Documentation

All graduate candidates must satisfy the Institutional and program-specific admission requirements:

1. A **completed application form** submitted prior to the established deadline and accompanied by a non-refundable application fee of \$75.00. Every applicant must provide a Social Security Number. No application will be processed without one.
2. Evidence of having completed a bachelor's or a master's degree in psychology or a related field of study from a public or private higher education institution licensed to operate in its jurisdiction, with a **minimum cumulative grade point average (CGPA)** of 3.00 on a 4.0 scale. *Only a bachelor's degree CGPA will be used for purposes of qualifying for admission.* Applicants with degrees not related to psychology are required to complete 15 credits of prerequisite psychology courses—including Introduction to Psychology; Theory of Personality; Experimental Psychology; Statistics; and Human Development, Psychopathology, or Social Psychology—prior to being considered for admission to the program.
3. **Official transcripts** from all previous institutions attended, which must be requested by the applicant to be sent directly to the Admissions Office. In those cases where the applicant will receive a degree from a previously attended institution more than 30 calendar days after beginning the academic session at Albizu, an official degree certification will be accepted as evidence that the degree will be conferred at a future date. Upon degree conferment, the student will have up to 30 working days to comply with the requirement to submit the transcript. Failure to comply will result in a hold that prevents any administrative transaction between the student and the Institution. *Failure to report previous college and/or graduate work constitutes a falsification of the application, which will result in the loss of all credits earned and may result in dismissal.*
4. Two **letters of recommendation** from professor(s), employer(s), or community leader(s). *The recommendations must be submitted on Albizu's official [Recommendation Form](#).*
5. **EXADEP (Examen de Admisión a Estudios de Posgrado) or GRE (Graduate Record Examinations) results.** Only scores from exams taken within the past five years will be accepted.
6. An updated **Certificate of Good Conduct** from the jurisdiction(s) where the applicant was a resident during the past five years.
7. An original **Health Certificate**, no more than one year old.
8. Proof of **Hepatitis-B vaccination.**
9. A copy of the **PVAC-3 Form** with an original signature (for applicants 21 years old or younger at the time of application).
10. Results of an **interview with program faculty.** Those candidates recommended by the Admissions Committee will receive an appointment for an interview with one or more members of the Psy.D. program faculty.
11. A **Statement of Purpose**, written at the time of the interview (for those candidates invited for an interview). The Statement of Purpose serves to verify the candidate's interest in the Psy.D. program and the Institution; short-, medium-, and long-term goals; written communication skills; and general writing skills.
12. An official **evaluation of academic credentials** by an authorized credential evaluation agency (for international students only). Credential evaluation agencies evaluate and interpret the U.S. equivalents of foreign education and work credentials. Please note that all documents must be submitted in English. A list of authorized agencies is available at: <http://www.albizu.edu/International-Students/Credential-Evaluation-Services>
13. **Any additional documents** that may be required by the Psy.D. program at a future date, as specified at the time of application to the program.

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



## **Admission Procedures**

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

## **TRANSFER OF CREDITS POLICY**

As stated in the Albizu institutional policies, a student may transfer a maximum of 21 credits from another institution upon the recommendation of the Program Director and a review of the course descriptions included in the official transcript and/or other academic materials requested from that institution. The number of credits accepted for transfer will be certified by the Program Director after the student is enrolled in the program and has submitted a completed Credit Transfer Application to the Office of the Registrar. The course transfer is not considered to be official until the student has paid the applicable transfer fees at the Finance Office (please see the Tuition and Fees section of this catalog).

Degrees or credits earned outside of Puerto Rico must have been obtained at an institution accredited by a regional accrediting body recognized by the Council for Higher Education Accreditation (CHEA) or at an institution of higher education located outside the United States, which, at the time the applicant was enrolled, maintained a standard of training substantially equivalent to the standards of training of those institutions in the United States that are accredited by a body recognized by the CHEA.

## **IDENTITY VERIFICATION**

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

## **REQUIREMENTS FOR THE PSY.D. IN COUNSELING PSYCHOLOGY DEGREE**

1. A cumulative grade point average (CGPA) of 3.00 or higher on a 4.00 scale.
2. No grades of "C" or lower in any course; students with grades of "C" or lower will have to repeat the course, and no more than two (2) courses can be repeated. Failure to obtain a passing score will be referred to the Faculty Review Board, which will make a recommendation to the Chancellor for dismissal unless extraordinary circumstances allow for a remedial plan.
3. Completion of a minimum of three years of full-time residency in the program.
4. Satisfactory completion of 90 credits of academic courses.
5. Satisfactory completion of all seminars, with no more than one (1) NP, W, AW in any seminar.
6. Satisfactory completion of all course laboratories, with no more than one (1) NP, W, or AW in any laboratory.

7. Satisfactory completion of at least 1,000 hours of supervised practicum conducted through PSCP-510, PSCP-520, PSCP-630, PSCP-640, and PSCP-650, with no more than one (1) NP, W, or AW in any practicum.
8. Satisfactory completion of the Master's Comprehensive Examination (PCCT-605, PCCT-606) with no more than three (3) NPs, Ws, or AWs.
9. Satisfactory completion of the Doctoral Candidacy Examination (CPCE-800) with no more than two (2) NPs, Ws, or AWs whether consecutive or not.
10. Satisfactory completion and approval of a doctoral dissertation, with no more than one (1) NP in each part of the dissertation, whether consecutive or not. For all dissertations, candidates must obtain written approval from the Institutional Review Board for ethical practice in research involving human subjects prior to collecting data (please see the *Dissertation Manual and IRB Procedures Manual*) and present a ready-to-publish journal article.
11. Satisfactory completion of a 2,000-hour pre-doctoral internship on a full-time basis (40 hours per week) during a one-year period or part-time (20 hours per week) during a two-year period in a facility approved by the program with no more than one (1) NP, W, or AW in each part of the internship.
12. Fulfillment of all institutional obligations.
13. Good standing in the program, (i.e., no disciplinary action pending or academic or practicum probation). In the case of a student readmitted after an Academic Dismissal, if he or she once again fails or drops (whether by a Withdrawal or an Administrative Withdrawal) the course, laboratory, practice, seminar, or degree exam for which the Academic Dismissal was originally granted, then he or she will be dismissed from the program without the possibility of applying for admission to the same program again.
14. Recommendation from the program faculty for the doctoral degree. Students seeking the degree must demonstrate, to the satisfaction of the faculty, the professional, ethical, and personal attributes described in the current *General Policies and Disciplinary Procedures Manual*.

**DOCTOR OF PSYCHOLOGY (PSY.D.) IN COUNSELING PSYCHOLOGY  
CURRICULAR REQUIREMENTS**

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

<b>AREA I. Seminars.....</b>	<b>0 credits</b>
SEMM-531 APA Writing Style Seminar.....	0 credits
SEMM-532 Workshop on Writing Skills and Case Conceptualization .....	0 credits
SEMM-540 Self-Care/Graduate Studies .....	0 credits
SEMM-550 Psychopharmacology for Non-Prescribing Clinicians .....	0 credits
SEMM-700 Advanced APA Style Seminar .....	0 credits
SEMM-701 Advanced Workshop on Writing Skills and Case Conceptualization.....	0 credits
 <b>AREA II. Foundation Courses .....</b>	 <b>27 credits</b>
PSCF-500 Theories of Learning and Motivation .....	3 credits
PSCF-503 Theories of Personality .....	3 credits
PSCF-505 Ethics and Professional Conduct .....	3 credits
PSCF-540 Life Span Human Development .....	3 credits
PSCF-568 Applied Inferential Statistics.....	3 credits
PSCL-703 Statistical Package for Social Science (SPSS) Lab.....	0 credits
PSCF-588 Theory of Test and Test Construction .....	3 credits
PSCF-628 Neuroscience Approach to Cognitive and Affective Aspects of Behavior .....	3 credits
PSCF-661 Social Psychology with Emphasis on Puerto Rico.....	3 credits
PSCF-702 History and Systems of Psychology .....	3 credits
 <b>AREA III. Concentration Courses .....</b>	 <b>54 credits</b>
PSCC-501 Theories of Counseling and Psychotherapy.....	3 credits
PSCC-502 Research Methodology for Counseling Psychologists.....	3 credits
PSCC-536 Psychopathology in Counseling Psychology.....	3 credits
PSCC-602 Cognitive Assessment for Counseling Psychology.....	3 credits
PSCL-602 Cognitive Assessment for Counseling Psychology Lab .....	0 credits
PSCC-605 Consultation in Counseling Psychology .....	3 credits
PSCC-606 Theories of Career Counseling .....	3 credits
PSCC-608 Personality Assessment with Lab.....	3 credits
PSCC-704 Quantitative Research Methods .....	3 credits
PSCC-705 Qualitative Research Methods.....	3 credits
PSCC-706 Diversity, Multicultural Approach, and Health.....	3 credits
PSCC-707 Interventions in Health Psychology and Health Promotion.....	3 credits
PSCC-708 Positive Psychology Models and Interventions .....	3 credits
PSCC-709 Counseling Intervention for Addictions .....	3 credits
PSCC-710 Couples and Family Counseling.....	3 credits
PSCC-711 Third Wave Cognitive Behavioral Models and Interventions.....	3 credits
PSCC-712 Mind and Body Interventions in Counseling Psychology .....	3 credits
PSCC-720 Wellness Interventions Programs: Development, Implementation, and Evaluation..	3 credits
credits	
PSCC-721 Supervision and Educational Models in Counseling Psychology.....	3 credits
 <b>AREA IV. Elective Courses .....</b>	 <b>9 credits</b>

<b>AREA V. Clinical Practicums</b> .....	<b>0 credits</b>
PSCP-510 Practicum I .....	0 credits
PSCP-520 Practicum II .....	0 credits
PSCP-630 Practicum III .....	0 credits
PSCP-640 Practicum IV .....	0 credits
PSCP-650 Advanced Practicum V .....	0 credits
<b>AREA VI. Master's Comprehensive Examination</b> .....	<b>0 credits</b>
PSCT-605 Master's Comprehensive Examination (first part) .....	0 credits
PSCT-606 Master's Comprehensive Examination (second part) .....	0 credits
<b>AREA VII. Doctoral Candidacy Exam</b> .....	<b>0 credits</b>
CPCE-800 Doctoral Candidacy Exam .....	0 credits
<b>AREA VIII. Internship</b> .....	<b>0 credits</b>
CPIN-730 Internship A.....	0 credits
CPIN-740 Internship B.....	0 credits
<b>AREA IX. Doctoral Research Project/Dissertation</b> .....	<b>0 credits</b>
DISS-810 Doctoral Project/Dissertation A .....	0 credits
DISS-820 Doctoral Project/Dissertation B.....	0 credits
<b>Total Academic Credits</b> .....	<b>90 credits</b>
<b>Total Clinical Practicum Credits</b> .....	<b>0 credits</b>

**COURSES REQUIRED FOR A MASTER'S DEGREE DIPLOMA  
IN COUNSELING PSYCHOLOGY**

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

SEMM-531	APA Writing Style Seminar .....	0 credits
SEMM-532	Workshop on Writing Skills and Case Conceptualization .....	0 credits
SEMM-540	Self-Care/Graduate Studies .....	0 credits
SEMM-550	Psychopharmacology for Non-Prescribing Clinicians .....	0 credits
PSCF-500	Theories of Learning and Motivation .....	3 credits
PSCF-503	Theories of Personality.....	3 credits
PSCF-505	Ethics and Professional Conduct .....	3 credits
PSCF-540	Life Span Human Development .....	3 credits
PSCF-568	Applied Inferential Statistics .....	3 credits
PSCF-703	Statistical Package for Social Science (SPSS) Lab .....	0 credits
PSCF-588	Theory of Test and Test Construction .....	3 credits
PSCF-628	Neuroscience Approach to Cognitive and Affective Aspects of Behavior .....	3 credits
PSCF-661	Social Psychology with Emphasis on Puerto Rico .....	3 credits
PSCC-501	Theories of Counseling and Psychotherapy.....	3 credits
PSCC-502	Research Methodology for Counseling Psychologists.....	3 credits
PSCC-536	Psychopathology in Counseling Psychology .....	3 credits
PSCC-602	Cognitive Assessment for Counseling Psychology.....	3 credits
PSCC-602	Cognitive Assessment for Counseling Psychology Lab .....	0 credits
PSCC-605	Consultation in Counseling Psychology .....	3 credits
PSCC-606	Theories of Career Counseling .....	3 credits
PSCC-608	Personality Assessment with Lab.....	3 credits
PSCC-709	Counseling Intervention for Addictions .....	3 credits
PSCC-710	Couples and Family Counseling.....	3 credits
	Elective Courses.....	6 credits
PSCP-510	Practicum I .....	0 credits
PSCP-520	Practicum II .....	0 credits
PSCP-630	Practicum III .....	0 credits
PSCP-640	Practicum IV .....	0 credits
PCCT-605	Master's Comprehensive Examination (first part).....	0 credits
PCCT-606	Master's Comprehensive Examination (second part).....	0 credits
<b>Total Academic Credits.....</b>		<b>57 credits</b>
<b>Total Clinical Practicum Credits .....</b>		<b>0 credits</b>
<b>Masters Comprehensive Examination.....</b>		<b>0 credits</b>

**DOCTOR OF PSYCHOLOGY IN COUNSELING PSYCHOLOGY (Psy.D)  
CURRICULAR SEQUENCE**

**FIRST YEAR**

<b>First Session: FALL</b>			
Code	Course Title	Credits	Prerequisites
PSCF-505*	Ethics and Professional Conduct	3	None
PSCF-540*	Life Span Human Development	3	None
PSCF-503*	Theories of Personality	3	None
PSCF-568*	Applied Inferential Statistics	3	None
PSCL-703	Statistical Package for Social Science (SPSS) Lab	0	Concurrent with PSCF-568
SEMM-540*	Self-Care/Graduate Studies	0	None
SEMM-531*	APA Writing Style Seminar	0	None
<b>Second Session: SPRING</b>			
Code	Course Title	Credits	Prerequisites
PSCF-588*	Theory of Test and Test Construction	3	PSCF-505, PSCF-568, PSCL-703
PSCC-501*	Theories of Counseling and Psychotherapy	3	PSCF-505, PSCF-540, PSCF-503
PSCC-536*	Psychopathology in Counseling Psychology	3	PSCF-505, PSCF-540, PSCF-503
PSCF-500*	Theories of Learning and Motivation	3	None
PSCP-510*	Practicum I	0	PSCF-505, PSCF-540, PSCF-503, SEMM-540, SEMM-531
SEMM-532*	Workshop on Writing Skills and Case Conceptualization	0	None
<b>Third Session: SUMMER</b>			
Code	Course Title	Credits	Prerequisites
PSCF-661*	Social Psychology with Emphasis on Puerto Rico	3	None
*	Elective Course	3	

**SECOND YEAR**

<b>First Session: FALL</b>			
Code	Course Title	Credits	Prerequisites
PSCC-502*	Research Methodology for Counseling Psychologists	3	PSCF-505, PSCF-568, PSCF-588, PSCL-703, SEMM-531
PSCC-602*	Cognitive Assessment for Counseling Psychology	3	PSCF-500, PSCF-505, PSCF-540, PSCC-536, PSCF-568, PSCF-588, PSCL-703
PSCL-602*	Cognitive Assessment for Counseling Psychology Lab	0	PSCF-500, PSCF-505, PSCF-540, PSCC-536, PSCF-568, PSCF-588, PSCL-703
PSCP-520*	Practicum II	0	PSCP-510, PSCC-501, PSCF-505, PSCC-536, PSCF-500, SEMM-531, SEMM-532
SEMM-550*	Psychopharmacology for Non-Prescribing Clinicians	0	None
<b>Second Session: SPRING</b>			
Code	Course Title	Credits	Prerequisites
PSCC-608*	Personality Assessment with Lab	3	PSCF-500, PSCF-503, PSCF-505, PSCF-540, PSCF-568, PSCF-588, PSCC-602, PSCL-602
PSCC-605*	Consultation in Counseling Psychology	3	PSCF-505

PSCC-606*	Theories of Career Counseling	3	PSCF-505, PSCF-540, PSCC-536, PSCF-500
PSCF-628*	Neuroscience Approach to Cognitive and Affective Aspects of Behavior	3	None
SEMM-701	Advanced Workshop on Writing Skills and Case Conceptualization	0	SEMM-532
PSCP-630*	Practicum III	0	PSCP-520, PSCF-661, PSCF-588, SEMM-550, SEMM-700
<b>Third Session: SUMMER</b>			
Code	Course Title	Credits	Prerequisites
PSCC-705	Qualitative Research Methods	3	PSCC-502
PSCC-710*	Couples and Family Counseling	3	PSCF-505, PSCC-536, PSCF-540, PSCF-503, PSCC-501, PSCP-510, PSCP-520
PSCT-605, 606	Master's Comprehensive Examination I-II	0	

### THIRD YEAR

<b>First Session: FALL</b>			
Code	Course Title	Credits	Prerequisites
PSCC-712	Mind and Body Interventions in Counseling Psychology	3	PSCF-505, PSCF-540, PSCF-503, PSCC-501
PSCC-711	Third Wave Cognitive Behavioral Models and Interventions	3	PSCF-505, PSCF-540, PSCF-503, PSCC-501
PSCC-709*	Counseling Intervention for Addictions	3	PSCF-500, PSCF-503, PSCF-505, PSCC-536, PSCF-628, PSCC-501
PSCP-640	Practicum IV	0	PSCP-630, PSCF-628, PSCC-602, PSCL-602, PSCC-608
SEMM-700	Advanced APA Style Seminar	0	SEMM-531
<b>Second Session: SPRING</b>			
Code	Course Title	Credits	Prerequisites
PSCC-707	Interventions in Health Psychology and Health Promotion	3	PSCF-505, PSCF-540, PSCF-503, PSCC-501
PSCC-706	Diversity, Multicultural Approach, and Health	3	PSCF-505
PSCP-650	Advanced Practicum V	0	PSCP-640
<b>Third Session: SUMMER</b>			
Code	Course Title	Credits	Prerequisites
	Elective Course	3	
PSCF-702	History and Systems of Psychology	3	None

### FOURTH YEAR

<b>First Session: FALL</b>			
Code	Course Title	Credits	Prerequisites
PSCC-704	Quantitative Research Methods	3	PSCF-568, PSCC-502, PSCL-703
PSCC-720	Wellness Intervention Programs: Development, Implementation, and Evaluation	3	PSCF-505, PSCC-536, PSCF-661, PSCC-501, PSCC-605, PSCC-706, PSCC-707, PSCC-710, PSCC-711, PSCC-712

<b>Second Session: SPRING</b>			
Code	Course Title	Credits	Prerequisites
PSCC-721	Supervision and Educational Models in Counseling Psychology	3	PSCC-706, PSCC-707, PSCC-711, PSCC-712, PSCC-720
DISS-810	Doctoral Project/Dissertation A	0	
CPCE-800	Doctoral Candidacy Exam	0	
<b>Third Session: SUMMER</b>			
Code	Course Title	Credits	Prerequisites
	Elective Course	3	
PSCC-708	Positive Psychology Models and Interventions	3	PSCF-505, PSCF-540, PSCF- 503, PSCC-501

**FIFTH YEAR**

<b>First Session: FALL</b>			
Code	Course Title	Credits	Prerequisites
CPIN-730	Internship A	0	CPCE-800
DISS-820	Doctoral Project/Dissertation B	0	DISS-810

<b>Second Session: SPRING</b>			
Code	Course Title	Credits	Prerequisites
CPIN-740	Internship B	0	CPIN-730

\* Courses that must be completed to obtain a master's degree in counseling psychology.



**DOCTOR OF PSYCHOLOGY IN COUNSELING PSYCHOLOGY (Psy.D)  
CURRICULAR SEQUENCE \*  
(For students with a Carlos Albizu University Counseling Psychology M.S.)**

**FIRST YEAR**

First Session: FALL			
Code	Course Title	Credits	Prerequisites
PSCC-712	Mind and Body Interventions in Counseling Psychology	3	PSCF-505, PSCF-540, PSCF- 503, PSCC-501
PSCC-711	Third Wave Cognitive Behavioral Models and Interventions	3	PSCF-505, PSCF-540, PSCF- 503, PSCC-501
PSCC-709	Counseling Intervention for Addiction	3	PSCF-500, PSCF-503, PSCF-505, PSCC-536, PSCF-628, PSCC-501, PSCC-706
PSCL-703	Statistical Package for Social Science (SPSS) Lab	0	PSCF-568
SEMM-700	Advanced APA Style Seminar	0	SEMM-531
Second Session: SPRING			
Code	Course Title	Credits	Prerequisites
PSCC-707	Interventions in Health Psychology and Health Promotion	3	PSCF-505, PSCF-540, PSCF- 503, PSCC-501
PSCC-710	Couples and Family Counseling	3	PSCF-505, PSCC- 536, PSCF-540, PSCF-503, PSCC-501, PSCP- 510, PSCP-520,
PSCC-705	Qualitative Research Methods	3	PSCC-502
PSCP-650	Advanced Practicum V	0	PSCP-640
Third Session: SUMMER			
Code	Course Title	Credits	Prerequisites
PSCC-706	Diversity, Multicultural Approach, and Health	3	PSCF-505
PSCF-702	History and Systems in Psychology	3	

**SECOND YEAR**

First Session: FALL			
Code	Course Title	Credits	Prerequisites
PSCC-704	Quantitative Research Methods	3	PSCF-568, PSCC-502, PSCL-703
PSCC-720	Wellness Intervention Programs: Development, Implementation, and Evaluation	3	PSCF-505, PSCC-536, PSCF-661, PSCC-501, PSCC-605, PSCC-706, PSCC-707, PSCC-710, PSCC-711, PSCC-712
Second Session: SPRING			
Code	Course Title	Credits	Prerequisites
PSCC-721	Supervision and Educational Models in Counseling Psychology	3	PSCC-706, PSCC-707, PSCC-711, PSCC-712, PSCC-720
DISS-810	Doctoral Project/Dissertation A	0	
CPCE-800	Doctoral Candidacy Exam	0	
Third Session: SUMMER			
Code	Course Title	Credits	Prerequisites
	Elective Course	3	
PSCC-708	Positive Psychology Models and Interventions	3	PSCF-505, PSCF-540, PSCF-503, PSCC-501

**THIRD YEAR**

First Session: FALL			
Code	Course Title	Credits	Prerequisites
CPIN-730	Internship A	0	CPCE-800
DISS-820	Doctoral Project/Dissertation B	0	DISS-810
Second Session: SPRING			
Code	Course Title	Credits	Prerequisites
CPIN-740	Internship B	0	CPIN-730

## **PSY.D IN COUNSELING PSYCHOLOGY COURSE DESCRIPTIONS**

### **PSCF-500 THEORIES OF LEARNING AND MOTIVATION (3 credits)**

**PREREQUISITES:** None

This course presents contemporary and classical theories of learning and motivation. Relevant research in this area of study will be discussed. Implications of studies in the field of learning and motivation for psychological interventions will be stressed.

### **PSCF-503 THEORIES OF PERSONALITY (3 credits)**

**PREREQUISITES:** None

This course includes a critical analysis of the principal theories of personality and their correspondence with theoretical models and interventions within the practice of counseling psychology. Emphasis on the basic approaches to personality construct and research will be addressed. Application of the theories to the Puerto Rican population and other ethnic minorities will be considered.

### **PSCF-505 ETHICS AND PROFESSIONAL CONDUCT (3 credits)**

**PREREQUISITES:** None

This course introduces topics related to ethical and legal issues and professional conduct in the practice of counseling psychology. Analysis of value conflicts (including those that may reflect different cultural orientations), decision-making, maintenance of high professional standards, confidentiality, and standards for human research are some of the topics to be addressed in this course. Legal aspects, such as risks for malpractice suits and license requirements, will also be discussed.

### **PSCF-540 LIFE SPAN HUMAN DEVELOPMENT (3 credits)**

**PREREQUISITES:** None

The course reviews theories and research in lifespan development. Students will review the biological, genetic, historical, sociocultural, economic, and psychological foundations of human development. Emphasis will be given to biological, social, emotional, and intellectual factors of normative development. Puerto Rican cultural factors in childrearing and development will be discussed. The topic of individual differences is emphasized throughout all units of the course. Students will be assisted in developing the knowledge and skills to apply the concepts acquired during the course in their clinical and research practice as psychologists.

### **PSCF-568 APPLIED INFERENCE STATISTICS (3 credits)**

**PREREQUISITES:** None

The course offers an introduction to inferential statistics in the context of psychological research. Students learn about appropriate parametric and non-parametric tests for different research designs and types of data collected. The topics covered include hypothesis testing, statistical inference and research, probability theory, sampling distributions, parametric and non-parametric statistical tests, the normal curve, the t-distribution, Chi square, and the U test, among others. A concurrent statistics lab will be required.

### **PSCL-703 STATISTICAL PACKAGE FOR SOCIAL SCIENCE (SPSS) (LAB) (0 credits)**

**PREREQUISITES:** Concurrent with PSCF-568

This laboratory provides opportunities for Psy.D. in Counseling Psychology students to develop skills in conducting and interpreting inferential statistical analyses with categorical and continuous data. The laboratory focuses on the use of SPSS for data analysis. It will also promote understanding of how to conduct descriptive and inferential analyses using SPSS, apply various inferential statistical analyses, conduct the analyses, interpret the statistical output from SPSS, and write the findings of data analysis.

### **PSCF-588 THEORY OF TEST AND TEST CONSTRUCTION (3 credits)**

**PREREQUISITES:** PSCF-505, PSCF-568, PSCL-703

This course presents the major principles of test construction in psychological measurement. Methods for determining validity and reliability will be examined by performing class exercises. The content also includes the study of scaling methods such as Guttman, Thurstone, and Likert scales, with emphasis on

the role of the professional in measuring behavior in the social sciences. Students will apply knowledge from the course to construct their own assessment instruments.

**PSCF-628 NEUROSCIENCE APPROACH TO COGNITIVE AND AFFECTIVE ASPECTS OF BEHAVIOR (3 credits)**

**PREREQUISITES:** None

This course provides a review of the major theories of cognition and affective aspects of behavior. The course will include a description of the physiological processes of human behavior, such as the structure of the neurological system, sensory systems, synaptic chemistry, and electrophysiology of the encephalon. This course will also present different pathologies and deficits related to the cognitive and affective aspects of behavior.

**PSCF-661 SOCIAL PSYCHOLOGY WITH EMPHASIS ON PUERTO RICO (3 credits)**

**PREREQUISITES:** None

The course reviews the theoretical bases of social psychology and the Puerto Rican sociocultural bases that influence the broad-spectrum behaviors of subjects. The following areas will be examined; interpersonal communication, attitudes and persuasion, conformity, social perception, attributions, cognitive processes in social perceptions, interpersonal attractions, affiliation, and aggression. Emphasis will be given to the relationship between social psychology and social change. The course will explore the extent to which social psychology is subject to variation within different cultural contexts, especially within the Puerto Rican society. Major considerations of Puerto Rican issues in social psychology areas will be addressed, including population, migration and immigration, urbanism, employment, industrialization, housing, and modernization. Major social problems will be reviewed. Relevant research will be analyzed in the existing literature. The course explores how rapid changes in the identified indicators in Puerto Rico have affected interpersonal relationships, human development, and the maintenance of beliefs and social mores according to social psychology theories. A sociohistorical analysis will be emphasized.

**PSCF-702 HISTORY AND SYSTEMS OF PSYCHOLOGY (3 credits)**

**PREREQUISITES:** None

This course reviews systems of psychological thought from an historical perspective as well as current psychological trends and fields of study. Special consideration is given to the development of the discipline as a science from 1839 to the present. The philosophical development of the discipline in Puerto Rico and Latin America will also be reviewed.

**PSCC-501 THEORIES OF COUNSELING AND PSYCHOTHERAPY (3 credits)**

**PREREQUISITES:** PSCF-505, PSCF-540, PSCF-503

Counseling theories are the foundation upon which the work of counseling is built. This course is designed to provide students with an opportunity to gain knowledge in the major theories of counseling and to familiarize themselves with the client conceptualization and treatment techniques used in each of the theories. Students will compare and contrast the major theories of counseling in terms of their founders, views of human nature and personality, psychopathology, goals, therapeutic strategies, effectiveness, critics, multicultural applications, and future directions. Through class lectures, discussion, experiential activities, and readings, students will begin to develop their own theoretical orientations.

**PSCC-502 RESEARCH METHODOLOGY FOR COUNSELING PSYCHOLOGISTS (3 credits)**

**PREREQUISITES:** PSCF-505, PSCF-568, PSCF-588, PSCL-703, SEMM-531

This course prepares students to be informed consumers of research literature and provides foundational information for their efforts to be authors of research project reports (e.g., dissertations, articles, and conference papers). The course introduces graduate students to the information and skills needed to critique and conduct research in counseling psychology. Instruction will include the essential procedures and concepts needed for the entire research process, from identifying the problem to writing the research report. Research techniques commonly used in psychology will be introduced so that the student can develop an understanding of psychological research as a whole. Research models in wellness and complementary and integrative health will be reviewed. The focus will be conceptual

rather than computational. Statistical techniques will be dealt with to some degree since they are essential for designing and interpreting research; however, this is not a statistics course.

**PSCC-536 PSYCHOPATHOLOGY FOR COUNSELING PSYCHOLOGY (3 credits)**

**PREREQUISITES:** PSCF-505, PSCF-540, PSCF-503

This course aids students to become proficient in the understanding and application of psychopathology concepts in light of the current version (DSM-5) of the *Diagnostic and Statistical Manual of Mental Disorders*. Students will be exposed to dysfunctional behavior classification using the DSM-5 diagnostic system. Content includes the development of a critical integral view of DSM-5's utility and credibility for clinical, research, and educational purposes. Students are expected to demonstrate advanced knowledge and skills related to the use of the DSM-5 and to conducting diagnostic interviews, including mental status examination, biopsychosocial history, and treatment planning. Students will also be exposed to the analysis of conceptual issues related to cross-cultural differences in psychopathology and psychiatric diagnosis. Finally, students will develop a knowledge, understanding, and applicability of psychopathology theories relevant to the counseling psychology practice.

**PSCC-602 COGNITIVE ASSESSMENT FOR COUNSELING PSYCHOLOGY (3 credits)**

**PREREQUISITES:** PSCF-500, PSCF-505, PSCF-540, PSCC-536, PSCF-568, PSCF-588, PSCL-703

This course provides fundamental knowledge about measurement and assessment theories specific to the field of intelligence. The basic principles of the application of measurement techniques will be studied and assessed as they relate to the administration, correction, and interpretation of intelligence tests in order to make full and comprehensive assessments. Some of the most important and current theories of cognitive development will also be discussed. Students are expected to develop skills in the administration, scoring, and clinical interpretation of the Wechsler Scales, the Raven Progressive Matrices, Bender Gestalt II, DHP, and Vineland Adaptive Behavior Scale II. Cultural factors influencing psychological assessment and suitability for Hispanic minorities are analyzed. This is a laboratory course.

**PSCL-602 COGNITIVE ASSESSMENT FOR COUNSELING PSYCHOLOGY (LAB) (0 credits)**

**PREREQUISITES:** PSCF-500, PSCF-505, PSCF-540, PSCC-536, PSCF-568, PSCF-588, PSCL-703

This practice-based course will provide students with the skills to administer, interpret, and report the results of a battery of tests. Students will learn how to conduct a comprehensive assessment of the cognitive functioning of children, adolescents, and adults, with emphasis on the evaluation of intelligence using standardized and validated tests for Puerto Rico.

**PSCC-605 CONSULTATION IN COUNSELING PSYCHOLOGY (3 credits)**

**PREREQUISITE:** PSCF-505

The course addresses the basic principles and fundamental theories and intervention models of professional psychological consultation. Emphasis is given to the different stages of the consultation process. Wellness and complementary and integrative models and their impact on the consultation process will be reviewed. Students will become familiar with the preventive model of consultation. The roles and functions of the consultant within different contexts, such as schools, the family, and private industry, are discussed. The course acquaints students with the basic areas and goals of the professional consultation process and provides the opportunity to apply the acquired knowledge to actual situations requiring the assistance of a consulting psychologist. Ethical controversies, diversity, and multicultural models are also discussed.

**PSCC-606 THEORIES OF CAREER COUNSELING (3 credits)**

**PREREQUISITES:** PSCF-505, PSCF-540, PSCC-536, PSCF-500

This is a foundational course dedicated to theoretical and applied topics in career development and career counseling. The course introduces students to career development theories, career counseling procedures and techniques, career assessment tools, career development planning, and sources of occupational information. Emphasis is placed on empirically based theories, theoretically based counseling interventions, and current issues in work and vocational counseling.

**PSCC-608 PERSONALITY ASSESSMENT WITH LAB (3 credits)****PREREQUISITES:** PSCF-500, PSCF-503, PSCF-505, PSCF-540, PSCF-568, PSCF-588, PSCC-602, PSCL-602

This course provides a critical analysis of the major theories of personality assessment and its application to measurement in different developmental levels relevant to the practice of counseling psychology. Assessments of wellness and third wave cognitive behavioral models will be reviewed. Students develop skills in the administration and clinical interpretation of objective personality and projective tests. Cultural sensitivity to the Puerto Rican population and other ethnic minorities will be considered, as well as research issues related to measurement and testing. Students will also have weekly practice sessions during class.

**PSCC-704 QUANTITATIVE RESEARCH METHODS (3 credits)****PREREQUISITES:** PSCF-568, PSCC-502, PSCL-703

This course presents the basic principles and methods of scientific research in counseling psychology, wellness, and complementary and integrative health. Hypothesis testing, experimental design options, sample selection, control group strategies, criteria measures, and data analysis and interpretation will be discussed. The course prepares students to design research by applying rigorous scientific methodology.

**PSCC-705 QUALITATIVE RESEARCH METHODS (3 credits)****PREREQUISITE:** PSCC-502

This course presents the principal theories and practical foundations of qualitative methods and their application to research in different areas of the social sciences, especially counseling psychology. Historical background, ethical controversies, and paradigms, as well as contemporary perspectives, research strategies, compilation of data methodology, and the future of the discipline in the social sciences will be discussed. The course includes the revision and critical analysis of qualitative studies in the counseling psychology field and the contributions of Puerto Rican qualitative researchers.

**PSCC-706 DIVERSITY, MULTICULTURAL APPROACH, AND HEALTH (3 credits)****PREREQUISITE:** PSCF-505

This course examines the theoretical aspects of diversity and the skills required by counseling psychologists to strengthen their awareness, knowledge, respect, sensibility, skills, cultural sensitivity, and competence in order to conduct clinical assessments, diagnoses, and treatment interventions with individuals, groups, and communities who represent various cultural and personal background and characteristics. Students will also discuss disparities in the quality and quantity of mental health care experienced by multicultural/cross-cultural and diverse individuals and groups. This includes an exploration of the dimensions of culture, ethnicity, lifestyle, religion/spirituality, gender, age, disability, sexual orientation, and identity development, as well as the effects of class and socioeconomic status and oppression on individuals and groups. Students will be encouraged to monitor and adjust their personal dynamics of oppression and discrimination toward self and diverse others.

**PSCC-707 INTERVENTIONS IN HEALTH PSYCHOLOGY AND HEALTH PROMOTION (3 credits)****PREREQUISITES:** PSCF-505, PSCF-540, PSCF-503, PSCC-501

This course provides students with an understanding of health psychology as a specialty within psychology that addresses behavioral factors in health and illness. The course will present an overview of health-promoting behaviors and interventions from the perspective of health psychology. Students will focus on behavioral interventions to modify risk factors for disease and illness, including the conceptual basis for each intervention, clinical trial data supporting its efficacy, and its application in the practice of health psychology. Emphasis will be given to the integration of wellness and complementary and integrative health in efforts to promote health. Research and research methodology on health psychology will be addressed. This course will support the role of counseling psychologists as active participants in the field of health psychology, disease prevention, health education, behavioral medicine, rehabilitation, and related areas. Issues related to Puerto Rican health models and the need for change will be addressed.

**PSCC-708 POSITIVE PSYCHOLOGY MODELS AND INTERVENTIONS (3 credits)****PREREQUISITES:** PSCF-505, PSCF-540, PSCF-503, PSCC-501

This course provides a review and analysis of the major concepts, themes, theories, current research, and applications in the area of positive psychology. Students will be exposed to the major themes in the field. An overview of happiness; positive emotions; cognitive, interpersonal, and coping approaches; pro-social behavior; resilience; strength; well-being; and spirituality will be included. The course emphasizes state-of-the-art research results as well as the application of those results in different contexts, including individuals, groups, communities, and organizations. Positive psychology models and interventions in counseling psychology will be addressed, as will sensitivity to individual, developmental, gender, and sociocultural differences. Efforts to apply positive psychology in the context of Puerto Rico and Hispanic communities will also be covered.

**PSCC-709 COUNSELING INTERVENTION FOR ADDICTIONS (3 credits)****PREREQUISITES:** PSCF-500, PSCF-503, PSCF-505, PSCC-536, PSCF-628, PSCC-501

The course provides an overview of counseling intervention for addictions. Theories of addiction counseling and the application of these theories will be reviewed, including the wellness and complementary health paradigm. Students will gain knowledge about substance, sexual, eating, Internet and video game, and gambling addictions; affective relationships and relationship dependence; and compulsive behaviors. Topics such as addiction issues, diagnosis and assessment strategies, treatment planning, and individual and group counseling strategies with diverse populations will be covered. Special counseling issues and concerns related to various aspects of addiction counseling interventions will be covered. Students will develop conceptual knowledge, practical skills, and self-awareness concerning the etiology of addiction.

**PSCC-710 COUPLES AND FAMILY COUNSELING (3 credits)****PREREQUISITES:** PSCF-505, PSCC-536, PSCF-540, PSCF-503, PSCC-501, PSCP- 510, PSCP-520

Through this course, students learn the major theories and techniques to intervene with couples and families as primary clients. Couples and family assessment and intervention strategies will be discussed and applied. Special emphasis will be given to interventions using wellness, complementary, and integrative health models. Dysfunctional behavior and the ramification of separation and divorce in couples and families will be explored. Couples and family interviewing techniques, genograms, and the assessment, intervention, and conceptualization of clinical cases from various theoretical perspectives will be emphasized. Discussion of the cultural and idiosyncratic aspects of Puerto Rican couples and families will also take place.

**PSCC-711 THIRD WAVE COGNITIVE BEHAVIORAL MODELS AND INTERVENTIONS (3 credits)****PREREQUISITES:** PSCF-505, PSCF-540, PSCF-503, PSCC-501

The course focuses on the study of third wave cognitive behavioral models. Major theories and relevant research in this area of study will be discussed. Emphasis will be placed on strategies, interventions, and techniques and the conceptualization and development of treatment plans within the third wave behavioral models studied.

**PSCC-712 MIND AND BODY INTERVENTIONS IN COUNSELING PSYCHOLOGY (3 credits)****PREREQUISITES:** PSCF-505, PSCF-540, PSCF-503, PSCC-501

This course offers a critical analysis of complementary and alternative medicine (CAM) and integrative health modalities, focused on mind and body interventions and their application to counseling psychology. A scientific review of the effectiveness and mechanisms of CAM and integrative health modalities will be made. Students will gain knowledge of the assessment, treatment, and referral process when integrating CAM. Also, legal and ethical issues on integrating mind and body interventions in psychotherapy are reviewed.

**PSCC-720 WELLNESS INTERVENTION PROGRAMS: DEVELOPMENT, IMPLEMENTATION, AND EVALUATION (3 credits)****PREREQUISITES:** PSCF-505, PSCC-536, PSCF-661, PSCC-501, PSCC-605, PSCC-706, PSCC-707, PSCC-710, PSCC-711, PSCC-712

This course trains students in the various principles of program development, implementation, and evaluation, with in-depth attention given to wellness and health promotion programs. Students will

review theories, models, and strategies in program development, implementation, and evaluation. A review of the applicable federal and national laws, norms, and regulations will be provided. The content familiarizes the student with the complexities of the Puerto Rican sociopolitical environment, its relationship with individual and collective mental health, and its impact on administrative processes in the fields of mental health and program development.

**PSCC-721 SUPERVISION AND EDUCATIONAL MODELS IN COUNSELING PSYCHOLOGY (3 credits)**

**PREREQUISITES:** PSCC-706, PSCC-707, PSCC-711, PSCC-712, PSCC-720

The course enables students to acquire clinical supervision and educational/teaching competencies focused on counseling psychology. A general overview of clinical supervision and educational models and their different approaches with respect to the discipline of psychology will be offered. Students will be exposed to the development of supervision skills as a fundamental part of a psychologist's clinical training. In addition, students will develop a working understanding of clinical supervision according to various theoretical models and their specific goals, approaches, and strategies. The course will enable students to acquire teaching knowledge and competencies. Learning style models and teaching and educational strategies will be covered. Students will become capable of instructing students, trainees, other professionals, or the general public in the science and practice of counseling psychology. A wellness and complementary and integrative health paradigm in consulting and teaching will be highlighted. Ethics, diversity, multicultural, and professional controversies will be discussed.

**PSCP-510 PRACTICUM I (0 credits)**

**PREREQUISITES:** PSCF-505, PSCF-540, PSCF-503, SEMM-540, SEMM-531

This practicum will increase students' knowledge and competencies related to intellectual skills, interpersonal and professional attitudes and relationships, therapeutic alliances, professional performance, counseling psychology professional identity, and self-care. An overview will be provided of professional ethics, counseling psychology values, wellness and prevention models, clinical documentation, and the initial stages of the therapeutic process. The practicum will focus on basic training and the clinical experience of the initial interview, including mental status, psychosocial history, and diagnosis. During the practice experience, students will participate in training and activities related to their practice scenarios (case discussions, conferences, presentations, and workshops, among others). 125 hours of practice must be completed. Students are expected to perform at the apprentice competency level (novice).

**PSCP-520 PRACTICUM II (0 credits)**

**PREREQUISITES:** PSCF-505, PSCP-510, PSCC-501, PSCC-536, PSCF-500, SEMM-531, SEMM-532

This practicum continues training on interpersonal relationships and therapeutic alliances. Professional performance skills advancement is provided through the practicum. Case conceptualization, diagnosis, treatment plans, evaluation, assessment, interventions, and clinical documentation will be discussed and practiced. Emphasis will be placed on evidence-based interventions within the complementary and integrative wellness and health model. During the practicum, students will participate in training and activities related to their practice scenarios (case discussions, conferences, presentations, and workshops, among others). 125 hours of practice must be completed. At the end of the practicum, students must perform at the intermediate competency level.

**PSCP-630 PRACTICUM III (0 credits)**

**PREREQUISITES:** PSCP-520, PSCF-661, PSCF-588, SEMM-550, SEMM-700

Through this supervised practice, students will offer direct services to assigned clients in clinical, community, hospital, or educational settings, refining and integrating the assessment and therapeutic skills developed during the previous practicum and focusing on conceptualization, diagnostic formulation, intervention, and treatment planning skills. Students will integrate scientific knowledge and clinical practice, incorporating evidenced-based models with diverse populations. During the practicum, students will participate in training and activities related to their practice scenarios (case discussions, conferences, presentations, and workshops, among others). This practicum will serve to strengthen skills at the intermediate level. Students must complete 250 hours of supervised practice.

**PSCP-640 PRACTICUM IV (0 credits)****PREREQUISITES:** PSCP-630, PSCF-628, PSCC-602, PSCL-602, PSCC-608

This practicum continues training students in clinical competencies focused on conceptualization, diagnostic formulation, intervention, and treatment planning skills through placements at different clinical settings. Students will also practice assessment and evaluation skills through the administration, correction, interpretation, and integration, in a professional psychological report, of normative intelligence, perceptual, and adaptive tests results. Students will continue integrating scientific knowledge and clinical practice, incorporating evidence-based models with an emphasis on cognitive behavioral third-generation therapies, contextual behavioral therapies, and acceptance and mindfulness theoretical models and strategies. Interventions will focus on the integration of wellness models, complementary and integrative health, and health prevention and promotion strategies. During this supervised practice, clinical competencies will be strengthened at the advanced level. During the practicum, students will participate in training and activities related to their practice scenarios at Carlos Albizu University and elsewhere, such as case discussions, conferences, presentations, and workshops, among others. Students must complete 250 hours of supervised practice.

**PSCP-650 ADVANCED PRACTICUM V (0 credits)****PREREQUISITE:** PSCP-640

During this supervised practice, students will have the opportunity to refine and strengthen their clinical competences at an advanced level to develop their readiness for internship. Interventions will be carried out with cases and populations with greater diversity and complexity than before. Students will continue integrating scientific knowledge and clinical practice, incorporating evidence-based models with an emphasis on cognitive behavioral third-generation therapies, contextual behavioral therapies, and acceptance and mindfulness theoretical models and strategies. Interventions will focus on the integration of wellness models, complementary and integrative health, and health prevention and promotion strategies. During the practicum, students will participate in training and activities related to their practice scenarios at Carlos Albizu University and elsewhere, such as case discussions, conferences, presentations, and workshops, among others. Students must complete 250 hours of supervised practice.

**SEMM-531 APA WRITING STYLE SEMINAR (0 credits)****PREREQUISITES:** None

This six-hour seminar provides students with the basic skills to prepare a manuscript using the *Publication Manual of the American Psychological Association*.

**SEMM-532 WORKSHOP ON WRITING SKILLS AND CASE CONCEPTUALIZATION (0 credits)****PREREQUISITES:** None

In this workshop, students will develop professional writing skills in case conceptualization and the case-study method. Students will also develop knowledge of the different levels of intervention (orientation, education, evaluation, counseling, psychotherapy, family therapy, and psychiatric or tertiary level) and the vocabulary relevant to each level.

**SEMM-540 SELF-CARE/GRADUATE STUDIES (0 credits)****PREREQUISITES:** None

The graduate school environment requires appropriate skills for self-care to address and meet the challenges that arise during a doctoral education. Students must develop, strengthen, and advocate for self-care skills in order to maintain an adequate quality of life, with an appropriate balance between their various roles. To help students achieve this goal, the seminar facilitates the development of techniques such as anxiety and stress management, time organization, study skills appropriate for graduate school, and professional relationships within and outside the academic environment.

**SEMM-550 PSYCHOPHARMACOLOGY FOR NON-PRESCRIBING CLINICIANS (0 credits)****PREREQUISITES:** None

This beginning-level seminar reviews the major groups of psychiatric medication and provides students with an introductory understanding of medications and the populations and conditions for which they are designed to be used. It details the major groups of antidepressant, anti-anxiety, antipsychotic, antimanic, and ADHD medications. The medication for each group is listed and described and the side



effects and contraindications are reviewed. The course provides numerous readily available resources on and listings of drug information, updates, side effects, drug interactions, and contraindications.

**SEMM-700 ADVANCED APA STYLE SEMINAR (0 credits)**

**PREREQUISITE:** SEMM-531

This six-hour seminar provides students with advanced skills using the *Publication Manual of the American Psychological Association*. The seminar includes an overview of the basic concepts from SEMM-531 APA Writing Style Seminar. The seminar covers different types of articles and scientific work, journal reporting standards, manuscript structure and content, and the publication process. Plagiarism, ethical issues, and the protection of intellectual property rights are also discussed.

**SEMM-701 ADVANCED WORKSHOP ON WRITING SKILLS AND CASE CONCEPTUALIZATION (0 credits)**

**PREREQUISITE:** SEMM-532

Through this workshop, students progress in developing professional writing skills in case conceptualization and the case-study method. A review of the basic concepts will be included. Students will examine models of third wave cognitive behavior in case presentation and conceptualization. The proper use and integration of complementary and integrative health strategies into treatment plans will be reviewed. Methods of conceptualizing in groups, couples, and family systems therapy will also be discussed. The workshop consists of two sessions of three hours' duration each. After the first session, each student will write a case conceptualization and return it to the professor within two weeks. In the second session, which will take place a month after the first, the professor will provide feedback on their work and give them a final assignment to improve their writing skills.

**SUGGESTED ELECTIVES (9 credits altogether)**

**PSCE 509 INTERVIEW PROCESS AND TECHNIQUES IN COUNSELING PSYCHOLOGY (3 credits)**

**PREREQUISITES:** NONE

The course provides an overview of the concepts, techniques, and strategies of different approaches to conducting an interview to gather information in counseling psychology, based on communication theories. Counseling psychology values and competencies and professional and ethical conduct in the interview process will be reviewed. Students will practice various intake interview methods with different populations, such as children, adolescents, adults, and the elderly. Self-care, interpersonal relationships, affective skills, and expressive skills will be emphasized. Wellness models and complementary therapies and integrative health will be incorporated into the interview process.

**PSCE-603 THEORIES AND INTERVENTIONS OF GROUP COUNSELING (3 credits)**

**PREREQUISITES:** PSCF-500, PSCF-503, PSCF- 505, PSCC.501, PSCP-510, PSCP-520

This course introduces students to the theory, research, and practice of group counseling. The course will focus on (a) therapeutic factors in and limits of group interventions; (b) observing and understanding group process; (c) awareness, practice, and development of group facilitation skills; (d) tailoring the principles of group dynamics to work with a specific population or issue; (e) integrating group observations with extant theory and research on group dynamics; (f) awareness of how race, ethnicity and culture influence group participation and facilitation; (g) identifying critical incidents in group process; and (h) awareness of ethical and professional guidelines associated with group process. The course will help students develop the following areas: conceptualization, presentation, counseling skills, multicultural skills, and professional identity.

**PSCE-608: MINDFULNESS AS AN INTERVENTION IN PSYCHOTHERAPY (3 credits)**

**PREREQUISITES:** PSCF-505, PSCC-536, PSCC-501

Mindfulness intervention has been established by empirical data as a promising approach in the treatment of a variety of clinical problems. Its integration into psychotherapy and psychotherapy models and theories is increasing. This elective course studies mindfulness-based approaches and its integration as an effective intervention in psychotherapy. Diverse mindfulness and acceptance-based programs along with contextual behavioral therapies and mindfulness assessment instruments will be studied. The efficacy of mindfulness-based interventions, as stated in scientific research, will be reviewed.

**PSCE-607: INTEGRATING SPIRITUALITY INTO COUNSELING PSYCHOLOGY (3 credits)**

**PREREQUISITES:** PSCF-505, PSCC-536, PSCC-501

Spirituality, religion, and the search for meaning are central to the lives and ways of coping with life challenges of many clients and many psychologists. The importance of preparing counseling psychologists to incorporate these factors into their work is increasingly clear. This elective course provides understanding of the ways spirituality and religion inform and influence the lives of clients and how they can enrich the purposes and efforts of both client and psychologist in the work of counseling psychology. The course focuses on interrelated aspects important for integrating spirituality into treatment. Ethical controversies are also discussed.

**PSCE- 708 BODY IMAGE IMPLICATIONS FOR HEALTH (3 credits)**

**PREREQUISITES: NONE**

The course presents the basic concepts of body image, its roots, its development, and the influences that intervene in the conception of the body, as well as the individual and cultural differences present in perceptions of body image. In addition, different instruments used to measure body image and therapeutic models used to work with the disorders related to body image will be examined.

**PSCE-709 ANIMAL-ASSISTED INTERVENTIONS (3 credits)**

**PREREQUISITES:** PSCF-505, PSCC-536, PSCC-501

This course provides an overview of animal-assisted activity (AAA) and animal-assisted therapy (AAT) as therapeutic intervention methods. The background and history of the interventions will be discussed, and current literature, studies, and publications will be reviewed. Different theoretical frameworks and approaches and the significance of sociocultural context, including its current status in Puerto Rico, will be presented. Research, ethical standards, and practice guidelines for AAA and AAT will be reviewed. The course will provide experiential application to diverse client populations and a variety of settings.

**PSCT-605 MASTER'S COMPREHENSIVE EXAMINATION (FIRST PART) (0 credits)**

**PSCT-606 MASTER'S COMPREHENSIVE EXAMINATION (SECOND PART) (0 credits)**

**CPCE-800 DOCTORAL CANDIDACY EXAM (0 credits)**

**CPIN-730 INTERNSHIP A (0 credits)**

**PREREQUISITES:** CPCE-800

**CPIN-740 INTERNSHIP B (0 credits)**

**PREREQUISITES:** CPIN-730

**DISS-810 DOCTORAL PROJECT/DISSERTATION A (0 credits)**

**DISS-820 DOCTORAL PROJECT/DISSERTATION B (0 credits)**

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

### MISSION

The Ph.D. program strives to be an exemplary and competitive clinical psychology program that develops culturally sensitive psychologists who master the required clinical and research skills to investigate mental health issues, particularly those associated with disadvantaged populations. Our educational philosophy is based on a holistic, dynamic, and integrated perspective, which is carried out through a balanced and interconnected sequence of didactic offerings, research opportunities, and experiential training placements.

### TRAINING MODEL

Since November 2010, we have used the Scientist-Practitioner training model. The model is an innovative approach that incorporates science and practice, whereby “each must continually inform the other” (Belar & Perry, 1992, p. 72). It is founded on the idea that psychologists should be trained as both scientists and practitioners (Jones & Mehr, 2007).

The goal of the model is to train psychologists who are capable of applying psychological knowledge to their work with patients as well as possess the ability to move the field forward and generate fresh knowledge in the form of new empirical findings, new theories, or new treatment programs. A psychologist who blends the roles of a clinician and a researcher into one entity is practicing in accordance with the scientist-practitioner model. The model provides the student with broad experience and knowledge in the science of psychology as well as in related fields that form the foundations of psychology, therefore providing for the development of the knowledge, skills, and attitudes that encourage a scientific approach to practice (Jones & Mehr, 2007).

The Ph.D. in Clinical Psychology program aims to promote understanding of scientific methodology in clinical practice and decision-making; to evaluate and treat clients using evidence-based methods, tools, and techniques; to ensure that practice and approaches to clinical problems are informed by science; and to foster practice-based research. The program trains the broad range of core competencies in academic psychology in the substantive area of training in accordance with the American Psychological Association’s Standards of Accreditation for Health Service Psychology (2015).

The nine domains emphasized in this model are (1) Research, (2) Ethical and Legal Standards, (3) Individual and Cultural Diversity, (4) Professional Values, Attitudes, and Behaviors, (5) Communication and Interpersonal Skills, (6) Assessment, (7) Intervention, (8) Supervision, and (9) Consultation and Interprofessional/Interdisciplinary Skills. The program goals and objectives are based on these nine domains.

The program goals are:

- a) To train students in designing and conducting research and integrating it into clinical psychology in a culturally and ethically appropriate manner
- b) To train students in applying knowledge, assessment skills, and clinical skills to the practice of psychology in a culturally and ethically appropriate manner

The program consists of 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, a dissertation, and a comprehensive examination. Students are required to submit the second-year project in article form to a professional peer-reviewed journal.

Both clinical and research competencies are integrated into the clinical and research practicum as well as into the core courses offered during the academic session. Practicum training is based on a developmental model that emphasizes the acquisition of competencies in a sequential, cumulative manner with increasing complexity and that is designed to prepare students for further structured training. The coursework also follows a sequence of complexity.

## **RESEARCH PRACTICUM**

Students complete a research practicum during each term of the program. Doctoral-level research faculty supervise the practicums, through which we expect students to master the following research competencies:

- Knowledge of the APA and Puerto Rican Psychological Association Codes of Ethics
- Ability to apply ethical principles in clinical research
- Ability to perform literature reviews
- Ability to use computers for research purposes (including data entry)
- Capacity to identify research problems, formulate research hypothesis, design a research plan, apply qualitative and quantitative research methodologies, and conduct and interpret statistical analyses
- Ability to write a research report
- Understanding of the role of social responsibility in the formulation of research problems

The program follows a mentorship model in which students are assigned a research mentor, based on common research interests, upon entry to the program. The mentor helps the student develop the research skills necessary to develop and complete an individual second-year research project and subsequently a doctoral thesis. By January of the second year, the student is expected to defend his/her second-year project proposal and to complete the project by January of the third year. The completed research project must be submitted for publication prior to applying for an internship.

## **CLINICAL PRACTICUM**

There are eight clinical practicum courses (I: PRAC-591, II-A: PRAC-592-A, II-B: PRAC-592-B, III: PRAC-593, IV-A: PRAC-594-A, IV-B, PRAC-594-B, V: PRAC-595, VI-A: PRAC-596-A, VI-B: PRAC-596-B, VII: PRAC-597, VIII-A: PRAC-598-A and VIII-B: PRAC-598-B), totaling 1,390 clinical practice hours.

In Clinical Practice I and II, didactic and clinical experiences are oriented to the development of personal, interpersonal, and communication skills along with basic skills of initial interviewing and case conceptualization using major psychological intervention models. In Clinical Practice III and IV, students practice basic skills in assessment, conceptualization, treatment plans, psychotherapy interventions, and conducting psychological evaluations in the areas of intelligence, perceptual motor skills, and adaptive behaviors. The developmental dimension is emphasized as students are exposed to different populations, including children, adolescents, and adults. Different models of conceptualization and therapy are incorporated, including behavioral, cognitive, and social-cultural approaches.

In Clinical Practice I, students begin by shadowing advanced students. In Clinical Practice II, they begin direct practice by seeing two clients. In Clinical Practice III, they have a caseload of six clients. In Clinical Practice IV, they start including cases that involve psychological tests and psychotherapy. In Clinical Practice V through VIII (third and fourth years), students continue refining clinical skills through evidenced-based interventions with different clients and conditions and incorporate the evaluation of personality into the battery of psychological tests. Students interested in working in more specialized areas—such as health, neuropsychology, or forensics—will be able to complete clinical practica in these areas in their third and fourth years after having mastered more basic and general clinical skills in years one and two.

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

Practicum Level	Minimum Requirements	Clinical Hours Face to Face (Cumulative)	Clinical Hours (Assessment)	Clinical Supervision	Indirect Hours	Didactic Hours	Total
<b>PRAC-591</b> (15 weeks) Fall	2 Shadow Cases	22 (11 Weeks) (22)	N/A	75 (5hrs Weekly)	30	15	142
<b>PRAC-592 A</b> (15 weeks) Spring	2 Individual cases	22 (11 Weeks) (44)	N/A	60 (4hrs Weekly)	15	5	102
<b>PRAC-592 B</b> (8 weeks) Summer	3 Individual case	24 (68)	N/A	32 (4 hrs Weekly)	8	5	69
<b>PRAC-593</b> (15 weeks) Fall	6 Individual cases	90 (158)	N/A	15	8	5	118
<b>PRAC-594 A</b> (15 weeks) Spring	3 Individual cases 4 Cognitive evaluations	45 (203)	40	15	20	5	125
<b>PRAC-594 B</b> (8 weeks) Summer	4 Individual cases	32 (235)	N/A	8	20	5	65
<b>PRAC-595</b> (15 weeks) Fall	5 Individual cases 4 Cognitive evaluations	75 (310)	40	15	20	5	155
<b>PRAC-596 A</b> (15 weeks) Spring	2 Individual cases 1 Family or Couples case* 3 Psychological or Psych-educational evaluations.*	60 (370)	42	15	20	5	142
<b>PRAC-596 B</b> (8 weeks) Summer	4 individual cases	32 (402)	N/A	8	20	5	65
<b>PRAC-597</b> (15 weeks) Fall	3 Individual cases 1 Family or couples case. 4 Psychological or Psych-educational evaluations. 2 Case consultations	75 (477)	56	15	20	5	171
<b>PRAC-598 A</b> (15 weeks) Spring	3 Individual cases 1 Family or couples case. 4 Psychological or psych-educational evaluations. * 2 Case consultations	60 (552)	42	15	20	5	171
<b>PRAC-598 B</b> (8 weeks) Summer	4 individual cases	32 (584)	N/A	8	20	5	65
<b>Total</b>		<b>584</b>	<b>234</b>	<b>281</b>	<b>221</b>	<b>70</b>	<b>1,390</b>

\* If student has the required course

For the clinical practicums, progressive mastery of the following competencies is expected:

- Skill in performing interviews
- Ability to integrate ethical principles into clinical practice
- Knowledge of professional guidelines and standards
- Self-awareness of interpersonal skills
- Capacity to diagnose mental disorders and other deviant conditions
- Skill in planning treatments
- Skill in applying short- and long-term psychotherapeutic interventions
- Skill in behavioral-cognitive and multi-modal therapies
- Ability to apply empirically-supported interventions
- Ability to administer, score, and interpret intelligence, perceptual, personality, and adaptive tests

Each student is also required to successfully complete a clinical case presentation as an outcome of readiness for internship. This requirement must be fulfilled any time between the fifth and sixth practicum. As of the 2013 Fall term, the successful completion of a clinical case presentation will have a weight of 25% of the Ph.D. in Clinical Psychology program requirements for the readiness for internship and the completion of program requirements. The remaining 75% will be attributed to the Doctoral Comprehensive Examination.

For a student to progress academically, he or she must maintain a minimum cumulative GPA of 3.00, pass the clinical and research practicum, pass the Integrative Program Examination, and comply with the ethical standards of the profession.

## **TRAINING GOALS**

The main goals of the Ph.D. in Clinical Psychology program are:

- a) To train students in designing and conducting research and integrating it into clinical psychology in a culturally and ethically appropriate manner
- b) To train students in applying knowledge, assessment skills, and clinical skills to the practice of psychology in a culturally and ethically appropriate manner

## **TRAINING OBJECTIVES**

The program has nine training objectives. Upon successful completion of all academic courses and practice, the students will be able to demonstrate competence in the following profession-wide competencies:

### *Competency #1: Research*

1. Demonstrate the substantially independent ability to formulate research or other scholarly activities that contribute to the scientific, psychological, or professional knowledge base
2. Conduct research or other scholarly activities
3. Critically evaluate and disseminate research or other scholarly works

*Competency #2: Ethical and legal standards*

1. Be knowledgeable of and act in accordance with the American Psychological Association (APA) and the Examining Board of Psychologists of Puerto Rico Ethical Principles and Codes of Conduct, as well as national and federal laws, rules, regulations, and professional standards and guidelines relevant to health service psychology
2. Recognize ethical dilemmas and apply ethical decision-making processes
3. Conduct all professional activities in an ethical manner

*Competency #3: Individual and cultural diversity*

1. Identify and understand personal and cultural attitudes and biases and their impact in interactions with others
2. Demonstrate familiarity with the current theoretical and empirical knowledge base as it relates to addressing diversity
3. Integrate awareness and knowledge of individual and cultural differences in professional conduct and roles within the community

*Competency #4: Professional values, attitudes, and behavior*

1. Behave in ways that reflect the values and attitudes of psychology
2. Engage in self-reflection and in activities to maintain and improve performance, wellbeing, and professional effectiveness
3. Actively seek and demonstrate openness and responsiveness to feedback and supervision
4. Respond professionally in increasingly complex situations with a progressively greater degree of independence

*Competency #5: Communication and interpersonal skills*

1. Develop and maintain effective relationships with a wide range of individuals
2. Produce and comprehend oral, nonverbal, and written communications
3. Demonstrate effective interpersonal skills

*Competency #6: Assessment*

1. Select and apply assessment methods that draw from empirical literature; collect relevant data using multiple sources and methods
2. Interpret assessment results to inform case conceptualization, classification, and recommendations
3. Communicate findings in an accurate and effective manner

*Competency #7: Intervention*

1. Establish and maintain effective relationships with the recipients of psychological services
2. Develop evidence-based intervention plans specific to the service delivery goals

3. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables
4. Demonstrate the ability to apply the relevant research literature to clinical decision-making
5. Modify and adapt evidence-based approaches effectively when a clear evidence base is lacking
6. Evaluate intervention effectiveness on an ongoing basis and adapt goals and methods as needed

*Competency #8: Supervision*

1. Demonstrate knowledge of supervision models and practices

*Competency #9: Consultation and interprofessional/interdisciplinary skills*

1. Demonstrate knowledge of and respect for the roles and perspectives of other professions
2. Demonstrate knowledge of consultation models and practices

## **PROGRAM OBJECTIVES**

Upon completion of the program, students will also be expected to demonstrate discipline-specific knowledge in:

- History and systems of psychology
- Basic content areas in scientific psychology
- Affective, biological, cognitive, developmental, and social aspects of behavior
- Research and quantitative methods
- Advanced integrative knowledge in scientific psychology
- Advanced integrative knowledge of basic discipline-specific content areas
- Research methods
- Quantitative methods
- Psychometrics

## **PROGRAM LENGTH AND RESIDENCY REQUIREMENTS**

The program is designed to be completed in five years, including four years of academic training (including the doctoral comprehensive examination and dissertation) and one year of a clinical psychology internship. At least two of the four academic training years must be at the San Juan Campus of Carlos Albizu University and at least one of those must be in full-time residence at the San Juan Campus.

All Ph.D. in Clinical Psychology students must complete the degree requirements within a period of seven years. After seven years, students may request an extension from the Chancellor. Although the program can be completed in five years, students typically complete the program in six-and-a-half years.

## **STUDENT PERFORMANCE EVALUATION, FEEDBACK, AND ADVISEMENT**

Each Ph.D. student receives a written evaluation once a year via letters containing the following reports:



- A research progress report
- A clinical progress report
- An academic progress report

Together, these documents provide information on all aspects of the student's performance.

The research progress report and clinical progress report letters are personally handed to each student by his or her research and clinical supervisors and are also sent to the student by email. The students must sign a document stating that the research and clinical progress reports were received. The academic progress report letter is sent by email and by mail to each student. Copies of all three letters are placed in the student's record at the Registrar's Office.

During the course of each term, faculty and clinical and research supervisors provide ongoing feedback to students on their clinical and research competencies. All courses, research projects, and clinical practices include formal mid- and end-of-term written evaluations of competencies. If areas of difficulty are identified, faculty or supervisors document specific recommendations or remedial activities that should be accomplished during the next session. Students are encouraged to discuss academic problems as well as their end-of-term feedback with their faculty advisors and professional counselors.

Every student meets with his or her advisor to monitor academic and clinical progress and to prepare for the next term. The student is responsible for ensuring the timely completion of program requirements.

## ADMISSION REQUIREMENTS AND PROCEDURES

### Required Documents

1. A **completed application form** submitted prior to the established deadline and accompanied by a non-refundable application fee of \$75.00. Every applicant must provide a Social Security Number. No application will be processed without one.
2. Evidence of having completed a bachelor's degree in a public or private higher education institution licensed to operate in its jurisdiction, with a **minimum cumulative grade point average** of 3.25 on a 4.00 scale.
3. **Official transcripts** from *all* previous institutions attended, which must be requested by the applicant to be sent directly to the Admissions Office. In those cases where the applicant will receive a degree from a previously attended institution more than 30 calendar days after beginning the academic session at Albizu, an official degree certification will be accepted as evidence that the degree will be conferred at a future date. Upon degree conferment, the student will have up to 30 working days to comply with the requirement to submit the transcript. Failure to comply will result in a hold that prevents any administrative transaction between the student and the Institution. *Failure to report previous college and/or graduate work constitutes a falsification of the application, which will result in the loss of all credits earned and may result in dismissal.*
4. Two **letters of recommendation** from professor(s), employer(s), or community leader(s). *The recommendations must be submitted on Albizu's official [Recommendation Form](#).*
5. **EXADEP (Examen de Admisión a Estudios de Posgrado) or GRE (Graduate Record Examinations)** results. Only scores from exams taken within the past five years will be accepted.
6. An updated **Certificate of Good Conduct** from the jurisdiction(s) where the applicant was a resident during the past five years.

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

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

### **Admission Procedures**

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

### **IDENTITY VERIFICATION**

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

### **REQUIREMENTS FOR THE PH.D. IN CLINICAL PSYCHOLOGY DEGREE**

1. A cumulative grade point average (CGPA) of 3.25 or higher on a 4.00 scale
2. No grades of "C" or lower in any course

3. Completion of a minimum of three years of full-time residency in the program
4. Satisfactory completion of 96 credits
5. Satisfactory completion of at least 1,594.5 hours of practicum in PRAC-591, PRAC-592, PRAC-593, PRAC-594, PRAC-595, PRAC-596, PRAC-597 and PRAC-598
6. Satisfactory completion of the following seminars: APA Writing Style Seminar (SEMM-531) and Workshop on Writing skills and Case Conceptualization (SEMM-532)
7. Satisfactory completion of the Doctoral Integrative Examination (PHCP-830), with no more than two (2) NPs
8. Satisfactory completion and approval of a doctoral project or dissertation; if applicable, candidates must obtain written approval prior to collecting data from the Research Training Program for having met the standards for research design and, for dissertations or projects with human participants, from the Internal Review Board for ethical practice in research involving human subjects (please see the *Dissertation Manual* and *IRB Procedures Manual*)
9. No more than one (1) NP, W, or AW in any seminar, laboratory, or clinical practicum
10. No more than one (1) NP in a dissertation or doctoral project, whether consecutive or not
11. Satisfactory completion of a 2,000-hour pre-doctoral internship in clinical psychology on a full-time basis (40 hours per week) during a one-year period or part-time (20 hours per week) during a two-year period in a facility approved by the program
12. Fulfillment of all institutional obligations
13. Good standing in the program, i.e., no disciplinary action pending or academic or practicum probation; in the case of a student readmitted after an Academic Dismissal, if he or she once again fails or drops (whether by a Withdrawal or an Administrative Withdrawal) the course, laboratory, practice, seminar, or degree exam for which the Academic Dismissal was originally granted, then he or she will be dismissed from the program without the possibility of applying for admission to the same program again
14. Recommendation from the program faculty for the doctoral degree; students seeking the degree must demonstrate, to the satisfaction of the faculty, the professional, ethical, and personal attributes described in the current *General Policies and Disciplinary Procedures Manual*

## EDUCATION/TRAINING OUTCOMES AND INFORMATION

Please note that the American Psychological Association (APA) requires the information that follows to be updated every year. For the most recent update, please refer to the Ph.D. in Clinical Psychology section of the Albizu website: <http://www.albizu.edu/Acadmica/Ttulos-en-Psicologa/Psicologa-Clinica>

Domain G of the *Guidelines and Principles for Accreditation of Programs in Professional Psychology* requires that doctoral graduate programs provide potential students, current students, and the public with accurate information on the program and on program expectations. This information is meant to describe the program accurately and completely, include education and training outcomes, and be presented in a manner that allows applicants to make informed and comparative decisions about entering the program.

The APA's Committee on Accreditation believes that, as of January 1, 2011, all doctoral programs should therefore minimally provide the following information regarding education and training outcomes and accurate program descriptions to potential students in its public documents including its website, if it has one; time to program completion; costs (tuition and fees); internship acceptance rates; fellowships and other funding available, and student attrition rates.

In compliance with the regulations and in conformity with the aforementioned guidelines and principles, the Ph.D. in Clinical Psychology program of Carlos Albizu University, San Juan Campus, presents full-disclosure data on education/training outcomes. The tables, both in format and in content, are composed of data provided to APA in the Albizu annual reports for the designated academic years. It is our spirit to present these tables accurately, in a comparable format to other accredited Ph.D. programs, and to provide a friendly reading that allows comparisons.

### Time to Completion for all Students Entering the Program

Outcome	Years in which Degrees were Conferred																					
	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Total	
Total number of students with doctoral degree conferred on transcript	29		21		18		21		24		13		26		31		25		14		222	
Mean number of years to complete program	7		9		6		7		6		6		6		6.4		6.26		7.4		6.7	
Median number of years to complete the program	6		6		8		6		6		7		6		6		5.5		6		6.25	
<b>Time to Degree Ranges</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Students in less than 5 years	3	10	2	10	0	0	0	0	0	0	0	0	0	0	1	3	0	0	0	0	6	3
Students in 5 years	6	21	3	14	1	6	7	33	10	42	5	38	10	38	6	19	12	48	3	21	63	28
Students in 6 years	6	21	7	33	3	17	6	29	6	25	1	8	9	35	13	42	8	32	2	14	61	27
Students in 7 years	2	7	4	19	5	28	3	14	3	13	3	23	1	4	6	19	2	8	6	43	35	16
Students in more than 7 years	12	41	5	24	9	50	5	24	5	21	4	31	6	23	5	16	3	12	3	21	57	26

### Program Costs

Description	2017 - 2018 1 <sup>st</sup> Year Cohort Cost
Tuition for full-time students (in-state)	\$15,025
Tuition for full-time students (out-of-state)	\$15,025
Tuition per credit hour for part-time students ( <i>if applicable</i> )	\$311
University/institution fees or costs	\$1,785
Additional estimated fees or costs (e.g. books, travel, etc.)	\$1,000

**Internship Placement - Table 1**

Outcome	Year Applied for Internship																			
	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who obtained APA/CPA-accredited internships	1	11	1	3	4	16	1	8	0	0	1	3	4	14	7	27	8	53	9	82
Students who obtained APPIC member internships that were not APA/CPA accredited (if applicable)	5	56	2	7	1	4	0	0	4	18	9	26	6	21	2	8	5	33	2	18
Students who obtained other membership organization internships (e.g. CAPIC) that were not APA/CPA accredited (if applicable)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained internships conforming to CDSPP guidelines that were not APA/CPA-accredited (if applicable)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained other internships that were not APA/CPA-accredited (if applicable)	3	33	25	86	18	72	12	92	18	82	24	71	18	64	11	42	1	7	0	0
Students who obtained any internship	9	100	28	97	23	92	13	100	22	100	34	100	28	100	20	77	14	93	11	100
Students who sought or applied for Internships including those who withdrew from the application process*	9	-	29	-	25	-	13	-	22	-	34	-	28	-	26	-	15	-	11	-

**Internship Placement - Table 2**

Outcome	Year Applied for Internship																			
	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who sought or applied for internships including those who withdrew from the application process	9	-	29	-	25	-	13	-	22	-	34	-	28	-	26	-	15	-	11	-
Students who obtained paid internships	7	78	28	97	20	80	12	92	18	82	31	91	26	93	19	73	14	93	11	100
Students who obtained half-time internships* (if applicable)	0	0	0	0	0	0	0	0	1	5	1	3	0	0	0	0	0	0	0	0

\*Cell should only include students who applied for internship and are included in applied cell count from "Internship Placement - Table 1"

### Attrition

Variable	Year of First Enrollment																			
	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students for whom this is the year of first enrollment (i.e. new students)	26	-	32	-	35	-	32	-	31	-	30	-	30	-	33	-	23	-	22	-
Students whose doctoral degrees were conferred on their transcripts	14	54	23	72	28	80	20	63	13	42	2	7	0	0	0	0	0	0	0	0
Students still enrolled in the program	0	0	3	9	3	9	3	9	8	26	15	50	28	93	27	82	17	74	20	91
Students no longer enrolled for any reason other than conferral of doctoral degree	12	46	6	19	4	11	9	28	10	32	13	43	2	7	6	18	6	26	2	9

### Licensure

Outcome	2007 to 2017
Total number of program graduates (doctoral degrees conferred on transcript) between 2 and 10 years ago	<b>186</b>
The number of these graduates (between 2 and 10 years ago) who became licensed psychologists in the past 10 years	<b>168</b>
Licensure percentage	<b>90%</b>

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

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

**AREA I. Clinical Courses ..... 57 credits**

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

**Assessment Courses ..... 6 credits**

PSAC-603 Assessment of Intelligence .....	3 credits
PSDL-603 Assessment of Intelligence (LAB) .....	0 credits
PHCP-681 Assessment of Personality I .....	3 credits
PHCL-681 Assessment of Personality I (LAB).....	0 credits

**AREA II. Research Courses ..... 21 credits**

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

<b>AREA III. Practicums</b> .....	0 credits
<b>Clinical Practices</b>	
PRAC-591 Clinical Practicum I.....	0 credits
PRAC-592-A Clinical Practicum II-A.....	0 credits
PRAC-592-B Clinical Practicum II-B .....	0 credits
PRAC-593 Clinical Practicum III.....	0 credits
PRAC-594-A Clinical Practicum IV-A .....	0 credits
PRAC-594-B Clinical Practicum IV-B .....	0 credits
PRAC-595 Clinical Practicum V .....	0 credits
PRAC-596-A Clinical Practicum VI-A .....	0 credits
PRAC-596-B Clinical Practicum VI-B .....	0 credits
PRAC-597 Clinical Practicum VII .....	0 credits
PRAC-598-A Clinical Practicum VIII-A .....	0 credits
PRAC-598-B Clinical Practicum VIII-B .....	0 credits
PRAC-901 Optional Clinical Practicum .....	0 credits
PRAC-901-A Optional Clinical Practicum.....	0 credits
PRAC-901-B Optional Clinical Practicum .....	0 credits
<b>Research Practices</b>	
RPIC-671 Research Practice – Fall Year 1 .....	0 credits
RPIC-671 Research Practice – Spring Year 1 .....	0 credits
RPIC-671 Research Practice – Summer Year 1 .....	0 credits
RPIC-671 Research Practice – Fall Year 2 .....	0 credits
RPIC-671 Research Practice – Spring Year 2 .....	0 credits
RPIC-671 Research Practice – Summer Year 2 .....	0 credits
RPIC-671 Research Practice – Fall Year 3 .....	0 credits
RPIC-671 Research Practice – Spring Year 3 .....	0 credits
RPIC-671 Research Practice – Summer Year 3 .....	0 credits
<b>AREA IV. Electives</b> .....	12 credits
<b>AREA V. PHCP-830 Doctoral Integrative Examination</b> .....	0 credits
<b>AREA VI. PSIN-890 Clinical Psychology Internship</b> .....	0 credits
<b>AREA VII. DISS-870 Doctoral Dissertation</b> .....	0 credits
<b>AREA VIII. Seminars and Workshops</b> .....	0 credits
SEMM-531 APA Writing Style Seminar .....	0 credits
PHCE-755 Conceptualization and Formulation Seminar – Fall Year 2 .....	0 credits
PHCE-755 Conceptualization and Formulation Seminar – Spring Year 2 .....	0 credits
PHCE-755 Conceptualization and Formulation Seminar – Fall Year 3 .....	0 credits
PHCE-755 Conceptualization and Formulation Seminar – Spring Year 3 .....	0 credits
PHCE-755 Conceptualization and Formulation Seminar – Fall Year 4 .....	0 credits
PHCE-755 Conceptualization and Formulation Seminar – Spring Year 4 .....	0 credits
<b>Total Academic Credits</b> .....	96 credits
<b>Total Practicum Credits</b> .....	0 credits



## COURSES REQUIRED FOR A MASTER'S DEGREE DIPLOMA

PHCP-500 Theories of Learning and Motivation .....	3 credits
PHCP-505 Ethics in Clinical Practice and Research .....	3 credits
PHCP-528 Techniques of Psychotherapy and Comparative Theories of Personality .....	3 credits
PHCP-585 Psychopathology I .....	3 credits
PHCP-587 Advanced Psychopathology .....	3 credits
PHCP-540 Life Span Human Development .....	3 credits
PHCP-612 History and Systems of Psychology .....	3 credits
PHCP-548 Advanced Techniques of Psychotherapy .....	3 credits
PHCP-527 Cognitive and Behavioral Therapy: Child and Adolescent .....	3 credits
PHCL-527 Cognitive and Behavioral Therapy: Child and Adolescent (LAB).....	0 credits
PHCP-661 Social Psychology with Emphasis on Puerto Rico .....	3 credits
PHCP-634 Cross Cultural Psychotherapy: Multicultural and Individual Diversity ....	3 credits
PSAC-603 Assessment of Intelligence .....	3 credits
PSDL-603 Assessment of Intelligence (LAB) .....	0 credits
PHCP-681 Personality Assessment .....	3 credits
PHCL-681 Personality Assessment (LAB) .....	0 credits
RMIC-824 Techniques of Correlation and Multiple Regression .....	0 credits
RMSL-824 Techniques of Correlation and Multiple Regression (LAB).....	0 credits
RMIC-826 Statistics I .....	3 credits
RMSL-826 Statistics I (LAB) .....	0 credits
PHCP-588 Theory of Tests and Test Construction .....	3 credits
RMIC-825 Research Design and Program Evaluation .....	3 credits
PHCP-643 Psychotherapy Research in Clinical Practice .....	3 credits
PHCP-628 Neuroscience Approach of Cognitive and Affective Aspects of Behavior .....	3 credits
PRAC-591 Clinical Practicum I .....	0 credits
PRAC-592-A Clinical Practicum II-A.....	0 credits
PRAC-592-B Clinical Practicum II-B .....	0 credits
PRAC-593 Clinical Practicum III.....	0 credits
PRAC-594-A Clinical Practicum IV-A .....	0 credits
PRAC-594-B Clinical Practicum IV-B .....	0 credits
RPIC-671 Research Practice – Fall Year 1 .....	0 credits
RPIC-671 Research Practice – Spring Year 1 .....	0 credits
RPIC-671 Research Practice – Summer Year 1 .....	0 credits
RPIC-671 Research Practice – Fall Year 2 .....	0 credits
RPIC-671 Research Practice – Spring Year 2 .....	0 credits
RPIC-671 Research Practice – Summer Year 2 .....	0 credits
SEMM-531 APA Writing Style Seminar .....	0 credits
PHCE-755 Conceptualization and Formulation Seminar – Fall Year 2 .....	0 credits
PHCE-755 Conceptualization and Formulation Seminar – Spring Year 2 .....	0 credits
 Total Credits for Master's Degree.....	 57 credits

**DOCTOR OF PHILOSOPHY IN CLINICAL PSYCHOLOGY (Ph.D.)  
CURRICULAR SEQUENCE**

<b>FALL - FIRST YEAR</b>			
<b>Code</b>	<b>Course Title</b>	<b>Prerequisites</b>	<b>Credits</b>
PHCP-505	Ethics in Clinical Practice & Research *		3
PHCP-528	Theories of Psychotherapy and Comparative Theories of Personality		3
PHCP-585	Psychopathology I *		3
PRAC-591	Clinical Practicum I *		0
RMIC-826	Statistics I*		3
RMSL-826	Statistics I Laboratory*		0
RPIC-671	Research Practicum I *		0
SEMM- 531	APA Writing Style Seminar*		0

<b>SPRING FIRST YEAR</b>			
<b>Code</b>	<b>Course Title</b>	<b>Prerequisites</b>	<b>Credits</b>
PHCP-587	Advanced Psychopathology *	PHCP-585	3
PHCP-548	Advanced Techniques of Psychotherapy *	PHCP-528	3
RMIC-824	Techniques of Correlation and Multiple Regression*	RMIC-568	3
RMSL-824	Techniques of Correlation and Multiple Regression (Lab.)*		0
RMIC-825	Experimental Design and Program Evaluation *		3
PHCP-529	Professional Seminar in Clinical Fundamentals		3
PRAC-592A	Clinical Practicum II A*	PRAC-591, PHCP-528, PHCP-585	0
RPIC-671	Research Practicum I *		0

<b>SUMMER FIRST YEAR</b>			
<b>Code</b>	<b>Course Title</b>	<b>Prerequisites</b>	<b>Credits</b>
PHCP-540	Life Span Human Development *		3
PHCP-500	Theories of Learning and Motivation *		3
PHCP-527	Cognitive and Behavioral Therapy: Child and Adolescent*		3
PHCL-527	Cognitive and Behavioral Therapy: Child and Adolescent (Lab.)*		0
PRAC-592B	Clinical Practicum II B*	PRAC-591, PRAC-592 A, PHCP-528, PHCP-585	0
RPIC-671	Research Practicum*		0

<b>FALL SECOND YEAR</b>			
<b>Code</b>	<b>Course Title</b>	<b>Prerequisites</b>	<b>Credits</b>
PHCE-755	Conceptualization and Formulation Seminar		0
PHCP-588	Theory of Tests and Test Construction *		3
PHCP-661	Social Psychology with Emphasis in Puerto Rico *		3
PHCP-643	Psychotherapy Research in Clinical Practice *	PHCP-548	3
PSAC-603	Assessment of Intelligence *		3
PSDL-603	Assessment of Intelligence Laboratory *		0
PRAC-593	Clinical Practicum III *	PRAC- 592 A, PRAC - 592 B	0
RPIC-671	Research Practicum *		0

SPRING SECOND YEAR			
Code	Course Title	Prerequisites	Credits
PHCE-755	Conceptualization and Formulation Seminar*		0
PHCP-634	Cross Cultural Psychotherapy: Multicultural and Individual Diversity*	PSAC-603	3
RMIC-829	Advanced Statistics		3
RMIC-830	Cross Cultural and Advanced Methods of Measurement & Evaluation	RMIC-588	3
PRAC-594 A	Clinical Practicum IV A*	PRAC-593, PSAC-603, PSDL-603	0
RPIC-671	Research Practicum*		0

SUMMER SECOND YEAR			
Code	Course Title	Prerequisites	Credits
ELECT#1	ELECTIVE # 1		3
PHCP-612	History and Systems of Psychology *		3
PHCP-754	Health Psychology: Cognitive, Affective and Physiological Bases		3
RMIC-875	Qualitative Research Design	RMIC-825	3
PRAC-594 B	Clinical Practicum IV B*	PRAC-594 A, PSAC-603, PSDL-603	0
RPIC-671	Research Practicum*		0

FALL THIRD YEAR			
Code	Course Title	Prerequisites	Credits
ELECT#2	ELECTIVE # 2		3
PHCE-755	Conceptualization and Formulation Seminar		0
PHCE-756	Emotions and Cognitions: A Human Development Perspective*		3
PHCP-628	Neuroscience Approach of Cognitive and Effective Aspects of Behavior *		3
PHCP-681	Personality Assessment I*	PSAC-603, PSDL-603	3
PHCL-681	Personality Assessment I (Lab.) *	PSAC-603, PSDL-603	0
PRAC-595	Clinical Practicum V	PRAC-594 A, PRAC-594 B	0
RPIC-671	Research Practicum		0

\*Courses that must be completed to obtain a Master Degree in Clinical Psychology. Students must have passed 57 credits as well as completed the second year project.

SPRING THIRD YEAR			
Code	Course Title	Prerequisites	Credits
ELECT#3	ELECTIVE # 3		3
PHCE-755	Conceptualization and Formulation Seminar		0
PSYC-749	Psychopharmacology	PHCP-628	3
PRAC-596 A	Clinical Practicum VI A	PRAC-595	0
RPIC-671	Research Practicum*		0

SUMMER THIRD YEAR			
Code	Course Title	Prerequisites	Credits
	ELECTIVE #4		3
PHCP-713	Techniques and Strategies of Clinical Supervision & Consultation		3
PHCP-750	Trauma: Psychological Perspectives		3
PRAC-596 B	Clinical Practicum VI B	PRAC-596 A	0
RPIC-671	Research Practicum*		0

FALL FOURTH YEAR			
Code	Course Title	Prerequisites	Credits
DISS-870	Doctoral Dissertation		0
PHCE-755	Conceptualization and Formulation Seminar		0
PHCP-830	PHD. Program Integrative Exam**		0
PRAC-597	Clinical Practicum VII	PRAC-596 A, PRAC 596 B	0

Note: Applications of Clinical Internship for Fall Fifth Year.

\*\* Students must have completed and approved all prerequisite courses before taking the exam. The test will be taken at the beginning of the Fall and Spring semesters.

SPRING FOURTH YEAR			
Code	Course Title	Prerequisites	Credits
DISS-870	Doctoral Dissertation		0
PHCE-755	Conceptualization and Formulation Seminar		0
PRAC-598 A	Clinical Practicum VIII A	PRAC-597	0

SUMMER FOURTH YEAR			
Code	Course Title	Prerequisites	Credits
PRAC-598 B	Clinical Practicum VIII B	PRAC 598 A	0

FALL FIFTH YEAR			
Code	Course Title	Prerequisites	Credits
DISS-870	Doctoral Dissertation		0
PRAC-901	Optional Clinical Practicum	PRAC 598 A, PRAC 598 B	0

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

SUMMER FIFTH YEAR			
Code	Course Title	Prerequisites	Credits
PRAC-901B	Optional Clinical Practicum B	PRAC 901 A	0

FALL SIXTH YEAR			
Code	Course Title	Prerequisites	Credits
PSIN-890	Clinical Psychology Internship ***		0

SPRING SIXTH YEAR			
Code	Course Title	Prerequisites	Credits
PSIN-890	Clinical Psychology Internship		0

SUMMER SIXTH YEAR			
Code	Course Title	Prerequisites	Credits
PSIN-890	Clinical Psychology Internship		0

\*\*\*During Fall of the fifth year, students can apply for their Clinical Internship, if they have completed the curricular sequence (96 credits) and all Clinical and Research Practice. Students must also have submitted their second year paper for publication and defended their dissertation proposal.

**DOCTOR OF PHILOSOPHY IN CLINICAL PSYCHOLOGY (PH.D.)  
COURSE DESCRIPTIONS**

**DISS-870 DISSERTATION**

**PREREQUISITE:** None

Students are required to enroll in this course while they are actively working on their dissertations.

**PHCE-755 CONCEPTUALIZATION AND FORMULATION SEMINAR (0 credits)**

**PREREQUISITES:** None

Students will meet once a month for two-and-a half-hour sessions with their same-year peers and the assigned professor. During these meetings, students will discuss their clinical practicum experiences and share them via group case presentations. Particular attention will be paid to helping students develop conceptualization, case formulation, and treatment skills. Students will develop a greater breadth of knowledge through vicarious experiences, since they will be exposed to different types of cases than those they personally encounter. Student will also be able to present any issues they need clarification with or receive help with any difficulties they are experiencing in their clinical practicums.

**PHCE-756 EMOTIONS AND COGNITIONS: A HUMAN DEVELOPMENT PERSPECTIVE (3 credits)**

**PREREQUISITES:** None

This course reviews the latest scientific knowledge on how functioning in a particular domain of human development is integrated into and influences other areas. In particular, we will be learning about the latest research on the integration of emotional and cognitive development and the latest findings in neuroscience, brain development, and genetics/epigenetics that elucidate how these processes occur. We will be using a developmental psychopathology perspective to interpret this research and to identify clinical, research, practice, and policy implications. Emphasis will be placed on early childhood and adolescence, where most of the current work is being done. Specific disorders will be analyzed from this theoretical perspective.

**PHCL-527 COGNITIVE AND BEHAVIORAL THERAPY: CHILD AND ADOLESCENT (LAB) (0 credits)**

**PREREQUISITES:** None

**COREQUISITE:** PHCP-527

To be taken concurrently with the regular course at an assigned schedule.

**PHCL-681 PERSONALITY ASSESSMENT I (LAB) (0 credits)**

**PREREQUISITES:** PSAC-603, PSDL-603

**COREQUISITE:** PHCP-681

To be taken concurrently with the regular course at an assigned schedule.

**PHCP-500 THEORIES OF LEARNING AND MOTIVATION (3 credits)**

**PREREQUISITES:** None

Contemporary and classical theories of learning and motivation. Relevant research in the behavioral, cognitive, social learning, and neurophysiological areas will be discussed. The implications of studies in the field of learning and motivation for psychological interventions will be stressed.

**PHCP-505 ETHICS IN CLINICAL PRACTICE AND RESEARCH (3 credits)**

**PREREQUISITES:** None

This course introduces topics related to ethical issues, legal issues, and professional conduct in the practice of psychology. Analysis of value conflicts (including those that may reflect different cultural orientations), decision-making, maintenance of high professional standards, confidentiality, and standards for human research are among the topics to be addressed in this course. Legal aspects, such as risks for malpractice suits and licensure requirements, will also be discussed.

**PHCP-527 COGNITIVE & BEHAVIOR THERAPY: CHILD AND ADOLESCENT (3 credits)**

**PREREQUISITES:** None

**COREQUISITE:** PHCL-527

This course emphasizes the use of evidence-based therapeutic methodologies to facilitate behavior change for a variety of clinical problems in children and adolescents. The application of different learning principles and specific techniques of therapeutic change will be covered. The course will also address problems encountered in the practical application of cognitive and behavioral techniques with children and parents.

**PHCP-528 THEORIES OF PSYCHOTHERAPY AND COMPARATIVE THEORIES OF PERSONALITY (3 credits)**

**PREREQUISITES:** None

Major theoretical positions in the field of personality will be presented as well as their applications to psychotherapy. Pertinent research literature will be reviewed. The application of theory to Hispanic client needs will be reviewed.

**PHCP-529 PROFESSIONAL SEMINAR IN CLINICAL FUNDAMENTALS (3 credits)**

**PREREQUISITES:** None

This class helps prepare students to work with clients in general and in the therapy practica in the spring of the first year and onward. Students will learn the fundamentals of interviewing; develop an understanding of formulation-based cognitive behavior therapy; increase their knowledge, awareness, and skill in working with diverse populations; and understand the importance of professionalism, including boundaries, limits of competence, and confidentiality. Through practice, they will also discover their basic clinical strengths and areas for growth.

**PHCP-540 LIFE SPAN HUMAN DEVELOPMENT (3 credits)**

**PREREQUISITES:** None

A review of theory and research on human development across the lifespan. The focus is on psychosocial, cognitive, moral, and intellectual development. Emphasis is given to the identification of factors in developmental disorders and cross-cultural differences in life context and worldview.

**PHCP-548 ADVANCED TECHNIQUES OF PSYCHOTHERAPY (3 credits)**

**PREREQUISITES:** PHCP-528

Discussion of cases currently being seen in clinical practicums. Techniques for clinical conceptualization are presented and analyzed. Cases will be presented at a clinical conference. Emphasis is placed on conceptualization, diagnosis, and development of the treatment plan.

**PHCP-585 PSYCHOPATHOLOGY I (3 credits)**

**PREREQUISITES:** None

Introduction to dysfunctional behavior through studying the method of classifying behavioral disorders according to the multi-axial system of the *Diagnostic and Statistical Manual of Mental Disorders*. The course is designed to develop clinical skills in the use of the *DSM* diagnostic system. Introduction to theories of psychopathology and their application to clinical conditions.

**PHCP-587 ADVANCED PSYCHOPATHOLOGY (3 credits)**

**PREREQUISITES:** PCHP-585

Advanced skills in determining etiology and classifying mental disorders within the *DSM* diagnostic system.

**PHCP-588 THEORY OF TESTS AND TEST CONSTRUCTION (3 credits)**

**PREREQUISITE:** None

The course presents the major principles of test construction in psychological measurement. Methods for determining validity and reliability will be examined through class exercises. The content includes the study of scaling methods such as the Guttman, Thurstone, and Likert scales. Students will apply knowledge from the course to construct their own assessment instruments.

**PHCP-612 HISTORY AND SYSTEMS OF PSYCHOLOGY (3 credits)****PREREQUISITES:** None

This course will review systems of psychological thought from a historical perspective as well as current psychological trends and fields of study.

**PHCP-628 NEUROSCIENCE APPROACH TO COGNITIVE AND AFFECTIVE ASPECTS OF BEHAVIOR (3 credits)****PREREQUISITES:** None

This course provides a review of the major theories of cognition and affective aspects of behavior. The course will include a description of the physiological processes of human behavior, such as the structure of the neurological system, sensory systems, synaptic chemistry, and electrophysiology of the encephalon. The course will also present different pathologies and deficits related to the cognitive and affective aspects of behavior.

**PHCP-643 PSYCHOTHERAPY RESEARCH IN CLINICAL PRACTICE (3 credits)****PREREQUISITE:** PHCP-548

In this course, students will learn how psychotherapy research can inform the clinical practice of psychologists. Students will learn how to critically and empirically assess the results of psychotherapy interventions and the many pitfalls that abound in the clinical literature. Emphasis will be given to recent advances in the field, such as the use of treatment manuals and clinical guidelines, and to the empirically supported psychotherapies. Also, emphasis will be given to current debates, such as the use of qualitative versus meta-analytic reviews of the empirical literature and the evaluation of common versus specific effects of psychotherapies.

**PHCP-661 SOCIAL PSYCHOLOGY WITH EMPHASIS ON PUERTO RICO (3 credits)****PREREQUISITES:** None

The course will review the theoretical bases of social psychology and Puerto Rican sociocultural bases that influence the broad-spectrum behaviors of subjects. The following areas will be examined; interpersonal communication, attitudes and persuasion, conformity, social perception, attributions, cognitive processes in social perceptions, interpersonal attractions, affiliation, and aggression. Emphasis will be given to the relation between social psychology and social change. The course will explore the extent to which social psychology is subject to variation within different cultural contexts especially within the Puerto Rican society. Major considerations of Puerto Rican issues in social psychology will be addressed, including population, migration and immigration, urbanism, employment, industrialization, housing, and modernization. Major social problems will be reviewed. Relevant research will be analyzed in the existing literature. The course explores how rapid changes in the identified indicators in Puerto Rico have affected interpersonal relationships, human development, and the maintenance of beliefs and social mores according to social psychology theories. A sociohistorical analysis will be emphasized.

**PHCP-681 PERSONALITY ASSESSMENT I (3 credits)****PREREQUISITES:** PSAC-603, PSDL-603**COREQUISITE:** PHCL-681

Administration and clinical interpretation of objective tests of the personality such as the Multiphase Inventory of the Personality of Minnesota (MMPI), the MMPI-2, and the Inventory of Depression of Beck will be discussed. A critical discussion of the utility and applicability of objective tests in psychodiagnosis, especially including reference to test use with minority populations and research applications. This is a laboratory course.

**PHCP-713 TECHNIQUES AND STRATEGIES OF CLINICAL SUPERVISION AND CONSULTATION (3 credits)****PREREQUISITES:** None

This course offers students a general overview of clinical supervision and the different approaches and models applied to the discipline of psychology. Students will learn the difference between supervision and consultation and will acquire knowledge of consultation skills for mental health professionals. In addition, this course will offer students the opportunity to create and develop instruments to measure variables that should be present in each psychotherapeutic model. There will be an integration of theory



and research. Students will practice creating ways to measure their psychotherapeutic model and will explore research publications on psychotherapy supervision and consultation.

**PHCP-749 PSYCHOPHARMACOLOGY (3 credits)**

**PREREQUISITE:** PHCP-628

This course explains the effects of drugs on the mind and on the behavior of human beings. The course familiarizes students with basic knowledge, therapeutic issues, and recent research related to the psychopharmacology area. Since 1950, psychopharmacotherapy has been a major factor in allowing the early discharge of hospitalized mental patients and permitting them to function in the community. The course presents the biochemical mechanisms of major drug families commonly used in psychopathologies. The biotransformation process, therapeutics dose, toxicity effects, and contraindications of major psychoactive drugs are also discussed. The implications of the biopsychosocial model and its importance in the prevention, treatment, and incidence of drug abuse are emphasized.

**PHCP-750 TRAUMA: PSYCHOLOGICAL PERSPECTIVES (3 credits)**

**PREREQUISITES:** None

This course deepens knowledge about the effects of a diverse array of traumas on human subjects, including children, adults, and the elderly. Students will be exposed to the latest investigations and theories of the subject matter in order to amplify their knowledge and clinical skills when making a diagnosis, a case conceptualization, or a treatment recommendation. Additionally, students will become familiar with subject matters and controversies such as the issue of comorbidity; the relation between trauma and memory; countertransference reactions; cultural issues of assessment; and treatment approaches.

**PHCP-754 HEALTH PSYCHOLOGY: COGNITIVE, AFFECTIVE & PHYSIOLOGICAL BASES FOR BEHAVIOR (3 credits)**

**PREREQUISITES:** None

This course introduces the major principles and concepts of health psychology. Application and integration of the principal biological, psychological, and social factors that influence health and the development of disease will be emphasized. The student will also be exposed to the issues related to psychosocial adjustment among individuals with chronic medical conditions. The students will gain knowledge of the aforementioned issues in both adult and pediatric populations.

**PRAC-591, -592, -593, -594, -595, -596, -597 CLINICAL PRACTICUMS (0 credits)**

*(Ph.D. program only)*

Students are required to enroll in this sequence of clinical practicum experiences, in which they are exposed to a variety of clinical populations and settings.

**PRAC-591 CLINICAL PRACTICUM I**

**PREREQUISITES:** None

Only offered in Fall term.

**PRAC-592-A CLINICAL PRACTICUM II-A**

**PREREQUISITES:** PHCP-528, PHCP-585, PRAC-591

Only offered in the Spring term.

**PRAC-592-B CLINICAL PRACTICUM II-B**

**PREREQUISITES:** PHCP-528, PHCP-585, PRAC—591, PRAC-592-A

Only offered in the Summer term.

**PRAC-593 CLINICAL PRACTICUM III**

**PREREQUISITES:** PRAC-592

**PRAC-594-A CLINICAL PRACTICUM IV-A**

**PREREQUISITES:** PSAC-603, PSDL-603, PRAC-593

**PRAC-594-B CLINICAL PRACTICUM IV-B****PREREQUISITES:** PSAC-603, PSDL-603, PRAC-594-A**PRAC-595 CLINICAL PRACTICUM V****PREREQUISITES:** PRAC-594**PRAC-596-A CLINICAL PRACTICUM VI-A****PREREQUISITES:** PRAC-595**PRAC-596-B CLINICAL PRACTICUM VI-B****PREREQUISITES:** PRAC-596-A**PRAC-597 CLINICAL PRACTICUM VII****PREREQUISITES:** PRAC-596**PRAC-598-A CLINICAL PRACTICUM VIII-A****PREREQUISITES:** PRAC-597**PRAC-598-B CLINICAL PRACTICUM VIII-B****PREREQUISITES:** PRAC-598-A**PSAC-603 ASSESSMENT OF INTELLIGENCE (3 credits)****PREREQUISITES:** None**COREQUISITE:** PSDL-603

This course is the first required course in the sequence of assessment courses and is designed to provide the fundamental basis of psychological assessment. Psychological assessment is an essential part of clinical psychology training and is applied in multiple psychology specialties and different clinical scenarios, including research and clinical settings. Throughout psychological assessment we can observe human behavior and provide an objective judgment which can be useful for diagnosis, treatment and decisions making based on the results. This advanced course has the purpose to exposes doctoral-level clinical psychology students to methods by which psychologists attempt to measure objectively human behavior and individual differences in terms of skills, aptitudes, attitudes, values, and cognitive abilities. During the course, we will discuss the main theories of intelligence and cognition, ethical issues related to assessment, limitations of the psychological assessment, among other relevant topics.

**PSDL-603 ASSESSMENT OF INTELLIGENCE (LAB) (0 credits)****PREREQUISITES:** None**COREQUISITE:** PSAC-603

To be taken concurrently with the regular course at an assigned schedule.

**PSIN-890 CLINICAL PSYCHOLOGY INTERNSHIP (0 credits)****PREREQUISITE:** Completion of all courses, practicums, and seminars, except dissertation

The Psychology Internship Program provides a diverse range of clinical training activities and experiences for pre-doctoral psychology students. Completion of the internship requires a minimum of two thousand (2,000) hours of supervised clinical experience.

**PSYC-634 CROSS-CULTURAL PSYCHOTHERAPY: MULTICULTURAL AND INDIVIDUAL DIVERSITY (3 credits)****PREREQUISITE:** PSAC-603

This course examines the disparity in the quality of mental health care received by ethnic minority groups and individuals with differences. It will explore theoretical and practical aspects in the conceptualization of diverse groups. It will develop the required competencies for the clinical assessment, diagnosis, and treatment of individuals from multicultural and diverse groups, such as Hispanics, African-Americans, Asians and Asian Indians, those with gender issues, the LGBT community, the elderly population, and people with disabilities.

**RMIC-824 TECHNIQUES OF CORRELATION AND MULTIPLE REGRESSION (3 credits)****PREREQUISITE:** RMIC-826, RMSL-826**COREQUISITE:** RMSL-824

This course familiarizes students with the correlation and regression techniques available for the analysis of research data. Topics include the use and misuse of correlational analysis; correlation for nominal, ordinal, and interval scales; multiple and partial correlation; statistical inference for correlation coefficients; simple and multiple regression analysis; stepwise regression; explained and residual variance; and standard error of measurement.

**RMIC-825 EXPERIMENTAL DESIGN AND PROGRAM EVALUATION (3 credits)****PREREQUISITE:** None

This course presents the basic principles and methods of scientific research in psychology. Hypothesis testing, experimental design options, sample selection, control groups strategies, and criteria measures, data analysis and interpretation will be discussed. The course prepares the students to design research by applying rigorous scientific methodology.

**RMIC-826 STATISTICS I (3 credits)****PREREQUISITES:** None**COREQUISITE:** RMSL-826

This course provides a comprehensive overview of the logic and application of basic univariate statistical techniques commonly used in psychological research. Students will gain familiarity and competency in key concepts underlying social science research design, statistical analysis (both descriptive and inferential), and the use of the IBM SPSS Statistics program for data analysis. The topics covered include hypothesis testing, statistical inference and research, probability theory, sampling distributions, and parametric and non-parametric statistical tests such as Student's t-tests, ANOVA, and Chi square.

The course focuses on assisting students in understanding how to compute descriptive and inferential statistics, when and how to apply various inferential statistical analyses, how to interpret the statistical output from SPSS, and how to communicate results and implications of data analyses in writing. The course will help students gain skills in identifying the appropriate statistical model to apply to a given research question, understanding the assumptions that underlie statistical tests, carrying out common univariate tests, and correctly interpreting the statistical results. A concurrent statistics lab component will be required.

**RMIC-830 CROSS-CULTURAL AND ADVANCED METHODS OF MEASUREMENT AND EVALUATION (3 credits)****PREREQUISITE:** PHCP-588

This course introduces cross-cultural considerations to the construction, translation, adaptation, and interpretation of psychological and behavioral tests, assessments, and evaluations. Students will learn about the issues involved in using tests, assessments, and evaluations from another culture in the Puerto Rican reality. The course considers the construction of tests, assessments, and evaluations that can effectively be used cross-culturally.

This course also helps students develop the knowledge and skills to apply the concepts acquired during the course of their studies to their clinical and research practice as psychologists, including critical skills such as:

- Raising vital questions about the material and formulating them clearly and precisely
- Using abstract ideas to effectively interpret the material and come to well-reasoned conclusions
- Testing these ideas against relevant criteria, evidence, and standards
- Recognizing and assessing, as need be, their own assumptions and biases
- Drawing implications and practical consequences from their analyses
- Effectively communicating these analyses in oral and written form
- Using the analyses to present solutions to complex problems

**RMIC-875 QUALITATIVE RESEARCH DESIGN (3 credits)**

**PREREQUISITE:** RMIC-825

This course examines the theoretical and practical foundations of qualitative methods and their application to research within different perspectives of the social sciences, especially psychology. We will focus on the following areas: historical background, ethical controversies and paradigms, contemporary perspectives, research strategies, compilation of data methodology, and the future of the discipline in the social sciences. The course includes the revision and critical analysis of qualitative studies in the psychology field.

**RMSL-824 TECHNIQUES OF CORRELATION AND MULTIPLE REGRESSION (LAB) (0 credits)**

**PREREQUISITES:** RMIC-826, RMSL-826

**COREQUISITE:** RMIC-824

To be taken concurrently with the regular course at an assigned schedule.

**RMSL-826 STATISTICS I (LAB) (0 credits)**

**PREREQUISITES:** None

**COREQUISITE:** RMIC-826

To be taken concurrently with the regular course at an assigned schedule.

**RPIC-671 RESEARCH PRACTICUM (0 credits)**

**PREREQUISITES:** None

Incoming first-year students will be assigned research/academic mentors who will work with them throughout their participation in the Ph.D. program. Students will be required to complete individual second-year projects that must be submitted for publication to peer-reviewed journals before students can apply for internships. Students will be required to present second-year project proposals to a committee of two faculty members by January of their second year, and the second-year projects must be completed by January of their third year.

**SEMM-531 APA WRITING STYLE SEMINAR (0 credits)**

**PREREQUISITES:** None

This six-hour seminar provides students with the basic skills to prepare a manuscript using the *Publication Manual of the American Psychological Association*.

# **DOCTOR OF PHILOSOPHY IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY**

## **MISSION**

The mission of the Doctor of Philosophy in Industrial/Organizational Psychology (I/O Psychology) program at Carlos Albizu University, San Juan Campus, is to train professionals who will contribute to enhancing human performance and quality of life in organizational contexts. This will be achieved through professional services and interventions, scientific research, and publications that contribute to a better understanding of human behavior in work settings.

## **TRAINING MODEL**

The Ph.D. in I/O Psychology program follows the Scientist-Practitioner model, training professionals who produce knowledge through scientific research and base their interventions on this scientific evidence.

## **PROGRAM OBJECTIVES**

The program has the following objectives for student learning:

1. Examine the philosophical foundations of scientific reasoning, giving special attention to the epistemological development of psychology
2. Distinguish problems or situations of heuristic importance that emerge from the theory and practice of industrial organizational psychology
3. Demonstrate knowledge of experimental designs and how they are implemented in organizational contexts
4. Apply correlative, quasi-experimental, and experimental methods to solve social problems pertinent to the discipline of industrial organizational psychology
5. Demonstrate knowledge of the theoretical foundations of statistical analysis techniques such as analysis of variance and parametric and non-parametric statistics; apply such analysis to problems in workplace settings
6. Demonstrate knowledge of and skills in computerized statistical analysis programs
7. Demonstrate knowledge of and skills in classical and modern test theories applied to the development of psychological instruments
8. Identify psychometric characteristics of psychological instruments
9. Prepare scientific study reports using the APA publication style
10. Integrate into professional behavior ethical principles that protect the rights of research participants

## **PROGRAM COMPETENCIES**

Students will develop the following competencies through the program:

1. Knowledge of and skills in applying the scientific method to professional activities
2. Skill in selecting and applying the research design and statistical analysis pertinent to specific workplace situations
3. Theoretical knowledge of and skills in test development, adaptation, and validation
4. Respect for and protection of research participants' rights
5. Intellectual honesty in the discussion of research results
6. Effective oral and written communication of research procedures, results, and implications
7. Effective communication of a theoretical analysis or literature review of a problem related to the discipline
8. Mastery of the theories and practice of different organizational structures and models, considering elements of social and cultural diversity
9. Recognition of the importance of lifelong learning and of maintaining a reflexive and analytic attitude toward theoretical, applied, and professional issues

## ADMISSION REQUIREMENTS AND PROCEDURES

### Required Documents

1. A **completed application form** submitted prior to the established deadline and accompanied by a non-refundable application fee of \$75.00. Every applicant must provide a Social Security Number. No application will be processed without one.
2. Evidence of having completed a master's degree in a public or private higher education institution licensed to operate in its jurisdiction, with a **minimum cumulative grade point average** of 3.00 on a 4.00 scale.
3. **Official transcripts** from *all* previous institutions attended, which must be requested by the applicant to be sent directly to the Admissions Office. In those cases where the applicant will receive a degree from a previously attended institution more than 30 calendar days after beginning the academic session at Albizu, an official degree certification will be accepted as evidence that the degree will be conferred at a future date. Upon degree conferment, the student will have up to 30 working days to comply with the requirement to submit a transcript. Failure to comply will result in a hold that prevents any administrative transaction between the student and the Institution. *Failure to report previous college and/or graduate work constitutes a falsification of the application, which will result in the loss of all credits earned and may result in dismissal.*
4. Two **letters of recommendation** from professor(s), employer(s), or community leader(s). *The recommendations must be submitted on Albizu's official [Recommendation Form](#).*
5. **EXADEP (Examen de Admisión a Estudios de Posgrado) or GRE (Graduate Record Examinations)** results. Only scores from exams taken within the past five years will be accepted.
6. An updated **Certificate of Good Conduct** from the jurisdiction(s) where the applicant was a resident during the past five years.
7. An original **Health Certificate**, no more than one year old.

8. Proof of **Hepatitis B vaccination**.
9. A copy of the **PVAC-3 Form** with an original signature (for applicants 21 years old or younger at the time of application).
10. Results of an **interview with program faculty**. Those candidates recommended by the Admissions Committee will receive an appointment for an interview with one or more members of the Ph.D. in I/O Psychology program faculty.
11. A **Statement of Purpose**, written at the time of the interview (for those candidates invited for an interview). The statement of purpose serves to verify the candidate's interest in the Ph.D. in I/O Psychology program and the Institution; short-, medium-, and long-term goals; written communication skills; and general writing skills.
12. An official **evaluation of academic credentials** by an authorized credential evaluation agency (for international students only). Credential evaluation agencies evaluate and interpret the U.S. equivalents of foreign education and work credentials. Please note that all documents must be submitted in English. A list of authorized agencies is available at: <http://www.albizu.edu/International-Students/Credential-Evaluation-Services>
13. **Any additional documents** that may be required by the Ph.D. in I/O Psychology program at a future date, as specified at the time of the application to the program.

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

### **Admission Procedures**

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

### **IDENTITY VERIFICATION**

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

### **REQUIREMENTS FOR THE PH.D. IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY DEGREE**

1. A cumulative grade point average (GPA) of 3.00 or higher on a 4.00 scale
2. Completion of a minimum of three years of full- time residency in the program

3. Satisfactory completion of 81 credits, 512 hours of supervised practicum, and 256 hours of the supervised doctoral research paper requirement
4. No grades of "C" or lower in concentration courses, a maximum of two grades of "C" in foundation courses, and maximum of two grades of "C" in elective courses
5. Passing scores (70% or above) on the Doctoral Level Qualifying Examination
6. Satisfactory completion of a dissertation or doctoral project; if applicable, candidates must obtain written approval from the Research Training Program of having met standards for research design and from the Internal Review Board for ethical practice in applicable research with human subjects (see *Dissertation Manual* and *IRB Procedures Manual*) prior to collecting data for the dissertation
7. No more than one (1) NP, W, or AW in any seminar, laboratory, or practicum
8. No more than two (2) NPs in the Qualifying Examination (PHIO-705, PHIO-706)
9. No more than one (1) NP in a dissertation or doctoral project, whether consecutive or not
10. Satisfactory completion of the following seminars: APA Writing Style (SEMM-531), Written and Oral Communication Skills in Psychology (SEMM-545)
11. Fulfillment of all institutional obligations
12. Good standing in the program, i.e., no disciplinary action pending or academic or clinical probation; in the case of a student readmitted after an Academic Dismissal, if he or she once again fails or drops (whether by a Withdrawal or an Administrative Withdrawal) the course, laboratory, practicum, seminar, or degree exam for which the Academic Dismissal was originally granted, then he or she will be dismissed from the program without the possibility of applying for admission to the same program again
13. Recommendation from the program faculty for the doctoral degree; students seeking the degree must demonstrate, to the satisfaction of the faculty, the professional, ethical, and personal attributes described in the current *General Policies and Disciplinary Procedures Manual*



**PH.D. IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY  
CURRICULAR REQUIREMENTS**

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

<b>AREA I. Foundation Courses</b> .....	27 credits
PHCP-500 Theories of Learning and Motivation .....	3 credits
IOPC-505 Ethics and Professional Conduct .....	3 credits
PHCP-661 Social Psychology with Emphasis on Puerto Rico .....	3 credits
PSYF-628 Neuroscience Approach of Cognitive and Affective Aspects of Behavior .....	3 credits
PSYF-540 Life Span Human Development .....	3 credits
IOPC-568 Applied Inferential Statistics .....	3 credits
IOPL-568 Applied Inferential Statistics (LAB).....	0 credits
IOPC-588 Theory of Tests and Test Construction .....	3 credits
IOPC-570 Comparative Theories of Personality .....	3 credits
PHCP-612 History and Systems of Psychology.....	3 credits
<b>AREA II. Concentration Courses</b> .....	42 credits
IOPC-573 Group Interaction and Decision Making .....	3 credits
IOPC-574 Personnel Psychology .....	3 credits
IOPC-575 Organizational Behavior .....	3 credits
IOPC-569 Research Methods in I/O Psychology.....	3 credits
IOPC-681 Positive Occupational Health Psychology .....	3 credits
IOPC-651 Diagnosis, Change, and Organization Development.....	3 credits
IOPC-678 Psychosocial Aspects of Health in Organizations .....	3 credits
IOPC-679 Labor Law .....	3 credits
IOPC-683 Psychological Assessment Techniques in the Organization .....	3 credits
IOPL-683 Psychological Assessment Techniques in the Organization (LAB) .....	0 credits
IOPC-698 Theory and Methodology of Training Workshops.....	3 credits
IOPC-610 Leadership in Organizations.....	3 credits
RMIC-824 Techniques of Correlation and Multiple Regression .....	3 credits
RMSL-824 Techniques of Correlation and Multiple Regression (LAB) .....	0 credits
RMIC-829 Advanced Statistics .....	3 credits
RMIC-875 Qualitative Research Design .....	3 credits
<b>AREA III. I/O Practicums</b>	
Practicum I (IOMO-611), Practicum II (IOMO-613 & IOMO-614), Practicum III (IOMO-615), Practicum IV (IOMO-616), and Current Topics in I/O Psychology (IOMO-617).....	0 credits
IOMO-801 Doctoral Research Paper.....	8 credits (equivalent)
<b>AREA IV. CPIO-670 Capstone Project</b> .....	0 credits
<b>AREA V. Electives</b> .....	12 credits
<b>AREA VI. PHIO-705 Doctoral Level Qualifying Examination Part 1 and PHIO-706 Doctoral Level Qualifying Examination Part 2</b> .....	0 credits
<b>AREA VII. DISS-870 Dissertation</b> .....	0 credits
<b>AREA VIII. Seminars and Workshops</b> .....	0 credits
SEMM-531 APA Writing Style Seminar .....	0 credits
SEMM-545 Written and Oral Communication Skills in Psychology .....	0 credits
<b>Total Academic Credits</b> .....	81 credits
<b>Total Practicum Credits</b> .....	24 credits (equivalent)

**PH.D. IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY  
CURRICULAR SEQUENCE**

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

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

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

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

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

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

FALL – THIRD YEAR			
Code	Course Title	Prerequisites	Credits
	Elective Course #1*	None	3
	Elective Course #2*	None	3
	Elective Course #3*	None	3

SPRING – THIRD YEAR			
Code	Course Title	Prerequisites	Credits
	Elective Course #4*	None	3
RMIC-824	Techniques of Correlation and Multiple Regression	IOPC-568	3
RMSL-824	Techniques of Correlation and Multiple Regression (LAB)	IOPC-568	0
RMIC-829	Advanced Statistics	None	3

SUMMER – THIRD YEAR			
Code	Course Title	Prerequisites	Credits
RMIC-875	Qualitative Research Design	IOPC-569	3
PHCP-612	History and Systems of Psychology	None	3

FALL – FOURTH YEAR			
Code	Course Title	Prerequisites	Credits
IOMO-801	Doctoral Research Paper	IOPC-569, RMIC-824, RMIC-829	0
PHIO-705	Doctoral Level Qualifying Examination	None	0

SPRING – FOURTH YEAR			
Code	Course Title	Prerequisites	Credits
IOMO-801	Doctoral Research Paper	IOPC-569, RMIC-824, RMIC-829	0
PHIO-706	Doctoral Level Qualifying Examination	None	0

SUMMER - FOURTH YEAR			
Code	Course Title	Prerequisites	Credits
IOMO-801	Doctoral Research Paper	IOPC-569, RMIC-824, RMIC-829	
DISS-870	Dissertation	None	

FALL - FIFTH YEAR			
Code	Course Title	Prerequisites	Credits
DISS-870	Dissertation	None	

SPRING - FIFTH YEAR			
Code	Course Title	Prerequisites	Credits
DISS-870	Dissertation	None	

\* Suggested electives:

- IPEC-701 Motivation and Work
- IPEC-711 Strategies and Techniques in Professional Consultation
- IPEC-763 Methods and Techniques in Organizational Development
- IPEC-581 Consumer Psychology

**PH.D. IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY  
COURSE DESCRIPTIONS**

**CPIO-670 CAPSTONE PROJECT (0 credits)**

**PREREQUISITES:** IOPC-505, IOPC-574, IOPC-573, IOPC-575, IOPC-569, IOPC-588, IOPC-698, IOPC-651, IOMO-611, IOMO-613, IOMO-614, IOMO-615

Each student will present, during the academic session when he or she expects to finish the degree requirements, a portfolio of evidence of how the I/O Psychology program courses and/or practicum experiences enabled him or her to develop the institutional and program competencies specified earlier in this section. In addition to the portfolio, the student will present a written reflection of the competency development process.

**DISS-870 DISSERTATION**

**PREREQUISITE:** Pass doctoral-level examinations

Students are required to enroll in this course while they are actively working on their dissertations.

**IOMO-611 INDUSTRIAL ORGANIZATIONAL PRACTICUM I (0 credits)**

**PREREQUISITES:** None

**COREQUISITE:** IOPC-574

The study of human relations in workplace settings and how communication and perception are the principal elements of such relations. Students have the opportunity to assess their communication skills and their abilities as facilitators in the human relations area. The interview will be studied as an organizational tool to describe, predict, modify, and assess human beings in organizational settings. Offered only during the Fall session concurrent with IOPC 574.

**IOMO-613 INDUSTRIAL/ORGANIZATIONAL PRACTICUM II (0 credits)**

**PREREQUISITES:** IOPC-505, IOMO-611

**COREQUISITES:** IOPC-573, IOPC-575

The study of small-group dynamics and the development of skills in group management. Special attention will be given to the following topics: decision-making, communication, conflict management, group cohesion, and group norms. Offered only during the Spring session concurrent with IOPC 573.

**IOMO-614 FOUNDATIONS OF CONSULTING PRACTICE IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY (0 credits)**

**PREREQUISITES:** IOPC-505, IOPC-574, IOMO-611

**COREQUISITE:** IOPC-573

Discussion of strategies and techniques in the practice of professional consultation in industrial organizational psychology. Theoretical aspects will be discussed, and practical exercises will be conducted to develop student competencies in such techniques. Offered only during the Spring session, concurrent with IOPC-573.

**IOMO-615 & IOMO-616 INDUSTRIAL/ORGANIZATIONAL PRACTICUM III & IV (0 credits)**

**PREREQUISITES FOR IOMO-615:** IOPC-505, IOPC-574, IOPC-573, IOPC-575, IOPC-588, IOMO-611, IOMO-613, IOMO-614

**PREREQUISITE FOR IOMO-616:** IOMO-615

The practicum experience enables students to integrate theoretical knowledge with the realities confronted by industrial/organizational psychologists. Through placement arrangements in different workplace settings, students learn to develop skills in performing the multiple tasks and roles of an industrial/organizational psychologist.

**IOMO-617 CURRENT TOPICS IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY (0 credits)**

**PREREQUISITES:** IOPC-574, IOPC-573, IOPC-575, IOPC-698, IOPC-651

Current issues and topics related to the development of the discipline as a science and to the practice of I/O Psychology are discussed. Faculty and students select the topics that they will discuss.

**IOMO-801 DOCTORAL RESEARCH PAPER (8 credits)****PREREQUISITES:** IOPC-569, RMIC-824, RMIC-829

Students carry out an IRB-approved applied research project that ends in the submission of a paper to a peer-reviewed journal or for a professional presentation. Each student has three consecutive chances (beginning in the Fall term following the completion of prerequisites) to enroll in the course. Enrollment must be consecutive. The student should pair with a supervisor for this practice.

**IOPC-505 ETHICS AND PROFESSIONAL CONDUCT (3 credits)****PREREQUISITES:** None

This course introduces topics related to ethical issues, legal issues, and professional conduct in the practice of counseling psychology. Analysis of value conflicts (including those that may reflect different cultural orientations), decision-making, maintenance of high professional standards, confidentiality, and standards for human research are among the topics to be addressed in this course. Legal aspects, such as risks for malpractice suits and licensure requirements, will also be discussed.

**IOPC-568 APPLIED INFERENTIAL STATISTICS (3 credits)****PREREQUISITE:** Previous knowledge of basic statistical concepts, including descriptive statistics

The course offers an introduction to inferential statistics in the context of psychological research. Students learn about appropriate parametric and non-parametric tests for different research designs and types of data collected. The topics covered include hypothesis testing, statistical inference and research, probability theory, sampling distributions, parametric and non-parametric statistical tests, the normal curve, the t distribution, Chi square, and the U test, among others. A concurrent statistics lab will be required.

**IOPC-569 RESEARCH METHODS IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY (3 credits)****PREREQUISITES:** IOPC-568, IOPL-568

This course examines the primary research techniques used in industrial/organizational psychology. The theoretical aspects of each technique will be discussed, and student competencies will be developed through practical exercises.

**IOPC-570 COMPARATIVE THEORIES OF PERSONALITY (3 credits)****PREREQUISITES:** None

This course includes a critical analysis of the principal theoretical positions on personality. Analysis of personality constructs from different perspectives will be discussed.

**IOPC-573 GROUP INTERACTION AND-DECISION MAKING (3 credits)****PREREQUISITE:** IOPC-574

A socio-psychological approach to the study of group interaction and processes. The relevance of group formation and development, social norms, role structure, conflict and decision-making will be considered as they apply to organizational groups.

**IOPC-574 PERSONNEL PSYCHOLOGY (3 credits)****PREREQUISITES:** None

Traditional and contemporary methods and procedures are analyzed in the following areas: human resource planning, job analysis, personnel recruitment and selection, job performance evaluation, organizational socialization, and job termination. Special consideration will be given to ethical and legal aspects in the area of personnel psychology and the role of industrial/organizational psychology in the aforementioned areas.

**IOPC-575 ORGANIZATIONAL BEHAVIOR (3 credits)****PREREQUISITE:** IOPC-574

Discussion and analysis of the most important theories, models, and techniques used to study human behavior in organizational settings. The historical development of the discipline is presented and analyzed in a critical manner. Individual and group behavior theories in organizations are discussed and analyzed using a holistic approach.

**IOPC-588 THEORY OF TESTS AND TEST CONSTRUCTION (3 credits)****PREREQUISITES:** IOPC-568, IOPL-568

This course presents the major principles of test construction in psychological measurement. Methods for determining validity and reliability will be examined by performing class exercises. The content also includes the study of scaling methods such as the Guttman, Thurstone, and Likert scales. Students will apply knowledge from the course to construct their own assessment instruments.

**IOPC-610 LEADERSHIP IN ORGANIZATIONS (3 credits)****PREREQUISITES:** IOPC-573, IOPC-575

This course focuses on leadership development and the analysis of leadership processes in the organizational environment, enabling students to develop the skills necessary to conduct effective interventions as organizational leaders. The main concepts and theories on this subject are discussed. Similarities and differences between the roles of supervisor, manager, and leader are discussed, establishing the basic characteristics of leadership in the workplace. The current and future challenges of leadership in organizations are evaluated according to current socioeconomic circumstances and future projections. The course concludes with an analysis of several controversies in the field, such as cross-cultural manifestation in organizational leadership as shown through current sexual and gender findings in Puerto Rico.

**IOPC-651 DIAGNOSIS, CHANGE, AND ORGANIZATION DEVELOPMENT (3 credits)****PREREQUISITES:** IOPC-573, IOPC-575

Students develop the basic competencies needed to engage in the diagnosis of organizational problems, implement change and organization development strategies, and assess their effectiveness. In addition, ethical, legal, and professional issues related to the practice of organizational development are discussed.

**IOPC-678 PSYCHOSOCIAL ASPECTS OF HEALTH IN ORGANIZATIONS (3 credits)****PREREQUISITE:** IOPC-575

Study of occupational health psychology and the organizational factors that promote and impede health in the workplace. Discussion of workplace violence; theoretical models that study stress, alcoholism, and drug addiction in organizations; psychological disorders and their relationship with the workplace; and the reasonable accommodation of employees with emotional disabilities. Special attention will be given to the role of industrial/organizational psychology in the promotion of occupational health.

**IOPC-679 LABOR LAW (3 credits)****PREREQUISITE:** IOPC-574

Overview of the history of labor law in Puerto Rico. Discussion of local and federal laws that regulate labor relations in public and private sectors of Puerto Rico.

**IOPC-681 POSITIVE OCCUPATIONAL HEALTH PSYCHOLOGY (3 credits)****PREREQUISITE:** IOPC-678

This course examines the foundations of occupational health psychology, emphasizing the contributions of positive psychology. Organizational interventions and scientific research that deals with occupational health will also be discussed and analyzed.

**IOPC-683 PSYCHOLOGICAL ASSESSMENT TECHNIQUES IN THE ORGANIZATION (3 credits)****PREREQUISITES:** IOPC-574, IOPC-588

This course encourages the critical analysis of psychological instruments used in assessing human resources in the organization for selection, placement, and development purposes. Various assessment instruments and strategies to assess personality, abilities, skills, and vocational preferences will be used. Their conceptual frameworks and rationales will be discussed. Students will be required to perform a psychological assessment and submit a written report with recommendations as part of a laboratory experience.

**IOPC-698 THEORY AND METHODOLOGY OF TRAINING WORKSHOPS (3 credits)****PREREQUISITE:** IOPC-574

The course introduces students to their function as trainers, whether as training consultants or as organizational members who perform those functions. Theories of basic learning are discussed with regard to the effective design of training programs for adults. The conceptual framework for the developing effective training designs is analyzed, and the necessary concepts and skills for development of needs training analysis are discussed. Students learn how to carry out presentations for effective training, manage difficult participants, and create a favorable environment for learning. The course includes a review of methods of training; their uses, advantages, and disadvantages; and their potential for fostering learning. Diverse strategies for the evaluation of training are also discussed, taking as a starting point the instructional objectives established.

**IOPL-568 APPLIED INFERENTIAL STATISTICS (LAB) (0 credits)****PREREQUISITES:** None**COREQUISITE:** IOPC-568

This laboratory provides opportunities for students to develop skills in conducting and interpreting inferential statistical analyses with categorical and continuous data.

**IOPL-683 PSYCHOLOGICAL ASSESSMENT TECHNIQUES IN THE ORGANIZATION (LAB) (0 credits)****PREREQUISITES:** IOPC-574, IOPC-588**COREQUISITE:** IOPC-683

To be taken concurrently with the regular course at an assigned schedule.

**PHCP-500 THEORIES OF LEARNING AND MOTIVATION (3 credits)****PREREQUISITES:** None

Contemporary and classical theories of learning and motivation. Relevant research in the behavioral, cognitive, social learning, and neurophysiological areas are discussed. Also discussed are the implications for psychological interventions of studies in the field of learning and motivation.

**PHCP-612 HISTORY AND SYSTEMS OF PSYCHOLOGY (3 credits)****PREREQUISITES:** None

This course will review systems of psychological thought from a historical perspective as well as current psychological trends and fields of study.

**PHCP-661 SOCIAL PSYCHOLOGY WITH EMPHASIS ON PUERTO RICO (3 credits)****PREREQUISITES:** None

The course will review the theoretical bases of social psychology and the Puerto Rican sociocultural bases that influence the broad-spectrum behaviors of subjects. Emphasis will be given to the relationship between social psychology and social change. The course will explore the extent to which social psychology is subject to variation within different cultural contexts especially within the Puerto Rican society. Major considerations of Puerto Rican issues in social psychology areas will be addressed, including population, migration and immigration, urbanism, employment, industrialization, housing, and modernization. Major social problems will be reviewed. Relevant research will be analyzed in the existing literature. The course explores how rapid changes in the identified indicators in Puerto Rico have affected interpersonal relationships, human development, and the maintenance of beliefs and social mores according to social psychology theories. A sociohistorical analysis will be emphasized.

**PSYF-540 LIFE SPAN HUMAN DEVELOPMENT (3 credits)****PREREQUISITES:** None

A review of theory and research on human development across the lifespan. The focus is on psychosocial, cognitive, moral, and intellectual development. Emphasis is given to the identification of factors in developmental disorders and cross-cultural differences in life context and worldview.



**PSYF-628 NEUROSCIENCE APPROACH TO COGNITIVE AND AFFECTIVE ASPECTS OF BEHAVIOR (3 credits)**

**PREREQUISITES:** None

This course provides a review of the major theories of cognition and affective aspects of behavior. The course will include a description of the physiological processes of human behavior, such as the structure of the neurological system, sensory systems, synaptic chemistry, and electrophysiology of the encephalon. The course will also present different pathologies and deficits related to the cognitive and affective aspects of behavior.

**RMIC-824 TECHNIQUES OF CORRELATION AND MULTIPLE REGRESSION (3 credits)**

**PREREQUISITE:** IOPC-568

This course familiarizes students with the correlation and regression techniques available for the analysis of research data. Topics include the use and misuse of correlational analysis; correlation for nominal, ordinal, and interval scales; multiple and partial correlation; statistical inference for correlation coefficients; simple and multiple regression analysis; stepwise regression; explained and residual variance; and standard error of measurement.

**RMIC-829 ADVANCED STATISTICS (3 credits)**

**PREREQUISITES:** None

This course familiarizes students with a range of procedures for multivariate statistical methods and develops data analysis skills. The focus will be on discussing conceptual and practical issues of multivariate data analysis techniques and interpreting results. Along with other topics, the course will cover mediation and moderation with a regression-based approach; conceptual and practical aspect of structural equation modeling (including path analysis, confirmatory factor analysis, and structural models); and conceptual and analytical introduction to multilevel analysis and meta-analysis.

**RMIC-875 QUALITATIVE RESEARCH DESIGN (3 credits)**

**PREREQUISITE:** IOPC-569

This course examines the theoretical and practical foundations of qualitative methods and their application to research within different perspectives of the social sciences, especially psychology. We will focus on the following areas: historical background, ethical controversies and paradigms, contemporary perspectives, research strategies, compilation of data methodology, and the future of the discipline in the social sciences. The course includes the revision and critical analysis of qualitative studies in the field of psychology.

**RMSL-824 TECHNIQUES OF CORRELATION AND MULTIPLE REGRESSION (LAB) (0 credits)**

**PREREQUISITE:** IOPC-568

To be taken concurrently with the regular course at an assigned schedule.

**SEMM-531 APA WRITING STYLE SEMINAR (0 credits)**

**PREREQUISITES:** None

This six-hour seminar provides students with the basic skills to prepare a manuscript using the *Publication Manual of the American Psychological Association*.

**SEMM-545 WRITTEN AND ORAL COMMUNICATION SKILLS IN PSYCHOLOGY (0 credits)**

**PREREQUISITES:** None

This workshop helps students understand the importance of developing professional writing skills to order to maintain a record of information directly related to their clinical training. The ethical and legal implications of professional writing skills will be offered. The elements required in a progress note will serve as the foundation for the skills practice students will carry out as part of the workshop.

## **DOCTOR OF PHILOSOPHY IN PSYCHOLOGY SPECIALIZATION IN CONSULTING, RESEARCH, AND TEACHING**

### **MISSION**

The mission of the Ph.D. in Psychology with Specialization in Consulting, Research, and Teaching program at Carlos Albizu University, San Juan Campus, is to provide training in the program's multi-disciplinary competencies to students who have previously earned a master's degree in any field of psychology. The Ph.D. in Psychology program addresses the need for advanced training for those who wish to develop the advanced skills needed to teach psychology at the university level or engage in professional consultation and research. The program retains the traditional emphasis of a Ph.D. program on statistics and research skills.

### **TRAINING MODEL AND COMPETENCIES REQUIRED**

The curricular sequence of the Ph.D. in Psychology program includes 69 credits of coursework, three supervised practicums—in consulting, teaching, and research (two modules)—for a total of 400 hours. Additionally, the students complete a two-part Qualifying Examination, a doctoral dissertation, and an academic article ready for submission to a peer-reviewed journal. The program is offered only at the San Juan Campus. The training model is based on achieving competency in the following specialized skills:

- Developing needs assessments for educational and social services organizations
- Developing and evaluating programs
- Preparing remedial strategies to improve the quality of programs and services
- Developing and evaluating curriculums
- Conducting research projects
- Preparing and submitting journal articles
- Applying consultation models and strategies
- Applying knowledge of teaching strategies and styles

### **TRAINING GOALS**

The purpose of the Ph.D. in Psychology program is to provide doctoral-level training in the areas of consulting, research, and teaching to Puerto Rican students who are already working as professional psychologists or who have a master's degree in any field of psychology.

### **TRAINING OBJECTIVES**

Upon completion of all academic requirements, students will be able to:

- Develop needs assessments or assessment methods for educational and social services
- Construct and evaluate educational and social services program designs
- Construct and evaluate curriculums
- Serve as professional consultants for private and governmental organizations
- Develop and conduct research projects
- Write and publish articles in peer-reviewed journals as well as in the general media
- Serve as professors in academic institutions, cognizant of different learning styles

## ADMISSION REQUIREMENTS AND PROCEDURES

### Required Documents

1. A **completed application form** submitted prior to the established deadline and accompanied by a non-refundable application fee of \$75.00. Every applicant must provide a Social Security Number. No application will be processed without one.
2. Evidence of having completed a master's degree (M.A. or M.S.), in any field of psychology, in a public or private higher education institution licensed to operate in its jurisdiction, with a **minimum cumulative grade point average** of 3.00 on a 4.00 scale.
3. **Official transcripts** from *all* previous institutions attended, which must be requested by the applicant to be sent directly to the Admissions Office. In those cases where the applicant will receive a degree from a previously attended institution more than 30 calendar days after beginning the academic session at Albizu, an official degree certification will be accepted as evidence that the degree will be conferred at a future date. Upon degree conferment, the student will have up to 30 working days to comply with the requirement to submit the transcript. Failure to comply will result in a hold that prevents any administrative transaction between the student and the Institution. *Failure to report previous college and/or graduate work constitutes a falsification of the application, which will result in the loss of all credits earned and may result in dismissal.*
4. Two **letters of recommendation** from professor(s), employer(s), or community leader(s). *The recommendations must be submitted on Albizu's official [Recommendation Form](#).*
5. **EXADEP (Examen de Admisión a Estudios de Posgrado) or GRE (Graduate Record Examinations)** results. Only scores from exams taken within the past five years will be accepted.
6. An updated **Certificate of Good Conduct** from the jurisdiction(s) where the applicant was a resident during the past five years.
7. An original **Health Certificate**, no more than one year old.
8. Proof of **Hepatitis B vaccination**.
9. A copy of the **PVAC-3 Form** with an original signature (for applicants 21 years old or younger at the time of application).
10. Results of an **interview with program faculty**. Those candidates recommended by the Admissions Committee will receive an appointment for an interview with one or more members of the Ph.D. in Psychology program faculty.
11. A **Statement of Purpose** written at the time of the interview (for those candidates invited for an interview). The statement of purpose serves to verify the candidate's interest in the Ph.D. in Psychology program and the Institution; short-, medium-, and long-term goals; written communication skills; and general writing skills.
12. An official **evaluation of academic credentials** by an authorized credential evaluation agency (for international students only). Credential evaluation agencies evaluate and interpret the U.S. equivalents of foreign education and work credentials. Please note that all documents must be submitted in English. A list of authorized agencies is available at: <http://www.albizu.edu/International-Students/Credential-Evaluation-Services>.
13. **Any additional documents** that may be required by the Ph.D. in Psychology program at a future date, as specified at the time of application to the program.

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

### **Admission Procedures**

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

### **IDENTITY VERIFICATION**

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

### **REQUIREMENTS FOR THE PH.D. IN PSYCHOLOGY DEGREE**

1. A cumulative grade point average (CGPA) 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. Grades of "B" or higher in all courses
4. Satisfactory completion of 69 credits, including 64 hours of consulting practicum, 80 hours of teaching practicum, and 256 hours of supervised research
5. Satisfactory completion of the two-part Qualifying Examination
6. Satisfactory completion of a dissertation; if applicable, candidates must obtain written approval from the Research Training Program of having met the standards for research design and from the Internal Review Board for ethical practice in applicable research with human subjects (see *Dissertation Manual* and *IRB Procedures Manual*) prior to collecting data for the dissertation
7. Satisfactory completion of the following seminars: APA Writing Style (SEMM-531), Workshop on Writing Skills and Case Conceptualization (SEMM-532), Statistical Package for the Social Sciences (RMIC-741), and Advanced Statistical Package for the Social Sciences (RMIC-742)
8. No more than two (2) NPs in the two-part Qualifying Examination (PHDG-709, PHDG-710)
9. No more than one (1) NP, W, or AW in any seminar, laboratory, or practicum
10. No more than one (1) NP in the dissertation, whether consecutive or not
11. Fulfillment of all institutional obligations

12. Good standing in the program, i.e., no disciplinary action pending or academic or clinical probation; in the case of a student readmitted after an Academic Dismissal, if he or she once again fails or drops (whether by a Withdrawal or an Administrative Withdrawal) the course, laboratory, practice, seminar, or degree exam for which the Academic Dismissal was originally granted, then he or she will be dismissed from the program without the possibility of applying for admission to the same program again
13. Recommendation from the program faculty for the doctoral degree; students seeking the degree must demonstrate, to the satisfaction of the faculty, the professional, ethical, and personal attributes described in the current *General Policies and Disciplinary Procedures Manual*

**PH.D. IN PSYCHOLOGY  
SPECIALIZATION IN CONSULTING, RESEARCH, AND TEACHING  
CURRICULAR REQUIREMENTS**

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

**Seminars**

SEMM 531	APA Style Seminar	0
SEMM 532	Workshop on Writing Skills and Case Conceptualization	0
RMIC 741	Statistical Package for Social Sciences (SPSS I)	0
RMIC 742	Advanced Statistical Package for Social Sciences (SPSS II)	0

**Foundation Courses (15 credits)**

PCRT 500	Theories of Learning and Motivation	3
PCRT 505	Ethics and Professional Conduct	3
PCRT 588	Theory of Tests and Test Construction	3
PCRT 612	History and Systems of Psychology	3
PCRT 661	Social Psychology with Emphasis in Puerto Rico	3

**Concentration Courses: Professional Consulting (15 credits)**

PCRT 698	Theory and Methods of Training Workshops	3
PCRT 765	Conflict Mediation	3
PCRT 757	Evaluation Models and Strategies for Social and Education Programs	3
PCRT 711	Strategies and Techniques in Professional Consultation	3
PCRT 714	Design and Administration of Human Services Programs	3

**Concentration Courses: Research (18 credits)**

PCRT 625	Introduction to Scientific Research	3
PCRT 822	Analysis of Variance	3
PCRL 822	Analysis of Variance Laboratory	0
PCRT 823	Quantitative Research Designs	3
PCRT 824	Techniques of Correlation and Multiple Regression	3
PCRL 824	Techniques of Correlation and Multiple Regression Laboratory	0
PCRT 830	Seminar of Cross Cultural Methods of Measurement and Evaluation	3
PCRT 875	Qualitative Research Design	3

**Concentration Courses: Teaching (21 credits)**

PCRT 745	Introduction to Curricular Development	3
PCRT 766	Methodology of Teaching	6
PCRT 779	Educational Psychology	3
PCRT 876	Advanced Seminar in the Teaching of Psychology	3
PCRT 899	Advanced Seminar in School Psychology	3
PCRT 704	Evaluation of the Teaching-Learning Process	3

**Practicums**

PCRP 781	Teaching Practicum	0
PCRP 782	Consulting Practicum	0
PCRP 874	Research Practicum I	0
PCRP 875	Research Practicum II	0

**Final Requirements**

PCRE 709	Qualification Diagnosis Exam 1 <sup>st</sup> Part	0
PCRE 710	Qualification Diagnosis Exam 2 <sup>nd</sup> Part	0
DISS 870	Dissertation	0

**CURRICULAR SEQUENCE  
PH.D. IN PSYCHOLOGY  
SPECIALIZATION IN CONSULTING, RESEARCH, AND TEACHING**

**FIRST YEAR**

<b>First Session: FALL</b>			
<b>Code</b>	<b>Course Title</b>	<b>Credits</b>	<b>Prerequisites</b>
SEMM-531	APA Style	0	
SEMM-532	Workshop on Writing Skills and Case Conceptualization	0	
RMIC-741	Statistical Package for Social Sciences (SPSS I)	0	
RMIC-742	Advanced Statistical Package For Social Sciences (SPSS II )	0	
PCRT-500	Theories of Learning and Motivation	3	
PCRT-505	Ethics and Professional Conduct	3	
PCRT-588	Theory of Tests and Test Construction	3	
PCRT-612	History and Systems of Psychology	3	
PCRT-661	Social Psychology with Emphasis in Puerto Rico	3	

<b>Second Session: SPRING</b>			
<b>Code</b>	<b>Course Title</b>	<b>Credits</b>	<b>Prerequisites</b>
PCRT-698	Theory and Methods of Training Workshops	3	
PCRT-745	Introduction to Curricular Development	3	
PCRT-779	Educational Psychology	3	
PCRT-711	Strategies and Techniques in Professional Consultation	3	
PCRT-625	Introduction to Scientific Research	3	

<b>Third Session: SUMMER</b>			
<b>Code</b>	<b>Course Title</b>	<b>Credits</b>	<b>Prerequisites</b>
PCRT-876	Advanced Seminar in the Teaching of Psychology	3	PSYF 500, PSYF 779, PSYF 745
PCRT-714	Design and Administration of Human Services Programs	3	
PCRT-704	Evaluation of the Teaching-Learning Process	3	PSYF 500, PSYF 588, PSYF 779, PSYF 745
PCRT-875	Qualitative Research Design	3	RMIC 625

**SECOND YEAR**

<b>Fourth Session: FALL</b>			
<b>Code</b>	<b>Course Title</b>	<b>Credits</b>	<b>Prerequisites</b>
PCRT-766	Methodology of Teaching	6	PSYF 500, PSYF 588, PSYF 779, PSYF 745, EGPE 704
PCRT-899	Advanced Seminar in School Psychology	3	PSYF 500, PSYF 779
PCRT-822	Analysis of Variance	3	
PCRL-822	Analysis of Variance Laboratory	0	
PCRT-823	Quantitative Research Designs	3	RMIC 625

<b>Fifth Session: SPRING</b>			
<b>Code</b>	<b>Course Title</b>	<b>Credits</b>	<b>Prerequisites</b>
PCRT-757	Evaluation Models and Strategies for Social and Education Programs	3	PSDC 714
PCRT-765	Conflict Mediation	3	
PCRT-824	Techniques of Correlation and Multiple Regression	3	
PCRL-824	Techniques of Correlation and Multiple Regression Laboratory	0	
PCRT-830	Seminar of Cross Cultural Methods of Measurement and Evaluation	3	PSYF 588

<b>Sixth Session: SUMMER</b>			
<b>Code</b>	<b>Course Title</b>	<b>Credits</b>	<b>Prerequisites</b>
PCRP-874	Research Practicum I	0	RMIC 741, RMIC 742 RMIC 625, RMIC 822 RMIC 823, RMIC 824, RMIC 830, RMIC-875
PCRP-781	Teaching Practicum	0	PSYF 779, PSYF 745 PSYE 766, PSYF 876, PSYF 899, EGPE 704

### THIRD YEAR

<b>Seventh Session: Fall</b>			
<b>Code</b>	<b>Course Title</b>	<b>Credits</b>	<b>Prerequisites</b>
PCRP-782	Consulting Practicum	0	PSYF 698, PSDC 711, PSDC 714, EGPE 757
PCRP-875	Research Practicum II	0	RPIC 874
PCRE-709	Qualification Diagnosis Exam 1st Part	0	
PCRE-710	Qualification Diagnosis Exam 2nd Part	0	

<b>Eighth Session: SPRING</b>			
<b>Code</b>	<b>Course Title</b>	<b>Credits</b>	<b>Prerequisites</b>
DISS-870	Dissertation	0	All program courses

<b>Ninth Session: SUMMER</b>			
<b>Code</b>	<b>Course Title</b>	<b>Credits</b>	<b>Prerequisites</b>
DISS-870	Dissertation (continued)	0	All program courses



**PH.D. IN PSYCHOLOGY  
SPECIALIZATION IN CONSULTING, RESEARCH, AND TEACHING  
COURSE DESCRIPTIONS**

**DISS-870 DISSERTATION**

**PRE-REQUISITE: Pass Doctoral Level Examinations**

Students are required to enroll in this course while they are actively working on their dissertation.

**PCRL-822 ANALYSIS OF VARIANCE LABORATORY (0 cr.)**

**COREQUISITE: RMIC-822**

The goal of this laboratory is to provide the opportunities for Ph.D. students to develop skills in running General Lineal Models using ANOVA, ANCOVA, and MANOVA.

**PCRL-824 TECHNIQUES OF CORRELATION AND MULTIPLE REGRESSION LABORATORY (0 cr.)**

**PREREQUISITE: PSYF-568**

The main objective of this course is to familiarize the student with the correlation and regression techniques available for the analysis of research data using computer programs. Topics included are correlation analyses for nominal, ordinal and interval scales, multiple and partial correlation, statistical inference for correlation coefficients, simple and multiple regression analysis, stepwise regression, logistic regression, explained and residual variance, standard error of prediction and factor analysis.

**PCRP-781 TEACHING PRACTICUM (0 cr.)**

The teaching practicum consists of eleven (11) two and a half hours group supervision sessions. This time is added to the direct contact periods of the professor with the students of the course undergraduate course under his/her responsibility. Total practicum hours is eighty (80).

**PCRP-782 CONSULTATION PRACTICUM (0 cr.)**

The purpose of the Consultation Practicum of the Ph.D. Program in Psychology with Specialization in Consulting, Research and Teaching is to expose the student to the role of consultant in the different scenarios encountered by a psychologist and his/her role as a professional consultant utilizing all his/her knowledge about human and organizational behavior. Student's work will be internally supervised by a psychologist with experience in consultation, preferably and industrial/organizational psychologist.

The module consists of sixty four (64) hours covered during one semester. It is expected that the student dedicates fifty (50) hours to serve as a professional consultant in the practice center selected and fourteen (14) hours to internal supervision. Practice hours are distributed according to a formal agreement between the practice center and the professional consultant in practice, which will be established in coordination with the Practicum Supervisor.

**PCRP-874 RESEARCH PRACTICUM I (0 cr.)**

The goal of this practicum is to provide opportunities for Ph.D. students to work in research projects sponsored by the Research Training Program or other research initiated jointly between the student and a faculty member. During this first part of the practicum, the student will develop skills in managing and manipulating data before making any type of statistical analysis. Students are expected to enroll in PSGP-874 for one session. The student has to complete a minimum of 128 hours during one session to approve the research practicum. The practicum includes direct research experience as a research assistant under the supervision of a research supervisor.

**PCRP-875 RESEARCH PRACTICUM II (0 cr.)**

The goal of this practicum is to provide opportunities for Ph.D. students to work in research projects sponsored by the Research Training Program or other research initiated jointly between the student and a faculty member. Students will develop a project into one of three areas of specialization of the Ph.D. in Psychology which are Consulting, Teaching or Scientific Research. The projects contemplated in this practicum could include but are not limited to: research projects, program designs for human services, books, manuals, research in topics related to psychology and other health fields related to psychology,

etc. Ph. D. students are expected to enroll in PSGP 875 for one session. The student has to complete a minimum of 128 hours during the session to approve the research practicum. The practicum includes, thus, both direct research experience under supervision and attendance to an SPSS seminar. In the seminar, the statistical program is Statistical Package for the Social Sciences (SPSS) for Windows. At the end of the session the student is required a complete research report to be submitted to the research supervisor.

**PCRT-704 EVALUATION OF THE TEACHING LEARNING PROCESS (3 cr.)**

**PREREQUISITE: PSYF 500, PSYF 588, PSYE 745, PSYE 779**

Study of the principles, techniques and basic strategies utilized during the assessment of the educational product. Also, it emphasizes in the relationship between educational assessment and effective learning.

**PCRT-757 EVALUATION MODELS AND STRATEGIES FOR SOCIAL OR EDUCATIONAL PROGRAMS (3 cr.)**

The main purpose of this course is the study of the theories, models, strategies and basic principles of the assessment process for programs and services. It emphasizes in the assessment of social and educational programs and services. Also, it covers the differences between the concepts of evaluation and assessment and characteristics of this strategy as a mean of continuous improvement.

The course will train the student to select and implement the most pertinent model for the service or program under evaluation, design an assessment proposal, develop instruments, analyze the data and submit a final assessment report. It is expected that this course help the student to complete the skills developed in the Professional Consultation and Design and Administration of Human Services Programs courses.

**PCRT-711 STRATEGIES AND TECHNIQUES IN PROFESSIONAL CONSULTATION (3 cr.)**

**PREREQUISITES: PSYC-617, PSYC-535**

This course aims to study the basic principles and fundamental theories and intervention models of professional psychological consultation. Emphasis is given to the different stages of the consultation process. Roles and functions of the Consultant within different contexts such as schools, the family and private industry are discussed. The purpose of the course is to acquaint the student with the basic spheres and goals of the professional consultation process and to provide the opportunity to apply the acquired knowledge to actual situations requiring the assistance of a consulting psychologist. Ethical controversies are also discussed.

**PCRT-714 DESIGN AND ADMINISTRATION OF HUMAN SERVICES PROGRAMS (3 cr.)**

This course attempts to orient the student to the possible roles that a psychologist can play in the design and administration of human services programs. The historical framework, structural aspects, human processes, public policies and program procedures are discussed. Emphasis will be given to program planning, implementation and evaluation. A review of the norms of the Joint Commission on Accreditation of Health Care Organizations is performed. The content exposes the student to the complexities of the Puerto Rican socio-political environment, its relation with individual and collective mental health and its impact on administrative processes in the field of mental health.

**PCRT-500 THEORIES OF LEARNING AND MOTIVATION (3 cr.)**

Contemporary and classical theories of learning and motivation. Relevant research in the behavioral, cognitive, social learning and neurophysiological areas are discussed. Implications for psychological interventions of studies in the field of learning and motivation are stressed.

**PCRT-505 ETHICS AND PROFESSIONAL CONDUCT (3 cr.)**

The purpose of this course is to introduce topics related to ethical issues, legal issues, and professional conduct in the practice of psychology. Analysis of value conflicts including those that may reflect different cultural orientation, decision making, maintenance of high professional standards, confidentiality, as well as standards for human research are some of the topics to be addressed in this course. Legal aspects, such as risks for malpractice suits and license requirements will be discussed.

**PCRT-588 THEORY OF TESTS AND TEST CONSTRUCTION (3 cr.)****PREREQUISITE: PSYF 568**

The goal of this course is to present the major principles of test construction in psychological measurement. Methods for determining validity and reliability will be examined by performing class exercises. The content also includes the study of scaling methods such as Guttman, Thurstone, and Likert scales. Moreover, students will apply knowledge from the course to construct their own assessment instruments.

**PCRT-612 HISTORY AND SYSTEMS OF PSYCHOLOGY (3 cr.)**

This course will review of systems of psychological thought from a historical perspective as well as current psychological trends and fields of study.

**PCRT-661 SOCIAL PSYCHOLOGY WITH EMPHASIS ON PUERTO RICO (3 cr.)**

The course will review the theoretical bases of social psychology and Puerto Rican socio-cultural bases that influence broad-spectrum behaviors of subjects. The following areas will be examined; interpersonal communication, attitudes and persuasion, conformity, social perception, attributions, cognitive processes in social perceptions, interpersonal attractions, affiliation and aggression. Emphasis will be given to the relation between social psychology and social change. The course will explore the extent to which social psychology is subject to variation within different cultural contexts especially within the Puerto Rican society. Major considerations to Puerto Rican issues in social psychology areas will be addressed such as population, migration and immigration, urbanism, employment, industrialization, housing and modernization and major social problems will be reviewed. Relevant research concerning these topics will be analyzed in the existing literature. Course content explores how rapid changes in the identified indicators in Puerto Rico, have affected interpersonal relationships, human development and the maintenance of beliefs and social mores according to social psychology theories. A socio-historical analysis will be emphasized.

**PCRT-698 THEORY AND METHODS OF TRAINING WORKSHOPS (3 cr.)****PREREQUISITE: IOPC-574**

The course Theory and Methods of Training Workshops intends to initiate the development of the student in its function as trainer, in the context of the consultancy of training and as an organizational member that perform those functions. The theories of basic learning are discussed for an effective design of programs of training directed to adults. Similarly, the conceptual framework for the development of effective training design is analyzed and the necessary concepts and skills for the development of needs training analysis are discussed. Suggestions are offered to carry out presentations for an effective training, management of difficult participants and to create a favorable environment of learning. The student will have the opportunity to know methods of training, its uses, its advantages and disadvantages and its potential to achieve the transfer of learning. Finally, the diverse strategies for the evaluation of training are discussed, taking as starting point the instructional objectives established.

**PCRT-745 INTRODUCTION TO CURRICULAR DEVELOPMENT (3 cr.)**

The purpose of the course is to examine the topic of curriculum and the process of its development. Curricular development is examined in light of the philosophical, sociological and psychological foundations of curriculum. Foundations are presented from an historical and contextual perspective and its relationship with the curricular process as a whole.

The student is exposed to both theoretical reflection and application of an actual curricular development project. It is promoted a learning situation in which the previous and new knowledge of the student come together. The doctoral experience of the student is strengthen when the student assumes an active role while realizing individual and group projects, hence assuming the responsibility over his/her own learning. Also, particular guidance and attention is given to his/her cognitive structure.

**PCRT-765 CONFLICT MEDIATION (3 cr.)**

The main purpose of this course is to study the mediation process as a non-adversarial and non-violent method to manage conflict in the society. The history, theoretical foundations and application to

different scenarios is examined. The stages of the mediation process, as well as its characteristics and techniques are among the specific aspects to be studied. Ethical dilemmas inherent to its utilization are analyzed. Also, the role of the psychologist as a mediator, as well as the advantages offered by this method to solve conflicts in different scenarios encountered in his/her professional practice are analyzed.

**PCRT-766 TEACHING METHODOLOGY (3 cr.)**

**PREREQUISITES: PSYF-500, PSYF-588, PSYF-779, PSYF-745, EGPE-704**

The main purpose of this course is to expose the student to the art of teaching while working as assistant professors. This learning experience will allow them to apply their knowledge, skills and the competences acquired before engaging in the teaching experience as professors of an undergraduate course. Also, it has the objective of developing in the students' sensitivity towards the different learning styles while exposing them to a variety of techniques and strategies. The student is also exposed to the discussion of the experiences encountered while working as assistant professors, through the analysis of situations that provide the opportunity to utilize a creative and enriching decision making process that generates alternative ways of dealing with such situations.

**PCRT-779 EDUCATIONAL PSYCHOLOGY (3 cr.)**

The course aims to expose students to modern approaches to educational psychology. It is recognized that the complexity of the process requires teaching and learning approaches where different disciplines are integrated. It explores during different learning theories, new perspectives in the development, memory, perception and philosophy of the brain. The practical aspect of this knowledge must also be included in the professional activity and research. Emphasis will be made in addition to the function of psychology of education and applied discipline.

**PCRT-876 ADVANCED SEMINAR IN THE TEACHING OF PSYCHOLOGY (3 cr.)**

**PREREQUISITE: PSYF-500, PSYF-745, PSYF-779**

The main purpose of this course is to study the theoretical foundations about the teaching of psychology and its applications to the class room. The following areas will be covered: brief historical background of psychology, learning styles, teaching methods and techniques and their application according to the area of psychology to be studied and the type of population to be served. Both the theoretical as well as the conceptual bases will be emphasized. The course has been designed within the current techniques of the scientific endeavor, as they relate to the teaching of psychology, to facilitate the professional experience of the students.

Every professional dedicated to the teaching of psychology, no matter the location or the population served, besides the theoretical and content knowledge of psychology, must have achieved a level of mastery of the different teaching methods, taking into consideration the scenario and the population served. In this way the goals and objectives that give meaning to the teaching of psychology can be achieved.

**PCRT-899 ADVANCED SEMINAR IN SCHOOL PSYCHOLOGY (3 cr.)**

**PREREQUISITE: PSYF-500, PSYF-779**

The purpose of this course is to study the theoretical foundations of School Psychology and its relationship and applications on educational psychology, and the learning and teaching processes. The following areas will be covered: learning styles and methods and techniques for the teaching of school psychology according to the population served. Emphasis will be made on both, the theoretical bases as well as practice. Also, the differences and similarities between school psychology and psychology, as well as the controversies and dilemmas of both disciplines will be presented.

**PCRT-625 INTRODUCTION TO SCIENTIFIC RESEARCH (3 cr.)**

The course offers an introduction to scientific research pertinent to the field of psychology within the quantitative and qualitative perspectives and traditions. The main methodological approaches to experimental, quasi-experimental, correlational and descriptive/exploratory research are presented. The course requires the formulation of appropriate research problems relevant to the psychologist's work in his/her social context, and the integration of such problems and hypothesis, when applicable, with an adequate research design. Basic concepts, such as the formulation of research questions,

problems and hypothesis, variables, operational definitions, types of research and research designs are covered.

### **PCRT-822 ANALYSIS OF VARIANCE (3 cr.)**

Use and misuse of analysis of variance; one factor ANOVA (correlated and independent designs); two or more factors ANOVA models; ANOVA for equal, unequal, proportional and non-proportional samples; split-plot design; randomized block design; analysis of covariance; mixed design; multiple comparison (Dunn-Tuckey-Newman-Keul-Sheffe) and analysis of variance with ordinally scaled variables (Kruskal-Wallis/Friedman), are among the topics included.

### **PCRT-823 QUANTITATIVE RESEARCH DESIGNS (3 cr.)**

#### **PREREQUISITE: RMIC-625**

This course presents the basic principles and methods of scientific research in psychology. Hypothesis testing, experimental design options, sample selection, control groups strategies, and criteria measures, data analysis and interpretation will be discussed. The course prepares the students to design research by applying rigorous scientific methodology.

### **PCRT-824 TECHNIQUES OF CORRELATION AND MULTIPLE REGRESSION (3 cr.)**

#### **PREREQUISITES: PSYF-568**

The main objective of this course is to familiarize the student with the correlation and regression techniques available for the analysis of research data. Topics included are: use and misuse of correlational analysis, correlation for nominal, ordinal and interval scales, multiple and partial correlation, statistical inference for correlation coefficients, simple and multiple regression analysis, stepwise regression, explained and residual variance and standard error of measurement.

### **PCRT-830 SEMINAR OF CROSS CULTURAL METHODS OF MEASUREMENT AND EVALUATION (3 cr.)**

#### **PREREQUISITES: PSYF-588**

The goal of this course is to introduce cross cultural considerations to the construction, translation, adaptation and interpretations of psychological and behavioral tests, assessments and evaluations. It is expected that students will learn about the issues of using tests/assessments/evaluations from another culture in the Puerto Rican reality. Also, the course considers the construction of tests/assessments/evaluations that can be used effectively cross-culturally.

This course will also help the student to develop the knowledge and skills to apply the concepts acquired during the course of their clinical and research practice as psychologists, including critical skills such as:

- Raising vital questions about the material, formulating them clearly and precisely
- Using abstract ideas to interpret effectively the material and coming to well-reasoned conclusions
- Testing these ideas against relevant criteria, evidence and standards
- Recognizing and assessing, as need be, their own assumptions and biases
- Drawing implications and practical consequences
- Communicating effectively these analyses in oral and written form
- Using them to present solutions to complex problems

### **PCRT-875 QUALITATIVE RESEARCH DESIGN**

#### **PREREQUISITE: RMIC-625**

In this course we study theoretical and practical foundations of qualitative methods and its application to research within different perspectives of the multiple social sciences, especially psychology. We will focus on the following areas: Historical background, ethical controversies and paradigms as well as contemporary perspectives, research strategies, compilation of data methodology and the future of the discipline in the social sciences. The course includes the revision and critical analysis of qualitative studies in the psychology field.

**RMIC-741 STATISTICAL PACKAGE FOR SOCIAL SCIENCE (SPSS I)**

**PREREQUISITE: Students must know how to work with WINDOWS as well as have basic knowledge in Statistics**

This six-hour seminar is focused in providing students the necessary tools to begin working immediately with SPSS. Skills in handling the program are offered as well as dealing with the fundamentals of descriptive statistics. This course is ideal for those students who have never worked with SPSS.

**RMIC-742 STATISTICAL PACKAGE FOR SOCIAL SCIENCE (SPSS II)**

**PREREQUISITE: RMIC-741 – SPSS SEMINAR I**

This six-hour seminar is focused in providing students the necessary tools to learn intermediate data entry skills using SPSS commands as well as SPSS perform basic correlation and inferential statistics analysis.

**SEMM-531 APA Writing Style Seminar (0 cr)**

This six-hour seminar is directed in providing students the basic skills on how to prepare a manuscript utilizing the American Psychological Association writing style manual.

**SEMM-532 Workshop on Writing Skills and Case Conceptualization (0 cr)**

The student will develop the professional writing skills in conceptualization and case- study method. He/she will also develop the knowledge of the different levels of intervention and the vocabulary relevant to each level. The levels of intervention are: orientation, education, counseling, psychotherapy, family therapy and psychiatric or tertiary level. The method of conceptualizing in Family Systems therapy will also be discussed in the second part of the workshop. The workshop consists of two sessions of two hours duration each.

## GRADUATE CERTIFICATE PROGRAM IN AUTISM

Applicants seeking admission to the Graduate Certificate in Autism program must comply with the procedures and requirements described herein.

### ADMISSION REQUIREMENTS AND PROCEDURES

#### Required Documents

1. A **completed application form** submitted prior to the established deadline and accompanied by a non-refundable application fee of \$75.00. Every applicant must provide a Social Security Number. No application will be processed without one.
2. An official **evaluation of academic credentials** by an authorized credential evaluation agency (for international students only). Credential evaluation agencies evaluate and interpret the U.S. equivalents of foreign education and work credentials. Please note that all documents must be submitted in English. A list of authorized agencies is available at: <http://www.albizu.edu/International-Students/Credential-Evaluation-Services>.
3. Evidence of having earned a **bachelor, master or doctoral degree in a health-related field, psychology or education**. The applicant must present an official transcript or degree certification indicating the completion of required graduate work.
4. An updated **Certificate of Good Conduct** from the jurisdiction(s) where the applicant was a resident during the past five years.
5. Proof of **Hepatitis B vaccination**.

#### Admission Procedures

1. Candidates must submit all required documents by the established deadline.
2. An initial evaluation will be prepared for each applicant and a preliminary score assigned, based on the criteria and relative values established by the Graduate Certificate in Autism program. Candidates who qualify will receive an invitation for an interview with program faculty.
3. Selected applicants will be informed of the place, time, and day of the interview.
4. Each candidate who has been interviewed will have a final evaluation and receive a final score based on the criteria and relative values established by the program.
5. A letter of notification with the determination of the program faculty will be sent to each applicant.

### IDENTITY VERIFICATION

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

### REQUIREMENTS FOR THE GRADUATE CERTIFICATE IN AUTISM

The San Juan Campus has established the following standards that must be fulfilled before the Graduate Certificate can be awarded:

1. Satisfactory completion of the required academic credits
2. A cumulative grade point average (CGPA) of 3.25 or higher on a 4.00 scale.
3. Grades of “B” or higher in all courses
4. Fulfillment of all institutional obligations.
5. Good standing in the program, i.e., no disciplinary action pending or academic probation; in the case of a student readmitted after an Academic Dismissal, if he or she once again fails or drops (whether by a Withdrawal or an Administrative Withdrawal) the course for which the Academic Dismissal was originally granted, then he or she will be dismissed from the program without the possibility of applying for admission to the same program again
6. Recommendation from the program faculty for the Graduate Certificate; students seeking a Graduate Certificate must demonstrate, to the satisfaction of the faculty, the professional, ethical, and personal attributes described in the current *General Policies and Disciplinary Procedures Manual*

## **CURRICULAR REQUIREMENTS**

The Graduate Certificate in Autism is a specialized certificate in autism that can be obtained from Carlos Albizu University, San Juan Campus, upon completion of a one-year, full-time program of 24 credit hours. The program consists of coursework and seminars.

## **TIME LIMIT**

Every candidate for the Graduate Certificate in Autism must complete the program within three years from the date of admission for the anticipated program. A one-year extension may be obtained upon the approval of the Chancellor. Under no circumstances will an extension of more than one year be granted.

Extension requests will be evaluated according to the time limit norm that most benefits the student. If the time limit norm in effect when the student was originally admitted gives the student more time to complete the pending requirements, then this norm will be applied. However, if the current time limit norm gives the student more time, then the request will be evaluated under this norm.

Be advised that a program change at the same level does not affect the number of years already expended by the student in his or her original program. The number of years already expended will be subtracted from the years established as the limit for completing the program the student is enrolled in through the program change. (Please see the Institutional Time Limit Policy in this catalog.)

## **STUDENT EVALUATIONS**

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

## **PROFESSIONAL DEVELOPMENT**

Graduate Certificate in Autism candidates at Albizu are encouraged to further develop their professional skills by:



- Participating in program activities
- Participating in conferences and workshops related to autism
- Becoming a member of professional autism organizations such as the Autism Society, the International Society for Autism Research, and the Association for Science in Autism Treatment

**GRADUATE CERTIFICATE PROGRAM IN AUTISM  
CURRICULAR SEQUENCE**

<b>FIRST YEAR - FALL</b>		
<b>Code</b>	<b>Course Title</b>	<b>Credits</b>
ASDE-510	Introduction to Autism Spectrum Disorders	3
ASDE-511	Behavior Management: Applied Behavior Analysis	3
ASDE-512	Collaboration and Family Support: ASD	3
<b>Total</b>		<b>9</b>

<b>FIRST YEAR - SPRING</b>		
<b>CODE</b>	<b>COURSE TITLE</b>	<b>Credits</b>
ASDE-520	Interdisciplinary Evaluation of Autism Spectrum Disorders	2
ASDE-521	Interdisciplinary Evaluation of ASD Practicum	1
ASDE-522	Communication and Social Skills Interventions: ASD	3
ASDE-523	Transition Techniques for Youth and Adults with Autism	3
<b>Total</b>		<b>9</b>

<b>FIRST YEAR - SUMMER</b>		
<b>CODE</b>	<b>COURSE TITLE</b>	<b>Credits</b>
ASDE-530	Sensory-Motor Issues of Individuals on the Autism Spectrum	3
ASDE-531	Academic Support for Students with Autism	3
<b>Total</b>		<b>6</b>
<b>Total Credits for Certification</b>		<b>24</b>

## GRADUATE CERTIFICATE PROGRAM IN AUTISM COURSE DESCRIPTIONS

### **ASDE-510 INTRODUCTION TO AUTISM SPECTRUM DISORDERS (3 credits)**

This course presents information that defines autism and its variations. It includes a discussion of the primary and secondary characteristics of the autism spectrum disorders (ASD) and how they impact the individual across the lifespan, from infancy through adulthood. The course explores the etiology and prevalence of ASD, based on recent scientific and medical research. Comorbidity with other disorders, diseases, and syndromes will be discussed. The course offers a cross-disciplinary perspective, drawing from a variety of sources in the health professions. It also presents information used for the early identification of characteristics related to autism spectrum disorders.

### **ASDE-511 BEHAVIOR MANAGEMENT: APPLIED BEHAVIOR ANALYSIS (3 credits)**

This course provides students with theories and knowledge in behavior management, with an emphasis on understanding and using the principles of Applied Behavior Analysis. The course offers an overview of the various theoretical models of behavior modification, along with contemporary research on evidence-based practices in Applied Behavior Analysis. Students will learn to integrate the cognitive, developmental, socio-emotional, and cultural needs of an individual with autism into an effective behavior modification plan. The course presents practical strategies to enhance the abilities and self-direction skills of both children and adults with ASD in the context of community, home, and educational settings. It prepares participants in the applications of behavior analysis relevant to their profession and to a variety of issues and social needs in autism.

### **ASDE-512 COLLABORATION AND FAMILY SUPPORT: ASD (3 credits)**

This course presents strategies for successful collaboration between an individual with autism, parents, education professionals, medical professionals, therapists, and other health professionals in the management of issues related to home, school, and community. The focus is on understanding and addressing the various challenges individuals with autism face in their daily experiences and the impact on the family system. Participants will examine critical elements of collaboration, explore effective communication, and learn collaboration skills. Family systems theories, intervention models, and the psychosocial aspects of collaboration will be discussed. The course provides strategies to teach parents and other family members techniques that enable them to contribute to the child's social-emotional and academic learning at home and in the community. The course explores community efforts that provide support for families and individuals with ASD. It also highlights collaborative and interdisciplinary models of service delivery that ensure family-centered and culturally competent approaches.

### **ASDE-520 INTERDISCIPLINARY EVALUATION OF AUTISM SPECTRUM DISORDERS (2 credits)**

This course develops competencies for assessing individuals with ASD, identifying cognitive, academic, and developmental needs. Effective, evidence-based assessment tests and tools for appropriate diagnosis will be presented. The course trains health professionals in scientific and practical knowledge for identification and diagnosis throughout different developmental stages and in promoting diversity. Diagnostic criteria and assessment strategies will be discussed from an interdisciplinary approach. Observation and interview techniques in the evaluation process will be presented. The course provides strategies to identify strengths and needs for individuals with autism. Ethical, legal and professional issues related to evaluation and diagnosis will be addressed. Students will develop an understanding of the role of families in the assessment of individuals with autism spectrum disorders, taking into consideration cultural values and beliefs.

### **ASDE-521 INTERDISCIPLINARY EVALUATION OF ASD PRACTICUM (1 credit)**

This course provides an opportunity for students to practice assessment and evaluation skills for the diagnosis of ASD. It also provides an opportunity to perform the intellectual, achievement, behavioral, developmental, and social-emotional assessment of children with autism disorder. The course includes the selection, administration, scoring, and interpretation of individually administered tests of cognition and achievement, as well as socio-emotional development and behavior. It also includes training in the analysis and integration of assessment data, report writing, the use of technology, and the oral communication of assessment results.

**ASDE-522 COMMUNICATION AND SOCIAL SKILLS INTERVENTIONS: ASD (3 credits)**

This course explores theories in social and communication development across the lifespan. It presents the interdependent relationship between communication and social skills and discusses effective intervention strategies for diverse individuals with autism spectrum disorders. Emphasis is placed on strategies that develop self-regulation, play, communication, and positive behavior. It provides information for identifying and applying a wide range of intervention strategies to enhance social skills and communication issues that are evidence-based, including data-based intervention, functional communication, Augmentative Alternative Communication (AAC), and environmental supports. Different models that promote communication and social skills will be discussed (i.e. Applied Behavior Analysis (ABA), PECS, SCERTS, Relationship Development Intervention (RDI), Floortime, Social Stories, Integrated Play Groups, and others). The course highlights collaborative and interdisciplinary models of service delivery that ensure family-centered and culturally competent approaches.

**ASDE-523 TRANSITION TECHNIQUES FOR YOUTH AND ADULTS WITH AUTISM (3 credits)**

The course provides information in the areas of adaptive living skills, independent living arrangements, supported employment, education, social skills development, and recreational opportunities for youths and adults with ASD. Students will discuss various comprehensive autism support programs for adults and explore Applied Behavior Analysis techniques to help individuals transition successfully into independent living and employment. The course provides the opportunity to develop effective plans for transition that include collaboration between health care, social and psychological services, educational institutions, and employment organizations. Student will be able to review and assess residential and inpatient placements of people with autism. The course presents information on quality control of individual services for youth and adults with autism and on how to provide them and their caregivers with the appropriate information to make informed decisions about available services.

**ASDE-530 SENSORY-MOTOR ISSUES OF INDIVIDUALS ON THE AUTISM SPECTRUM (3 credits)**

This course explores theories in sensory and motor development across the lifespan. It provides information on identifying sensory needs and motor deficiencies from a neurological perspective in children and adults with autism. Students will discuss the definition of sensory processing disorder, identify how sensory system affects human development, distinguish sensory integration versus sensory processing, review sensory diets, and add sensory methods to their professional techniques. The course addresses how underlying sensory and motor difficulties impact learning, behavior, adaptive, and social skills and outlines effective strategies that can be used when working with children and adults with ASD. Strategies for teaching motor skills and sensory activities to expand play, promote language, and increase focus will also be discussed. The categories of Sensory Integration Therapy (SI), other sensory integration-based approaches, Sensory Stimulation Techniques, Auditory Integration Training (AIT) and related acoustic interventions, visual therapies, Sensorimotor Handling Techniques, and physical exercise will be explored. Evidenced-based models for sensory-motor issues will be discussed (i.e. TEACCH, Floortime, Applied Behavior Analysis (ABA), Alert Program for Self-Regulation, and others). The course will highlight collaborative and interdisciplinary models of service delivery that ensure family-centered and culturally competent approaches.

**ASDE-531 ACADEMIC SUPPORT FOR STUDENTS WITH AUTISM (3 credits)**

This course provides a foundation in the education of diverse learners identified with Autism Spectrum Disorders. It prepares participants to identify educational needs; design and implement educational programs; and use effective methods and materials for academic interventions for individuals with ASD. The course will explore a range of support for meeting the academic and functional needs of students and providing educational opportunities that will maximize their success. It will also provide information on strategies to promote safe and positive learning environments for students with ASD. Universal Design for Learning, Theory of Mind, assistive technology, inclusion, support for transitions, study skills, and other issues are explored. The course will discuss the education system, law, and advocacy for students with autism.

# GRADUATE CERTIFICATE PROGRAM IN FORENSIC PSYCHOLOGY

## MISSION

The mission of the Carlos Albizu University Graduate Certificate in Forensic Psychology program is to prepare psychology professionals to work in collaboration with the state and federal legal systems in Puerto Rico.

## PROGRAM GOALS

1. Conduct a certificate program that provides both theoretical and practical knowledge in forensic psychology
2. Provide a quality education to psychology professionals who wish to work in the forensic psychology arena
3. Foster the desire in participants to pursue the highest professional standards of excellence in the work performed
4. Develop the capacity in participants to apply clinical knowledge to answering legal questions in a variety of criminal and civil scenarios in the state and federal courts of Puerto Rico

## ADMISSION REQUIREMENTS AND PROCEDURES

### Required Documents

1. A **completed application form** submitted prior to the established deadline and accompanied by a non-refundable application fee of \$75.00. Every applicant must provide a Social Security Number. No application will be processed without one.
2. An official **evaluation of academic credentials** by an authorized credential evaluation agency (for international students only). Credential evaluation agencies evaluate and interpret the U.S. equivalents of foreign education and work credentials. Please note that all documents must be submitted in English. A list of authorized agencies is available at: <http://www.albizu.edu/International-Students/Credential-Evaluation-Services>
3. Evidence of having obtained a **master's or doctoral degree in clinical psychology, educational psychology, or psychological counseling** from an institution accredited by a regional or national accrediting body recognized by the U.S. Department of Education or from an institution of higher education located outside of the United States, which, at the time the applicant was enrolled, maintained a standard of training substantially equivalent to the standards of training of those institutions in the United States which are accredited by a body recognized by the U.S. Department of Education.
4. **Official transcripts** from all previous institutions attended, which must be requested by the applicant to be sent directly to the Admissions Office. The transcript(s) must show evidence that the applicant has taken the following courses related to psychological evaluation or their equivalents: Cognitive Evaluation, Assessment of Personality: Objective Techniques, Assessment of Personality: Projective Techniques; the following courses in the area of psychological intervention or their equivalents: Psychotherapy and Advanced Psychotherapy; and the completion of supervised clinical practicum and assessment. *Failure to report*

*previous college and/or graduate work constitutes a falsification of the application, which will result in the loss of all credits earned and may result in dismissal.*

5. A **minimum cumulative grade point average** of 3.00 on a 4.00 scale or its equivalent, from an accredited institution of higher education.
6. Two **letters of recommendation** from professor(s), employer(s), or community leader(s). *The recommendations must be submitted on Albizu's official [Recommendation Form](#).*
7. Evidence of a **valid license to practice psychology in Puerto Rico**.
8. An updated **Certificate of Good Conduct** from the jurisdiction(s) where the applicant was a resident during the past five years.
9. An original **Health Certificate**, no more than one year old.
10. Proof of **Hepatitis B vaccination**.

### **Admission Procedures**

1. Candidates must submit all required documents by the established deadline.
2. An initial evaluation will be prepared for each applicant and a preliminary score assigned, based on the criteria and relative values established by the Graduate Certificate in Forensic Psychology program. Candidates who qualify will receive an invitation for an interview with program faculty.
3. Selected applicants will be informed of the place, time, and day of the interview.
4. Each candidate who has been interviewed will have a final evaluation and receive a final score based on the criteria and relative values established by the program.
5. A letter of notification with the determination of the program faculty will be sent to each applicant.

### **IDENTITY VERIFICATION**

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

### **REQUIREMENTS FOR THE GRADUATE CERTIFICATE IN FORENSIC PSYCHOLOGY**

The San Juan Campus has established the following standards that must be fulfilled before the Graduate Certificate can be awarded:

1. Satisfactory completion of the required academic credits
2. A cumulative grade point average (CGPA) of 3.25 or higher on a 4.00 scale.
3. Grades of "B" or higher in all courses
4. Fulfillment of all institutional obligations.
5. Good standing in the program, i.e., no disciplinary action pending or academic probation; in the case of a student readmitted after an Academic Dismissal, if he or she once again fails or drops (whether by a Withdrawal or an Administrative Withdrawal) the course for which

the Academic Dismissal was originally granted, then he or she will be dismissed from the program without the possibility of applying for admission to the same program again

6. Recommendation from the program faculty for the Graduate Certificate; students seeking a Graduate Certificate must demonstrate, to the satisfaction of the faculty, the professional, ethical, and personal attributes described in the current *General Policies and Disciplinary Procedures Manual*

## **CURRICULAR REQUIREMENTS**

The Graduate Certificate in Forensic Psychology is a specialized certificate in forensic psychology that can be obtained from Carlos Albizu University, San Juan Campus, upon the completion of a one-year, full-time program of 16 credit hours. The program consists of coursework and seminars.

## **TIME LIMIT**

Every candidate for the Graduate Certificate in Forensic Psychology must complete the program within three years from the date of admission to the anticipated program. A one-year extension may be obtained upon the approval of the Chancellor. Under no circumstances will an extension of more than one year be granted.

Extension requests will be evaluated according to the time limit norm that most benefits the student. If the time limit norm in effect when the student was originally admitted gives the student more time to complete the pending requirements, then this norm will be applied. However, if the current time limit norm gives the student more time, then the request will be evaluated under this norm.

Be advised that a program change at the same level does not affect the number of years already expended by the student in his or her original program. The number of years already expended will be subtracted from the years established as the limit for completing the program the student is enrolled in through the program change. (Please see the Institutional Time Limit Policy in this catalog.)

## **STUDENT EVALUATIONS**

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

## **PROFESSIONAL DEVELOPMENT**

Graduate Certificate in Forensic Psychology candidates at Albizu are encouraged to further develop their professional skills by:

- Participating in program activities
- Participating in conferences and workshops related to forensic psychology
- Becoming a member of professional forensic psychology organizations such as the American Academy of Forensic Psychology and Division 41 of the American Psychological Association

**GRADUATE CERTIFICATE PROGRAM IN FORENSIC PSYCHOLOGY  
CURRICULAR SEQUENCE  
(Effective Fall 2016)**

<b>FIRST YEAR - FALL</b>		
<b>Code</b>	<b>Course Title</b>	<b>Credits</b>
FPSP-500	Fundamentals of Forensic Psychology Applied to the Legal System in Puerto Rico	3
FPSI-500	Forensic Counseling and Psychotherapy	3
<b>Total</b>		<b>6</b>

<b>FIRST YEAR - SPRING</b>		
<b>Code</b>	<b>Course Title</b>	<b>Credits</b>
FPSA-500	Forensic Assessment I: Criminal	3
FPSA-501	Forensic Assessment II: Family/Civil	3
<b>Total</b>		<b>6</b>

<b>FIRST YEAR - SUMMER</b>		
<b>Code</b>	<b>Course Title</b>	<b>Credits</b>
FPSL-501	Consultation and Testimony for the Psychologist	4
SEMM-552	Principles of Mediation	0
<b>Total</b>		<b>4</b>
<b>Total Credits for Certification</b>		<b>16</b>



## GRADUATE CERTIFICATE PROGRAM IN FORENSIC PSYCHOLOGY COURSE DESCRIPTIONS

### **FPSP 500 FUNDAMENTALS OF FORENSIC PSYCHOLOGY APPLIED TO THE LEGAL SYSTEM IN PUERTO RICO (3 credits)**

This course presents students with an in-depth understanding of the roles and responsibilities of forensic psychologists within the justice system in Puerto Rico and its various scenarios. The course includes the historical foundation and development of forensic psychology in the United States and Puerto Rico. Students will explore the interaction between psychology and the legal system in Puerto Rico, discuss federal and state law in relation to forensic psychology, gain a better understanding of issues related to law and the legal process, and acquire knowledge regarding credential preparation and *voir dire*; limits of privilege and confidentiality; and ethical and professional issues. Students will also discuss the theories that support the utilization of psychology in the criminal justice system and how those theories and psychological research are applied in law enforcement, the courts, and in corrections in Puerto Rico.

### **FPSA 500 FORENSIC ASSESSMENT I: CRIMINAL (3 credits)**

This course provides an intensive review of psychological assessment instruments and their application to criminal forensic psychology. Students will review current research on evidenced-based forensic assessment strategies. Emphasis will be placed on the proper selection and use of assessment techniques, expert information gathering, use of collateral and third party information, and report writing. Students will discuss psychological testing in the areas of risk assessment, violence, and dangerousness; psychopathy and predatory behavior; sexual offense; pre-sentencing evaluations; competency evaluations; and mental state. Sociocultural and gender-related issues in assessment will be discussed.

### **FPSA 501 FORENSIC ASSESSMENT II: FAMILY/CIVIL (3 credits)**

This course prepares students to conduct comprehensive assessments for civil and family courts. Students will review current research on evidenced-based forensic assessment strategies. Emphasis will be placed on the proper selection and use of assessment techniques, expert information gathering, use of collateral and third party information, and report writing. Students will discuss psychological testing in the areas of child abuse and neglect; parental fitness and termination of parental rights; domestic violence and battered woman syndrome; divorce and marital dissolution; child custody and parenting time; and juvenile delinquency. Students will learn how to integrate and apply to their professional work their knowledge of psychopathology, personality, family systems, and parenting styles.

### **FPSI 500 FORENSIC COUNSELING AND PSYCHOTHERAPY (3 credits)**

This course explores evidenced-based interventions in forensic psychology. Students will discuss research related to specific interventions and populations. The course reviews models for treatment planning and for documenting interventions. Issues related to alliance-building and therapeutic intervention skills will be addressed. Students will understand sociocultural issues and the applicability of social, biological, cognitive, and affective bases of behavior across the lifespan in formulating and implementing treatment plans. The course presents how to adjust interventions to client context and changing client needs and to monitor risk and intervention. Ethical and legal issues related to forensic counseling and psychotherapy are discussed.

### **FPSL 501 CONSULTATION AND TESTIMONY FOR THE PSYCHOLOGIST (4 credits)**

This course offers an overview of consultation skills for psychologists, as well as the ethical, legal, and professional practice issues to be considered when clinicians are asked to provide consultation in legal systems. The course discusses deposition, courtroom testimony, a "fact witness," and an expert witness. Ethical, legal, and professional issues regarding forensic consultation and testimony will be presented. Emphasis will be given to the functions of judge and jury; relevancy; real and demonstrative evidence; authentication and production of writings; the examination, competency, and privileges of witnesses; hearsay; impeachment; and burden of proof, presumptions, and judicial notice as they relate to the practice of forensic psychology and expert testimony. Students will be able to observe and participate in mock trials in areas related to expert testimony, fact or expert witness, and other legal

issues in forensic psychology. The course provides an opportunity to apply knowledge gained in the areas of psychology and law and to understand the roles and responsibilities of collaboration.

**SEMM 552: PRINCIPLES OF MEDIATION (0 credits)**

This seminar presents theoretical and practical aspects of mediation in various legal contexts. Students will discuss the important role of mediation both privately and within the judicial structure in legal issues. The seminar integrates ethical and practical considerations through role-play and independent research.

## PREPARATORY COURSES: GRADUATE PSYCHOLOGY PROGRAMS

### GENERAL INFORMATION

Applicants with an undergraduate concentration or graduate specialization other than psychology are required to complete 15 credits (5 courses of 3 credits each) of preparatory courses in order to qualify for an admission evaluation for an Albizu graduate psychology program. The courses cover the following areas:

- Experimental Psychology (course with laboratory)
- Statistics
- Abnormal Psychology
- Theories of Personality
- Physiological Psychology (course with laboratory)

Prospective students who apply to a graduate psychology program without having the required academic background will receive a letter from the Admissions Office specifying the courses that will need to be completed. The student will then have up to one year to complete the courses. Albizu institutional policy dictates that the student cannot take the preparatory courses with the intention of raising his or her cumulative GPA.

Any applicant interested in one of Albizu's clinical psychology programs must contact the Admissions Office to verify if his or her undergraduate concentration is included in the list of concentrations accepted for these programs.

*Note: Completion of the preparatory courses does not guarantee that the applicant will receive an appointment for an admission interview or will be admitted to an Albizu University graduate program.*

### REQUIRED APPLICATION DOCUMENTS

1. **A completed application form** submitted prior to the established deadline and accompanied by a non-refundable application fee of \$75.00. Every applicant must provide a Social Security Number. No application will be processed without one.
2. Evidence of having obtained at least the **minimum cumulative grade point average (CGPA)** required for the relevant graduate program. Note that this requirement refers to the CGPA, not the concentration or graduation GPA. Only the CGPA of conferred degrees will be taken into consideration.
3. **Official transcripts** from all previous institutions attended, which must be requested by the applicant to be sent directly to the Admissions Office. In those cases where the applicant will receive a degree from a previously attended institution more than 30 calendar days after beginning the academic session at Albizu, an official degree certification will be accepted as evidence that the degree will be conferred at a future date. Upon degree conferment, the student will have up to 30 working days to comply with the requirement to submit the transcript. Failure to comply will result in a hold that prevents any administrative transaction between the student and the Institution. *Failure to report previous college and/or graduate work constitutes a falsification of the application, which will result in the loss of all credits earned and may result in dismissal.*
4. Evidence of having earned, at least, a **B.A. or B.S. degree** from an institution accredited by the Puerto Rico Council of Education. Degrees or credits obtained outside of Puerto Rico must have been earned at an institution accredited by a regional accrediting body recognized by the

Council for Higher Education Accreditation (CHEA) or an institution of higher education located outside the United States, which, at the time the applicant was enrolled, maintained a standard of training substantially equivalent to the standards of training of those institutions in the United States that are accredited by a body recognized by CHEA.

5. One **letter of recommendation** from a professor, employer, or community leader. *The recommendation must be submitted on Albizu's official [Recommendation Form](#).*
6. An updated **Certificate of Good Conduct** from the jurisdiction(s) where the applicant was a resident during the past five years.
7. A copy of the **PVAC-3 Form** with an original signature (for applicants 21 years old or younger at the time of application).
8. An official **evaluation of academic credentials** by an authorized credential evaluation agency (for international students only). Credential evaluation agencies evaluate and interpret the U.S. equivalents of foreign education and work credentials. Please note that all documents must be submitted in English. A list of authorized agencies is available at: <http://www.albizu.edu/International-Students/Credential-Evaluation-Services>
9. **Any additional documents** that may be required by Albizu University graduate psychology programs at a future date, as specified at the time of application for preparatory courses.

## IDENTITY VERIFICATION

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

## PREPARATORY COURSES: SPEECH AND LANGUAGE PATHOLOGY PROGRAM

### GENERAL INFORMATION

Applicants with an undergraduate concentration or specialization other than speech and language therapy are required to complete 21 credits (7 courses of 3 credits each) of preparatory courses in order to qualify for an admission evaluation for the Albizu M.S. in Speech and Language Pathology program. These courses cover the following areas:

- Nature and Needs of the Exceptional Child
- Human Growth and Development
- Statistics
- Professional Writing
- Acoustic and Psychoacoustic Aspects of Sound and Voice Reception and Perception

In addition to the five courses previously mentioned, every applicant must have completed the following two courses:

- a. One course out of this group of three:
  - Introduction to Physical Sciences
  - Physics
  - Chemistry
- b. One course out of this group of four:
  - Biological Sciences
  - Biology
  - Human Genetics
  - Neuroanatomy and Neurophysiology

Prospective students who apply to the M.S. in Speech and Language Pathology program without having the required academic background will receive a letter from the Admissions Office specifying the courses that will need to be completed. The student will then have up to one year to complete the courses. Albizu institutional policy dictates that the student cannot take the preparatory courses with the intention of raising his or her cumulative GPA.

***Note:** Completion of the preparatory courses does not guarantee that the applicant will receive an appointment for an admission interview or will be admitted to an Albizu University program.*

### REQUIRED APPLICATION DOCUMENTS

1. A **completed application form** submitted prior to the established deadline and accompanied by a non-refundable application fee of \$75.00. Every applicant must provide a Social Security Number. No application will be processed without one.
2. Evidence of having obtained at least the **minimum cumulative grade point average (CGPA)** required for the relevant graduate program. Note that this requirement refers to the CGPA, not the concentration or graduation GPA. Only the CGPA of conferred degrees will be taken into consideration.
3. **Official transcripts** from all previous institutions attended, which must be requested by the applicant to be sent directly to the Admissions Office. In those cases where the applicant will receive a degree from a previously attended institution more than 30 calendar days after beginning the academic session at Albizu, an official degree certification will be

accepted as evidence that the degree will be conferred at a future date. Upon degree conferment, the student will have up to 30 working days to comply with the requirement to submit the transcript. Failure to comply will result in a hold that prevents any administrative transaction between the student and the Institution. *Failure to report previous college and/or graduate work constitutes a falsification of the application which will result in the loss of all credits earned and may result in dismissal.*

4. Evidence of having earned, at least, a **B.A. or B.S. degree** from an institution accredited by the Puerto Rico Council of Education. Degrees or credits obtained outside of Puerto Rico must have been earned at an institution accredited by a regional accrediting body recognized by the Council for Higher Education Accreditation (CHEA) or an institution of higher education located outside the United States, which, at the time the applicant was enrolled, maintained a standard of training substantially equivalent to the standards of training of those institutions in the United States that are accredited by a body recognized by CHEA.
5. One **letter of recommendation** from a professor, employer, or community leader. *The recommendation must be submitted on Albizu's official [Recommendation Form](#).*
6. An updated **Certificate of Good Conduct** from the jurisdiction(s) where the applicant was a resident during the past five years.
7. A copy of the **PVAC-3 Form** with an original signature (for applicants 21 years old or younger at the time of application).
8. An official **evaluation of academic credentials** by an authorized credential evaluation agency (for international students only). Credential evaluation agencies evaluate and interpret the U.S. equivalents of foreign education and work credentials. Please note that all documents must be submitted in English. A list of authorized agencies is available at: <http://www.albizu.edu/International-Students/Credential-Evaluation-Services>
9. **Any additional documents** that may be required by the Albizu M.S. in Speech and Language Pathology program at a future date, as specified at the time of application for preparatory courses.

## IDENTITY VERIFICATION

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

## SAN JUAN CAMPUS FACULTY BACKGROUND DATA AND RESEARCH INTERESTS

### UNDERGRADUATE PROGRAM

- Hernández-Rosado, Margarita** B.S. 1981, University of Puerto Rico, Medical Sciences Campus, Health Education  
M.S. 1983, University of Puerto Rico, Speech and Language Pathology  
Associate Professor  
Research Interests: Stuttering, speech and language communication, writing disabilities
- Méndez, Proviadela** B.A. 1981, University of Puerto Rico, Río Piedras Campus, Elementary Education  
M.S. 1983, University of Puerto Rico, Medical Sciences Campus, Audiology  
Adjunct Professor
- Rodríguez-Olivieri, Nitza** B.S. 1977, Interamerican University, Psychology  
M.S. 1979, University of Puerto Rico, Medical Sciences Campus, Speech and Language Pathology  
Associate Professor
- Torres Cuevas, Hécmir** B.A., 2006, University of Puerto Rico, Psychology  
M.S., 2009, Carlos Albizu University, Clinical Psychology  
Ph.D., 2011, Carlos Albizu University, Clinical Psychology  
Psychology Coordinator, Interdisciplinary Baccalaureate  
Adjunct Faculty  
Research Interest: child psychopathology, resilience, spirituality in psychology

### GRADUATE PROGRAMS

- Alcaraz, Lizzette** B.A. 1986, Interamerican University, Special Education  
M.S. 1988, Syracuse University, Communication Sciences and Disorders  
S.L.P.D. 2011, Nova Southeastern University, Speech and Language Pathology  
Director, B.S. in Speech and Language Therapy and M.S. in Speech and Language Pathology Programs
- Acevedo-Acevedo, Luis J.** B.A. 1993, University of Puerto Rico, Psychology  
M.S. 1996, Caribbean Center for Advanced Studies, Clinical Psychology  
Psy.D. 1999, Caribbean Center for Advanced Studies, Clinical Psychology  
Adjunct Professor  
Research Interests: Supervision, couples therapy
- Alonso, Annie** B.S. 1976, University of Puerto Rico, Sociology  
M.S. 1978, University of Puerto Rico, Social Work  
M.S. 1992, Caribbean Center for Advanced Studies, Clinical Psychology  
Ph.D. 1996, Caribbean Center for Advanced Studies  
Clinical Psychology

- Adjunct Professor  
Research Interests: Developmental deficiencies and family therapy
- Altieri-Ramírez, Gladys** B.A. 1971, University of Puerto Rico, Social Sciences,  
Major: Psychology  
M.A. 1982, Interamerican University, Education  
M.S. 1985, Caribbean Center for Advanced Studies,  
Clinical Psychology  
Ph.D. 1987, Caribbean Center for Advanced Studies,  
Clinical Psychology  
Full Professor  
Research Interests: Forensic psychology, women's issues,  
gerontology, child abuse, ethics, children and adolescents
- Andújar-Rojas, Carlos** B.S. 1989, University of Puerto Rico, Psychology  
M.S. 1991, University of Puerto Rico, Psychology  
Ph.D. 1993, University of Puerto Rico,  
Industrial/Organizational Psychology  
Adjunct Professor  
Research Interest: Psychometrics and organizational development
- Aponte-Soto, Michell** B.A. 2005, University of Puerto Rico, Elementary Education  
M.S. 2011, Carlos Albizu University, San Juan, Clinical Psychology  
Ph.D. 2013, Carlos Albizu University, San Juan, Clinical Psychology  
Associate Professor  
Research interests: Trauma, depersonalization, emotions regulation,  
substance abuse disorders, HIV/AIDS, HIV-associated neurocognitive  
disorders, stigma
- Batlle-Santiago, María** B.A. 1965, Sacred Heart University, Arts with specialization  
in painting and sub-specialization in Psychology  
M.A. 1980, University of New York, Pedagogy and Arts  
M.A. 1982, University of Puerto Rico, Arts with specialization  
in Clinical Psychology  
Ph.D. 1992, University of Puerto Rico, Clinical Psychology  
Licentiate 1994, Rochester, New York, American Association  
of Marriage and Family Therapists  
Clinical Supervisor  
Research Interest: Systemic intervention training with patients with  
advanced illness
- Bustillo-Formoso, María** B.A. 1980, University of Puerto Rico, Río Piedras Campus,  
Elementary Education;  
M.S. 1982, University of Puerto Rico, Medical Sciences Campus,  
Speech-Language Pathology  
S.L.P.D. 2015, Nova Southeastern University, Speech and Language  
Pathology  
Assistant Professor  
Research Interests: Standardized language tests for children and  
adolescents, speech and language acquisition, supervision
- Cabiya-Morales, José** B.A. 1976, University of Puerto Rico, Psychology  
Ph.D. 1983, State University of New York at Albany  
Full Professor  
Research Interests: Evaluation of effectiveness of cognitive-behavioral  
interventions with children and adolescents; psychological testing  
and validation with the MMPI-2 and MMPI-A; neuropsychological



testing and prevention of mental health in children; impulsivity, aggressive behavior, alcohol and substance abuse in children and adolescents; depression in children

**Cantos, Arthur**

Licensure in Philosophy and Science of Education 1981, Universidad de Valencia  
Diploma of Behavioral Psychotherapy 1982, Middlesex Hospital Medical School, University of London  
M.A. Clinical Psychology 1984, State University of New York at Stony Brook  
Ph.D. in Clinical Psychology 1989, State University of New York at Stony Brook  
Postdoctoral Fellowship 1992, State University of New York at Stony Brook  
Postdoctoral Leadership and Management Training 2006, The White Hart Clinical Psychology Management and Development Course, Harrogate, England  
Director, Ph.D. in Clinical Psychology Program  
Research Interests: Domestic violence, child abuse, rearing styles and violence between couples

**Cepeda-Hernández, Sonia**

B.A. 1999, University of Puerto Rico, General Science  
M.A. 2003, Interamerican University, Metropolitan Campus, Counseling Psychology  
Ph.D. 2013, Interamerican University, Metropolitan Campus, Counseling Psychology  
Director, Counseling Psychology Program  
Research Interests: Gender, masculinity, emotions regulation, anxiety, stress and coping, complementary and integrative health, mindfulness, mindfulness-acceptance and compassion based interventions.

**Cruz-Cedeño, Eurídice**

B.A. 1974, Sacred Heart University, Social Sciences  
M.S. 1989, Caribbean Center for Advanced Studies, Clinical Psychology  
Psy.D. 1992, Caribbean Center for Advanced Studies, Clinical Psychology  
Clinical Supervisor  
Research Interests: Individual psychotherapy, group psychotherapy

**Cruz-Ortiz, Rebecca**

B.A. 1967, University of Puerto Rico, Psychology  
M.S. 1974, University of Puerto Rico, Social Work  
M.S. 1989, Caribbean Center for Advanced Studies, Clinical Psychology  
Psy.D. 1991, Caribbean Center for Advanced Studies, Clinical Psychology  
Clinical Supervisor  
Research Interests: Psychological evaluations, psychotherapy for children, adolescents, and adults

**Cott-Pollock, Marieanne**

B.A. 1990 University of Puerto Rico, Cayey Campus, Psychology  
M.A. 1998 Interamerican University, Metropolitan Campus, School Psychology  
Ph.D. 2009 Interamerican University, Metropolitan Campus, School Psychology  
Adjunct Professor  
Research Interest: Alternative therapy for medical conditions

- Cuevas-Padró, Sylma**  
 B.A. 1987, Interamerican University, Psychology  
 M.S. 1994, Caribbean Center for Advanced Studies,  
 Clinical Psychology  
 Psy.D. 1996, Caribbean Center for Advanced Studies,  
 Clinical Psychology  
 Clinical Supervisor  
 Research Interests: Music therapy, clinical supervision
- De Jesús Calcaño, Jahgen**  
 B.A. 2007, University of Puerto Rico, Elementary Education  
 M.S. 2009, University of Puerto Rico, Speech and Language Pathology  
 Graduate Certification 2014, University of Puerto Rico, Early  
 Intervention and Developmental Disabilities  
 Assistant Professor  
 Clinical Director, Albizu Clinic (Speech and Language Pathology)  
 Research Interests: Autism spectrum disorders, central auditory  
 processing, fluency, literacy, learning disabilities
- Díaz-Díaz, Verónica**  
 B.A. 1998, University of Puerto Rico, Psychology  
 M.S. 2002, Carlos Albizu University, Psychology  
 Ph.D. 2004, Carlos Albizu University, Clinical Psychology  
 Adjunct Professor  
 Research Interest: Psychological measurement
- García-Carrasquillo, Aida**  
 B.S. 1985, University of Puerto Rico  
 M.S. 1991, Caribbean Center for Advanced Studies,  
 Clinical Psychology  
 Ph.D. 1992, Caribbean Center for Advanced Studies,  
 Clinical Psychology  
 Full Professor  
 Research Interests: Cognitive measurement and evaluation, ethical  
 issues in clinical psychology, needs assessment, crisis intervention,  
 homelessness
- González-Viruet, Maribella**  
 B.A. 1997, University of Puerto Rico, Mayagüez Campus.  
 Art and Science in Psychology  
 M.S. 2000, Carlos Albizu University, Clinical Psychology  
 Ph.D. 2002, Carlos Albizu University, Clinical Psychology  
 Associate Professor  
 Research Interests: Psychometric and psychoeducational assessment  
 for children, children and adolescents
- Jiménez-Torres, Aida**  
 B.A. 1984, Florida State University, Tallahassee, Florida  
 M.A. 1991, University of Puerto Rico at Río Piedras  
 Ph.D. 1993, University of Puerto Rico at Río Piedras  
 Post-Doctoral in Family Therapy, 1999-2001, Massachusetts General  
 Hospital, Boston, Massachusetts  
 Practicum Supervisor  
 Research Interests: family therapy, mental health services,  
 psychotherapy
- Joglar, Teresa**  
 B.A. 1986, University of Puerto Rico, Special Education  
 M.S. 1989, University of Puerto Rico, Speech and Language Pathology  
 Associate Professor  
 Practice Coordinator  
 Research Interests: Cognitive-communication disorders, language  
 disorders, neurogenic communication disorders, supervision

- Lizardi- Pujals, Emma** B.A. 1992, Metropolitan University, Psychology  
M.S. 1994, Carlos Albizu University, Clinical Psychology  
Ph.D. 1998, Carlos Albizu University, Clinical Psychology  
Clinical Supervisor  
Research Interest: Psychological evaluation
- Malavé-Lebrón, Sarah M.** B.A. 1978, Interamerican University, Social Sciences  
M.A.1982, Interamerican University, Criminal Justice  
Ph.D. 1991, Caribbean Center for Advanced Studies,  
Clinical Psychology  
Adjunct Professor  
Research Interests: Women studies, sexuality
- Maldonado-Pérez, Maritza** B.S. 1987, University of Puerto Rico, Medical Sciences Campus,  
Speech-Language Therapy  
M.S. 1996, University of Puerto Rico, Medical Sciences Campus,  
Speech-Language Pathology;  
Ed.D. 2014, Metropolitan University of Puerto Rico, Teaching  
Assistant Professor  
Research Interests: Anatomy and physiology of the oral mechanism,  
articulatory, phonological, oral motor and sensory disorders,  
differential diagnosis, and research methodology in  
communication disorders
- Martínez-Geigel, Carmen** B.A. 1978. University of Puerto Rico, Río Piedras Campus, Psychology  
M.A.1998. Interamerican University, Metropolitan Campus,  
Counseling Psychology  
PH.D. 2006. Interamerican University, Metropolitan Campus,  
Counseling Psychology  
Associate Professor  
Research Interests: Couples and family therapy, positive psychology,  
qualitative research
- Martínez-González, José** B.A. 1978, University of Puerto Rico, Río Piedras Campus, Psychology  
M.S. 1982, University of Puerto Rico, Río Piedras Campus,  
Psychology; Clinical Psychology  
Ph.D. 1999, University of Puerto Rico  
Associate Professor  
Research Interests: Mental health services disparities, psychosocial  
correlates of ADHD in elementary school age children, parenting  
styles/practices and family stress levels, child abuse and neglect  
evaluation, HIV positive women's health and psychosocial  
functioning, empowerment intervention models for women living  
with HIV, HIV medication adherence issues, psychosocial sequel of  
traumatic events, intervention outcome research
- Martínez-Lugo, Miguel E.** B.A. 1978, University of Puerto Rico, Mayagüez Campus,  
Psychology  
M.S. 1980, Caribbean Center for Advanced Studies,  
Industrial/Organizational Psychology  
Ph.D. 1983, Caribbean Center for Advanced Studies,  
Industrial/Organizational Psychology.  
Full Professor  
Research Interests: Job involvement, workplace mobbing,  
organizational commitment, job satisfaction, test development,  
retirement issues, organizational behavior, ageism in the workplace,  
work engagement, organizational justice, boredom at work, job  
burnout, organizational cynicism

- Martínez-Ortiz, Daniel** B.S. 1974, Fordham University, Psychology  
M.S. 1984, Columbia University, Clinical Psychology  
M.Ph. 1988, Columbia University, Clinical Psychology  
Ph.D. 1989, Columbia University, Clinical Psychology  
Full Professor  
Research Interests: Family therapy, couples therapy, group therapy, sports psychology
- Martínez-Taboas, Alfonso** B.A. 1984, University of Puerto Rico, Psychology  
M.A. 1987, University of Puerto Rico, Clinical Psychology  
Ph.D. 1997, University of Puerto Rico, Psychology  
Associate Professor  
Research Interests: Anxiety disorders, dissociation, mood disorders, childhood disorders, psychotherapy research, epilepsy and behavior, epidemiological mental health research, hypnosis, somatoform disorders, trauma and PTSD
- Matos-Román, Maribel** B.A. 1980, University of Puerto Rico, Psychology  
M.A. 1984, University of Puerto Rico, Clinical Psychology  
Ph.D. 1997, University of Puerto Rico, Psychology  
Associate Professor  
Research Interests: Psychotherapy research, ADHD and disruptive disorders in children and adolescents, psychometric and psychoeducational
- Moro de Figaredo, María** BS 1983, Florida International University, Miami, Florida, Psychology  
MS 1993, University of Puerto Rico, Medical Sciences Campus, Speech-Language Pathology;  
2010 Filius Institute, Medical Sciences Campus, Puerto Rico, Autism Certificate  
Assistant Professor  
Research Interests: Autism, cleft palate, language acquisition, language disorders, neurogenic communication disorders
- Narváez-Perez, Karla** B.S. 2001 Carlos Albizu University, Speech Therapist  
M.A. 2008 Metropolitan University, Special Education  
Ph.D. 2011 Interamerican University, School Psychology  
Associate Professor  
Research Interests: Neuropsychology, basic neuroscience and neurology conditions
- Padilla-Cotto, Lymaries** B.A. 1992, University of Puerto Rico, Psychology  
M.A. 1996, University of Puerto Rico, Clinical Psychology  
Ph.D. 2002, University of Puerto Rico, Clinical Psychology  
Director; Research Training Program  
Research Interests: Obesity (psychological and sociological factors) psychological aspects and attitudes of infertility, ADHD, cybernetics and psychology, depression, aggression in children, hyperactivity
- Paredes-Despradel, María E.** B.A. 1985, Interamerican University of Puerto Rico, Metropolitan Campus, Spanish Literature  
M.A. 1995, Interamerican University of Puerto Rico, Metropolitan Campus, Counseling Psychology  
Ph.D. Interamerican University of Puerto Rico, Metropolitan Campus, Counseling Psychology

- Associate Professor  
Research Interests: Obesity, psychological and psychosocial impact of bariatric surgery, qualitative research
- Pedrosa-Roche, Orlando** M.S. 1990, Caribbean Center for Advanced Studies, Clinical Psychology  
Ph.D. 1994, Caribbean Center for Advanced Studies, Clinical Psychology  
Associate Professor  
Research Interest: Violence prediction
- Pérez-Butler, Pedro** B.S. 1974, Catholic University of Puerto Rico, Ponce, Chemistry  
1975, Medical Technology Certification, University of Puerto Rico;  
M.S. 1992, Caribbean Center for Advanced Studies, Industrial/Organizational Psychology  
Ph.D. 2002, Industrial/Organizational Psychology  
Adjunct Professor  
Research Interests: Continuous improvement processes, organizational development
- Pérez-Santiago, José A.** B.S. 1986, University of Puerto Rico, Psychology  
M.S. 1994, Caribbean Center for Advanced Studies, Industrial/Organizational Psychology;  
Ph.D. 1997, Caribbean Center for Advanced Studies, Industrial/Organizational Psychology  
Academic Dean  
Research Interests: Work motivation, job stress, psychological assessment, organizational climate and culture, psychological consultation, tests construction, job redesign, organizational leadership
- Piñeiro, Lynnette** B.S. 2008, University of Puerto Rico, General Science  
M.S. 2011, Universidad del Turabo, Speech and Language Pathology  
Associate professor  
Research Interests: Head and neck cancer, neurogenic communication disorders, psychoacoustics, swallowing disorders, voice disorders
- Pons-Madera, José** B.A. 1977, Indiana State University, Psychology  
M.S. 1979, Carlos Albizu University, Clinical Psychology  
Ph.D. 1982, Carlos Albizu University, Clinical Psychology  
President
- Quinoñes-Alvarez, Edna** B.A. 1980, University of Puerto Rico, Psychology  
M.A. 1984, University of Puerto Rico, Industrial Psychology  
Ph.D. 1994, University of Wisconsin-Madison, Counseling Psychology  
M.B.A. 2002 University of Phoenix, Health Care Administration  
Adjunct Professor  
Research Interests: Substance abuse, healthcare
- Quintero-Jiménez, Noel** Master's in Theology, 1972, Javeriana University, Bogotá, Colombia  
M.A. 1979, New York University, Educational Psychology  
M.S. 1984, Caribbean Center for Advanced Studies, Clinical Psychology  
Ph.D. 1989, Caribbean Center for Advanced Studies, Clinical psychology  
Full Professor

Research Interests: Stress and coping, cognitive measurement and evaluation, learning disabilities, spirituality and religion in psychology, supervision and ethical issues in clinical psychology, trauma and sexual abuse

**Ralat-Rivera, Sandra I.**

B.A. 1985, University of Puerto Rico, Psychology  
M.A. 1990, University of Puerto Rico, Academic Research, Psychology  
Ph.D. 2004, University of Puerto Rico, Clinical Psychology  
Clinical Supervisor  
Adjunct Professor  
Research Interests: Autism and developmental disorders, depression in children and adolescents, psychotherapy with children and adolescents

**Rivera-Flores, Carmen M.**

B.A. 1974, Interamerican University, Psychology  
M.S. 1980, Hunter School of Social Work  
Psy.D. 1994, Caribbean Center for Advanced Studies,  
Clinical Psychology  
Clinical Supervisor  
Research Interests: Sexual abuse, domestic violence

**Rodríguez-Gómez, José R.**

B.S. 1979, University of Puerto Rico, Río Piedras Campus  
M.D. 1983, UCETEC, Dominican Republic, General Medicine  
M.P.H. 1986, University of Puerto Rico, Medical Sciences  
Campus, Epidemiology  
Postgraduate Certification 1987, University of Puerto Rico,  
Medical Sciences Campus, Gerontology  
M.A. 1988, Fordham University, Sociology  
Sc.D. 1989, Lafayette University, Pastoral Wellness  
Ph.D. 1993, Fordham University, Sociology  
Full Professor  
Research Interests: Epidemiology of mental health illness, nutrition and mental health minorities (Hispanics), social psychology, pastoral counseling, gerontology, depression and diabetes in the elderly, Alzheimer's, oncology and STDs

**Rodríguez-Vendrell, Aracelis**

B.A. 1987, University of Puerto Rico, Mayaguez Campus, Psychology  
M.A. 1997, Interamerican University of Puerto Rico, Metropolitan  
Campus, Counseling Psychology  
Practicum Coordinator  
Research Interests: Body image, aging, cognition, motivation and learning, neuropsychology

**Santana-Mariño, Julio**

Psychology Licensure 1994, Universidad Central de las Villas  
Master's in Medical Psychology, 2000, Universidad Central de  
las Villas  
Ph.D. 2012, University of Puerto Rico, Clinical Psychology  
Chancellor  
Research Interests: Health psychology, social psychology, hypnosis, cognitive therapy

**Suarez-Kindy, Joy Lynn**

B.A. 1997, University of Puerto Rico, Psychology  
M.S. 2000, Carlos Albizu University, Clinical Psychology  
Psy.D. 2002, Carlos Albizu University, Clinical Psychology  
Associate Professor

**Vélez, Rubén** Ph.D. 1986, Caribbean Center for Advanced Studies  
Adjunct Professor  
Research Interests: Assessment, evaluation, and test development

**Vélez-Pastrana, María C.** B.A. 1990, University of Puerto Rico, Psychology  
M.S. 1995, Caribbean Center for Advanced Studies,  
Clinical Psychology  
Ph.D. 1997, Caribbean Center for Advanced Studies,  
Clinical Psychology  
Associate Professor  
Research Interests: ADHD in adults; adolescent sexual behavior and attitudes; sexual risk behaviors; test construction and development; health disparities, particularly pertaining to health behaviors and HIV/STD risk

#### MAYAGÜEZ UNIVERSITY CENTER

**Ahmad-Pereira, Youssef** B.S. 2000, University of Puerto Rico, Biology  
B.A. 2005, University of Puerto Rico, Psychology  
M.S. 2008, Carlos Albizu University, Clinical Psychology  
Ph.D. 2010, Carlos Albizu University, Clinical Psychology  
Associate Academic Dean  
Research interests: Risk factors and cognitive performance aging, dementia, neurofeedback, neuropsychological performance in elderly population

**Bezares-Hernández, Melissa** B.S. 2005, Universidad del Turabo, Psychology  
M.S. 2008, Carlos Albizu University, Clinical Psychology  
Psy.D. 2011, Carlos Albizu University, Clinical Psychology  
Albizu Clinic Director  
Research interests: Mindfulness therapy, echotherapy, autism spectrum disorder, LGBTQ community

**Liquet-Suárez, Minoshka** B.A. 2007, Interamerican University of Puerto Rico, General Psychology  
Psy.D. 2012, Ponce School of Medicine, Clinical Psychology  
Assistant professor  
Research interests: Borderline personality disorder, suicide behavior, non-suicidal self-inflicted wounds, dialectic behavioral therapy, mindfulness, trauma

**Rodríguez-Georgi, Annette** B.A. 1994, Pontificia Universidad Católica, Special Education  
M.S. 1997, Universidad de Puerto Rico, Speech/Language Pathology  
J.D. 2003, Pontificia Universidad Católica, Juris Doctor  
Coordinator, M.S. in Speech and Language Pathology Program

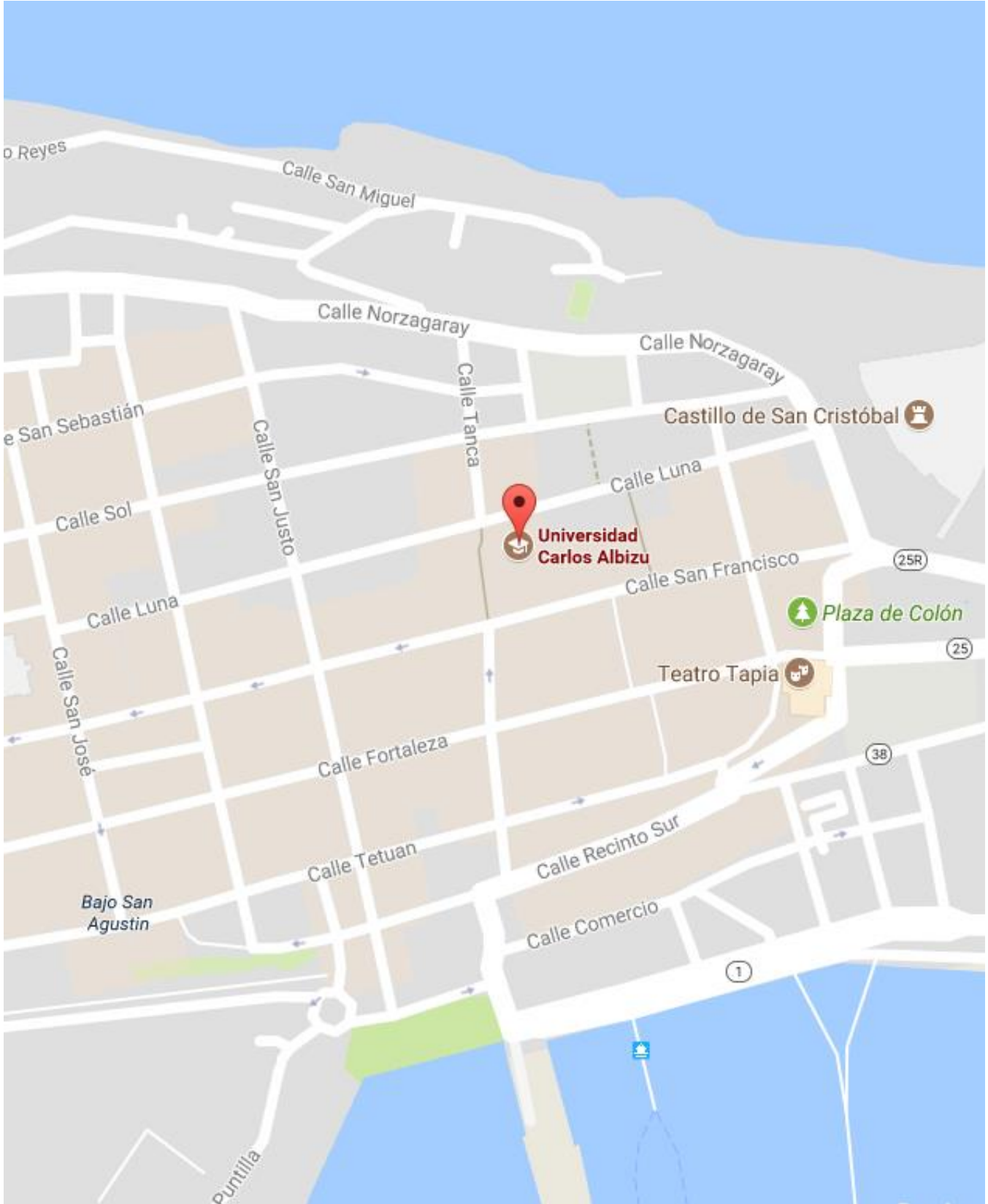
**Santana-Charriez, Lourdes** B.A. 1996, University of Puerto Rico, Psychology  
M.A. 2000, Interamerican University of Puerto Rico, Counseling Psychology  
Psy.D. 2009, Ponce School of Medicine, Clinical Psychology  
Director, Psy.D. in Clinical Psychology Program  
Research interests: Mindfulness, psycho-oncology, socio-cultural and historic aspects of the Puerto rican personality, psychogeriatrics

**Segarra-González, Yahaira** B.A. 2002, University of Puerto Rico, Psychology  
M.C. 2005, University of Phoenix, Mental Health Counseling

Ph.D. 2011, Interamerican University of Puerto Rico, Counseling  
Psychology  
Coordinator, M.S. in Counseling Psychology Program  
Research interests: Human-animal interactions, human-animal bond,  
healthy aging, positive psychology

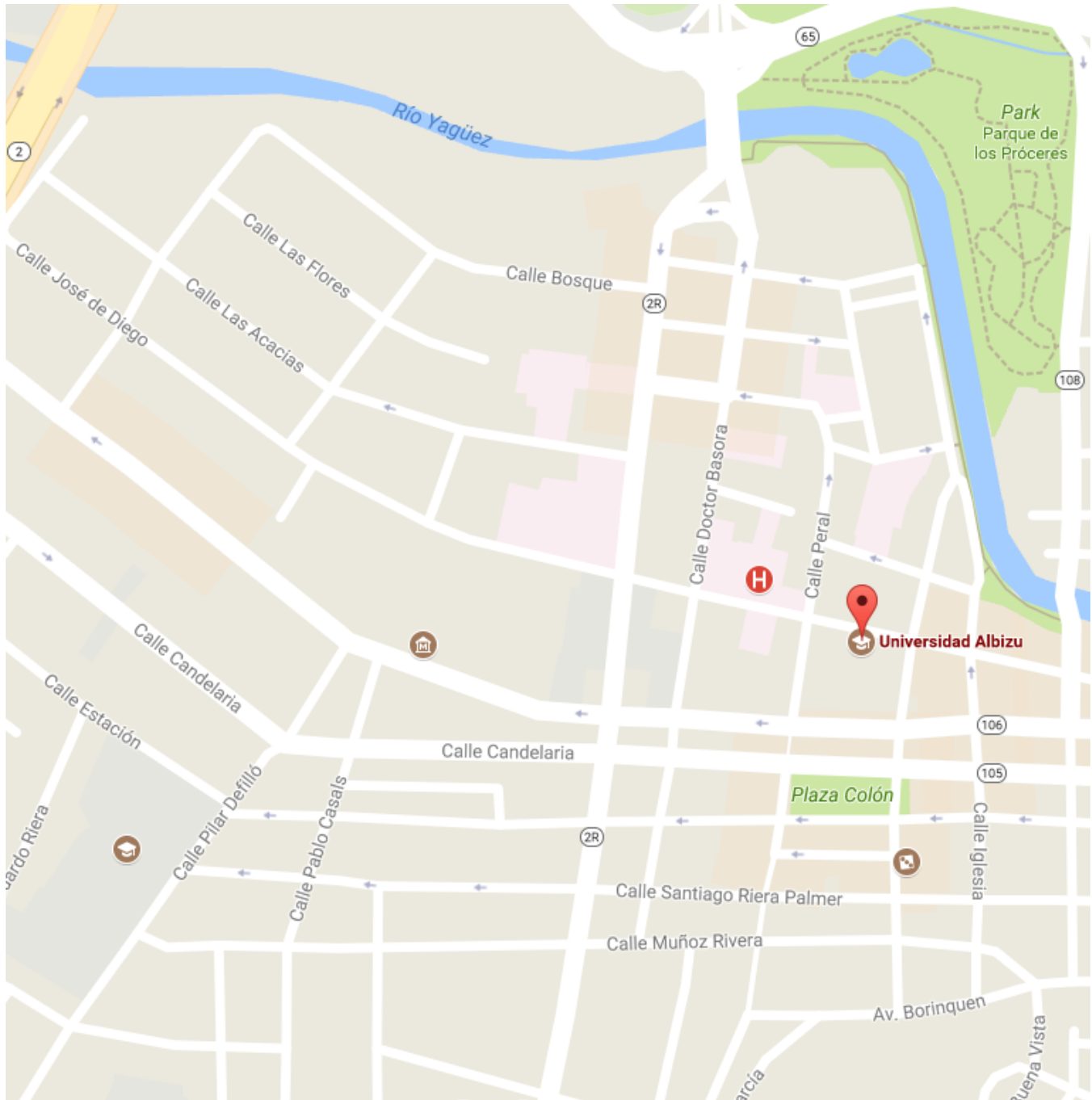


# LOCATION MAP: SAN JUAN CAMPUS



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## LOCATION MAP: MAYAGÜEZ UNIVERSITY CENTER



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