

UNIVERSIDAD
ANA G. MÉNDEZ

UAGM

Recinto de Gurabo

**Universidad Ana G. Méndez
Liberal Arts Academic Division
Doctoral Program in Counseling Psychology**

**STUDENT HANDBOOK
2022**

Revised January 2022

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Accreditation Status

The **Universidad Ana G. Méndez Gurabo Campus** (formerly known as Universidad del Turabo) **Counseling Psychology Doctoral Program (PSYD)** is accredited by the American Psychological Association since September 27, 2016. Next accreditation site visit will be held in 2023.

Questions related to the program's accreditation 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
Phone: (202) 336-5979

Email: apaaccred@apa.org

<http://www.apa.org/ed/accreditation>

Notice to Students*

The *Graduate Counseling Psychology Student Handbook* provides norms, policies and other important information regarding the counseling psychology graduate program at Universidad Ana G. Méndez. It is not meant to supersede any of the policies and codes of conduct of the university, the *Ethics Code* of the American Psychological Association (APA) (www.apa.org/ethics), or the regulations and Ethics Code of the Puerto Rico Psychology Licensing Board. Students are responsible to read and become familiar with this handbook and all other documents pertaining to the graduate program. Universidad Ana G. Méndez and the Psychology Department reserve the right to delete, add, or change courses in this *Handbook* and in the Degree Plan for any reason and cannot guarantee enrolment in specific courses or sections.

Although the majority of the lecture courses are offered on weekdays during the evening from 5:30 to 10:00 pm or all day on Saturdays, some lecture courses could begin at 1:00 pm during the weekdays. In addition, practicum and summer courses may be required. Practicum courses require placement in community/clinical settings during the traditional working hours of 8:00 am - 5:00 pm, and attendance to special extracurricular activities is also required during these working hours. A one-calendar-year internship completing 2000 hours or a part-time two (2) year internship completing 1000 hours per year is also required for doctoral students. Additionally, students must be able to read and understand English, as some instructional methods will be in English (textbooks, professional journals, online supplemental materials and quizzes/exams). Upon admission to the graduate program, students are responsible for staying informed of all changes in policies, regulations, academic requirements and laws that apply to them during their studies at UAGM.

The faculty of the Psychology Department encourages students to place an emphasis on their own academic and professional competencies development. Courses, practicum, and extracurricular activities place an important part in the development of these competencies that require personal exploration of social, cultural and diversity processes of human behavior.

The faculty members of the graduate program adhere to the *Ethics Code* of the APA and of the Puerto Rico Psychology Licensing Board. Student rights are recognized and respected by the faculty. The faculty reserves the right to request a student to engage in a psychotherapeutic relationship and may require such a relationship as a condition for remediation or re-admittance into the Program.

Students must be conscious that there are many personal and professional reasons that may prohibit them from earning a graduate degree or becoming licensed to practice psychology in the Commonwealth of Puerto Rico. Therefore, the faculty of the Program cannot guarantee either graduation from the program or licensure in the Commonwealth of Puerto Rico. However, the faculty is committed to make every effort to meet the obligations to each student to give them every opportunity to accomplish their goal of graduating from the graduate programs.

I _____, a student at the Universidad Ana G. Méndez graduate program, understand that my educational success is a joint effort between the faculty and me, the outcomes of which cannot be guaranteed. Progress depends on many factors including my motivation, effort, and other life circumstances. I agree that I will be responsible for adhering to all the policies in this *Handbook*, *Practice Handbook*, and the *Student Handbook* of Universidad Ana G. Méndez. I also agree to adhere to the *Ethics Code* of the American Psychological Association and the Puerto Rico Psychology Licensing Board.

Applicant/Student Signature

Date

Comprehensive Evaluation of Student Competence*

Professional psychologists are expected to demonstrate competence within and across a number of different but interrelated dimensions. Graduate psychology programs that educate and train professional psychologists also strive to protect the public and profession, faculty, training staff, and supervisors in such programs. Therefore, programs have a legitimate and vested interest in the comprehensive evaluation of student competence to include multiple aspects of development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical).

Not all students understand or appreciate those multiple aspects of their professional development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical). They will be evaluated throughout the process of education and training in professional psychology programs (e.g., masters, doctoral, internship, postdoctoral). Such comprehensive evaluation is necessary in order for faculty, training staff, and supervisors to appraise the professional development and competence of their students. This policy language attempts to (a) disclose and make these expectations explicit for students at the outset of education and training, and (b) provide an opportunity for students to determine whether they do or do not wish to participate in such processes and experiences.

As such—and consistent with a range of oversight, professional, ethical, and licensure guidelines and procedures that are relevant to processes of training, practice, and the assessment of competence within professional psychology, the APA Council of Chairs of Training Councils developed the following model policy for the comprehensive evaluation of students in professional training programs. Students and trainees in professional psychology programs (at the masters, doctoral, internship, or postdoctoral level) should know—prior to program entry, and at the outset of training—that faculty, training staff, supervisors and administrators have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainees' knowledge or skills may be assessed (including, but not limited to, emotional stability and wellbeing, interpersonal skills, professional development and personal fitness for practice); and (b) ensure—insofar as possible—that the student-trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, and teaching) in an effective and appropriate manner. Because of this commitment, and within their parameters of their administrative authority, professional psychology education and training programs, faculty, training staff, supervisors and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which students relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the

ability and willingness to explore issues that either interferes with the appropriate provision of care or impede professional development or functioning); and (d) resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve issues or problems).

Therefore, I accept admissions to the graduate program in psychology at Universidad Ana G. Méndez with the above-mentioned conditions.

Applicant/Student Signature

Date

Diversity and Non-Discrimination Policy

The Universidad Ana G. Méndez Counseling Psychology Program (UAGM CPP) strongly values diversity and believes in creating an equitable, hospitable, appreciative, safe, and inclusive learning environment for its students. Diversity among students, faculty and supervisors enriches the educational experience, promotes personal growth, and strengthens communities and the workplace. Every effort is made by UAGM CPP to create a climate in which all staff and students feel respected, comfortable, and in which success is possible and obtainable. UAGM CPP strives to make every effort to increase awareness, dispel ignorance, and increase comfort with diverse experiences. UAGM CPP’s training program includes an expected competency in diversity training, and multiple experiences are provided throughout the program to ensure that students are both personally supported and well-trained in this area.

UAGM CPP welcomes applicants from diverse backgrounds. The training program believes that a diverse training environment contributes to the overall quality of the program. UAGM CPP provides equal opportunity to all prospective students and does not discriminate because of a person’s race, color, religion, sex, national origin, age, disability, sexual orientation, or any other factor that is irrelevant to success as a psychology intern. Applicants are individually evaluated in terms of quality of previous academic experience, extracurricular experiences, and fit with the doctoral program. If an applicant or student requires accommodations, he or she should contact the Vice-chancellorship of Quality of Life and Wellness to initiate this process.

The UAGM CPP’s goal in diversity training is to ensure that students develop the knowledge, skills, and awareness necessary to provide competent psychological services to all members of the public. To this end, the UAGM CPP’s training program requires an expected competency in individual and cultural diversity. These competencies were developed to comply with the APA’s statement on Preparing Professional Psychologists to Serve a Diverse Public: “. . . professional psychology training programs strive to ensure that psychology trainees demonstrate acceptable levels of knowledge, skills, and awareness to work effectively with diverse individuals.” Diversity experiences and training are interwoven throughout the training program to ensure that students are both personally supported and well-trained in this area.

Applicant/Student Signature

Date

Program Policies Related to Trainees Who Experience Conflicts Working with Diverse Clients/Patients*

In our Program we are committed to a training process that ensures that graduate students develop the knowledge, skills, and attitudes to work effectively with members of the public who embody intersecting demographics, attitudes, beliefs, and values. When graduate students' attitudes, beliefs, or values create tensions that negatively impact the training process or their ability to effectively treat members of the public, the program faculty and supervisors are committed to a developmental training approach that is designed to support the acquisition of professional competence. We support graduate students in finding a belief- or value-congruent path that allows them to work in a professionally competent manner with all clients/patients.

For some trainees, integrating personal beliefs or values with professional competence in working with all clients/patients may require additional time and faculty support. Ultimately, though, to complete our program successfully, all graduate students must be able to work with any client placed in their care in a beneficial and non-injurious manner. Professional competencies are determined by the profession for the benefit and protection of the public; consequently, students do not have the option to avoid working with particular client populations or refuse to develop professional competencies because of conflicts with their attitudes, beliefs, or values.

Applicant/Student Signature

Date

*Adopted from APA (2014)

Psychology Health and Technical Standards

All Doctor of Psychology (PsyD) applicants and enrolled PsyD students are required to meet health and technical standards to be admitted to, participate in, and graduate from the psychology program of Universidad Ana G. Méndez (UAGM) Gurabo Campus. Because the PsyD degree signifies that the holder is a psychologist prepared for entry into the practice of a broad range of psychological practices, and that he/she has met the requirements to enter a variety of diverse postgraduate training programs, UAGM Gurabo graduates must have the knowledge, skill and capability to fully perform and function in a broad variety of clinical situations. UAGM Gurabo students and graduates are trained and must demonstrate competency to provide a wide spectrum of psychological care.

A candidate, as well as an enrolled student for the MPsy and PsyD degrees, must have abilities and skills in the areas described below and meet the standards as an obligation to patients with whom they will interact as a psychologist in training, as well as to society upon graduation.

The UAGM Counseling Psychology Program acknowledges the Americans with Disabilities Act (ADA) and Section 504 of the 1973 Vocational Rehabilitation Act and at the same time affirms that technical standards and attributes must be present in all prospective candidates to the MPsy and PsyD degrees. Students with or without disabilities applying to UAGM Gurabo Counseling Psychology Graduate Programs will be expected to have met the same requirements and will be held to the same fundamental standards. Every reasonable attempt will be made to facilitate the progress of students where it does not compromise the psychology program standards or interfere with the rights of other students and patients. Although acceptable accommodations can be made to deal with some documented handicaps, a candidate to the MPsy and/or PsyD degrees must be able to perform in an independent manner, either with or without reasonable accommodation for any disability the individual may have. The UAGM Gurabo counseling psychology program believes that a reasonable accommodation that involves the use of an intermediary that would in effect require a student to rely on someone else's power of selection and observation implies that the student's actions, decisions and judgment are mediated by someone else and are not a result of the student's own abilities. The use of this intermediary constitutes cognitive support, substitutes for essential intellectual and clinical skills and supplements clinical and ethical judgment, thus, is not appropriate for the student's achievement of the curricular goals.

Enrolled students who are unable to meet these standards may be subject to dismissal. All candidates for the MPsy and/or PsyD degrees must possess essential skills, abilities and aptitudes necessary to complete the psychology program curriculum successfully in four major areas:

- Observation
- Communication
- Conceptual, Integrative and Quantitative Abilities
- Behavioral and Social Attributes

The technical standards consist of:

Observation

Psychological diagnosis is based upon a psychologist's ability to see, hear and interact with patients. Candidates and enrolled student must be able to directly observe patients in order to diagnose. Direct observation of body stature, body position, facial expression, etc., are a few examples of the necessary capabilities a student must have to master the requirement of psychological diagnosis. Candidates must be able to observe demonstrations, experiments and patients in the basic and clinical sciences. This includes, but is not limited to, the ability to observe a patient accurately at a distance and close at hand.

Observation requires the functional use of the sense of vision and somatic sensations. Thus, the use of a trained intermediary will fail to meet this requirement.

Communication

Candidates and enrolled students must be able to speak, hear and observe patients in order to elicit information; describe changes in mood, activity and posture; and perceive nonverbal communications. A candidate must be able to communicate effectively and sensitively with patients and other health care professionals. Communication (in Spanish and English) includes speech, hearing, reading and writing. A candidate must be able to communicate effectively and sensitively in verbal and written form with all members of the health care team. Thus, the use of a trained intermediary, especially in an emergency situation, will fail to meet this requirement.

Conceptual, Integrative and Quantitative Abilities

Candidates and enrolled students must possess conceptual, integrative and quantitative abilities, including measurement, calculation, reasoning, analysis and synthesis. Problem solving, the critical skill demanded of psychologists, requires all of these intellectual abilities. In addition, candidates must be able to comprehend three-dimensional relationships and understand the spatial relationship of structures. Candidates and enrolled student must be able to sit in a classroom and participate in a full 10-hour day. The practice of psychology requires periods of distinct concentration in intake, therapy and assessment settings. Candidates and enrolled students must be capable of extended periods of intense concentration and attention. Candidates and enrolled student who are incapable of intense concentration (with or without reasonable accommodations) do not meet this requirement.

Behavior and Social Attributes

Candidates and enrolled students must have the emotional health required for full use of the intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities, attendant to the assessment and care of patients, and the development of mature, sensitive and effective relationships with patients. Candidates and enrolled students must be able to tolerate physically and mentally taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that will be assessed during the admission and educational processes.

I have read the above statement and certify by my signature, that to the best of my knowledge I do not have any physical limitations that will impair the completion of the full psychology curriculum courses, electives, practicums, internships and other program requirements.

Applicant/Student

Date

Witness

Date

Psychology Program

History of the Psychology Program

The Department of Psychology began by offering an undergraduate degree. The master's in counseling psychology program accepted its first class in the year 2000. By the mid-2000, a Master's in School Psychology was integrated. The Doctor of Psychology (PsyD) in Counseling Psychology program began admitting students in spring 2006.

In 2021 the doctoral program begins to admit students with bachelor's and master's degrees.

Core Faculty

- **Dr. Silma Quiñones**, *Associate Professor, Program Chair, Director of Clinical Training Counseling Psychology Program*
 - Dr. Quiñones has a BA in Psychology and MA in Clinical Psychology from University of Puerto Rico, Río Piedras campus and a PhD in Counseling Psychology from the Professional School of Psychological Studies, San Francisco, California.
 - Dr. Quiñones Teaches: Counseling Psychology Models & Techniques, Advanced Group Counseling, Marriage & Family Counseling, Diversity, Marriage and Family Counseling, and Diversity.
- **Dr. Jorge E. Berrios-Lugo**, *Full Professor, Dean of Academic Affairs*
 - Dr. Berrios earned his BS in Natural Science from University of Puerto Rico at Cayey and a Doctoral Degree with academic distinction in Clinical Psychology from Ponce School of Medicine. He completed an internship in Clinical Neuropsychology at the San Juan City Hospital and completed a one-year postdoctoral residency in Clinical Neuropsychology at “Consultores Psicológicos” de Puerto Rico.
 - Dr. Berrios teaches: Cognitive and Affective Aspects of Behavior, Cognitive Assessment, Advance Psychopathology and Objective Personality Assessment, Psychopharmacology, Ethics
- **Dr. Edward H. Fankhanel**, *Associate Professor.*
 - Dr. Fankhanel earned his BA from University of Miami, and two master's Degrees (Counseling Psychology and Criminal Justice) from Inter American University of Puerto Rico. He also has two doctorate degrees: EdD in Counseling Psychology from Argosy University, Sarasota, Florida and PhD in Clinical Sexology from the American Academy of Clinical Sexologists. Additionally, he has a Certificate of Advance Professional Competence in Forensic Psychology from Carlos Albizu University, San Juan Campus. He is the former president of the ethics committee and past president of the PR Psychology Board of Examiners.
 - Dr. Fankhanel teaches: Ethics, Professional Issues in Counseling Psychology, Evidence-based Practices in Individual Counseling, Atypical Sexual Behaviors, Psychological Interventions for LGBTTT Individuals.
- **Dr. Vidamaris Zayas**, *Assistant Professor, UAGM Psychology Internship Program Director.*
 - Dr. Vidamaris Zayas earned a BA in Psychology from the University of Puerto Rico, Cayey, and a PsyD in Clinical Psychology from Carlos Albizu University, San Juan Campus.
 - Dr. Zayas teaches: Practicum courses, Substance Abuse, Child and Adolescent Counseling.

- **Dr. Jessica Velázquez**, *Assistant Professor, Director – Universidad Ana G. Méndez Psychology Service Clinic.*
 - Dr. Velázquez earned her BA, in Psychology, Master’s and Doctorate Degrees in Counseling Psychology from Universidad del Turabo.
 - Dr. Velázquez teaches: Psychopathology, Social Psychology, Child and Adolescent Counseling and practicum supervision.
- **Dr. Úrsula Aragunde Kohl**, *Associate Professor, Graduate Practicum Coordinator*
 - Dr. Úrsula Aragunde Kohl earned her BA from the University of Puerto Rico, Río Piedras, Puerto Rico; and Master’s Degree (Clinical Psychology) from Carlos Albizu University, San Juan, Puerto Rico. She has a doctorate degree: PsyD in Clinical Psychology from Carlos Albizu University, San Juan, Puerto Rico. Additionally, she assisted Graduate Studies in Experimental Psychology in Bavarian Julius-Maximilians University-Würzburg, Germany.
 - Dr. Úrsula Aragunde Kohl teaches, Animal Assisted Therapy: Animals as co-therapists in Health Care Settings, Introduction to Learning Theory, Behavioral and Motivational Psychology, Test Construction, Consultation & Supervision.
- **Dr. Francisco Millán-Torres**, *Assistant Professor, Master’s in Counseling Psychology Coordinator, Counseling Psychology Program.*
 - Dr. Millán earned his Master’s and Doctorate degree in Counseling Psychology at Universidad Ana G. Méndez. Has been in private practice.
 - Dr. Millán teaches: Theories of Personality, Social Psychology, Transpersonal Psychology, Cognitive Therapy, Foundations of Counseling Psychology, Models and Techniques in Counseling Psychology Core courses in Counseling and practicum supervision. He is the coordinator of the master’s in counseling psychology program.
- **Dr. Scheileen Rosario Gómez**, *Assistant Professor, Coordinator of Doctoral Psychology Program*
 - Dr. Rosario earned her BA in Psychology from Universidad Ana G. Méndez (formerly known as UMET). She later earned her Master’s Degree in Clinical Psychology from Carlos Albizu University, where she also obtained her PsyD, also in Clinical Psychology. She has also had private practices.
 - Dr. Rosario teaches: Advanced Psychopathology, Foundations of Counseling Psychology, and Counseling Psych Models and Techniques, Advanced Practicums, Developmental Psychology, Biological Bases of Behaviors.
 - Additionally, Dr. Rosario has a special interest in the topic of grief and bereavement.

Adjunct Faculty

- Frances Figueroa, PsyD – Clinical Psychology
- Ray Rivera, PhD – Industrial/Organizational Psychology
- Maria Navarro, PsyD – Counseling Psychology
- Nirka Morales, PsyD – Counseling Psychology
- Raquel López, PsyD – Counseling Psychology
- Miguel Neris, PhD – Counseling Psychology

Contributing Faculty

- **Carol Romey, PhD – Clinical Psychology**

Mission of Universidad Ana G. Méndez

The mission of Universidad Ana G. Méndez (UAGM) responds to the Ana G. Méndez University System (AGMUS Vision 2015). It is to enhance knowledge through excellence in teaching, and foster research, innovation, and the internationalization of its programs. The University is committed to graduate well-educated, professionally competent students, who can think critically and are technologically literate. It promotes the development of ethical principles and values that allow students to contribute to the well-being of the community through their knowledge of social systems and their role as responsible citizens. (<http://www.suagm.edu/turabo/>)

Vision of Universidad Ana G. Méndez

The Vision of Universidad Ana G. Méndez is to become a quality learning community committed to enhance education among the student body, promote advanced technology, and project academic offerings internationally.

The mission and vision of Universidad Ana G. Méndez emphasize technological literacy, ethical principles, research, collaborative agreements, nontraditional learning methods, faculty and managerial development. They reflect UAGM's commitment with their accomplishment, as well as to the development and improvement of the institution. They are included in the 2011-2015 Strategic Development Guidelines, Institutional Annual Work Plan and school plans.

Universidad Ana G. Méndez Center for Graduate Studies & Research (CEGI)

The CEGI at Universidad Ana G. Méndez (UAGM) Gurabo Campus is an administrative unit that provides services to students who attend doctoral studies. The CGSR interacts with each school that has doctoral degrees assisting in the admission, registration, accreditation, licensing, creating new programs and enforcement of academic standards. It also conducts activities to promote and support scientific research and professional development of faculty and graduate students. Its mission is to foster ideal conditions for students enrolled in doctoral programs, facilitating access to resources and services, and encouraging scientific and academic experiences, in conjunction with schools and service units.

Liberal Arts Academic Division

Mission

The Liberal Arts Academic Division at Universidad Ana G. Méndez Gurabo Campus promotes excellence in teaching, research and respect for human rights and diversity in its undergraduate and graduate professional programs. Through practical experience, students are educated in the use of technology, the media, and the application of theoretical and methodological skills from an interdisciplinary perspective. We train ethical and responsible professionals, committed to critical analysis and intervention with social problems that contribute to the well-being and development of local and international societies.

Vision

To develop productive and effective members of the global community with a professional, social, ethical, and humanistic foundation.

General Objectives

The general objectives in all Liberal Arts Academic Division curriculum and programs are to:

1. Maintain academic excellence through study, teaching, and social research.
2. Promote the knowledge and preservation of Puerto Rican and universal cultural values.
3. Develop the understanding that collaboration is necessary to achieve the sharing of ideas within disciplines, institutions, communities, and nations.
4. Develop communicative competency in Spanish and English.
5. Develop the capacity to analyze problems and seek solutions.
Promote understanding of the human condition, helping students to view the world with compassion and promoting responsible and ethical behavior.

Doctoral Program in Counseling Psychology

Mission

The mission of the Graduate Program in Counseling Psychology at the Universidad Ana G. Méndez Gurabo Campus is to provide quality education and training in health service psychology. Facilitate and promote the teaching of theoretical, methodological, scientific, practical, and ethical based knowledge that will enable students to develop competencies for the effective practice in counseling psychology, thus, enhancing human well-being.

Philosophy and Training Model

The graduate program in Counseling Psychology at the Universidad Ana G. Méndez Gurabo Campus is wholly committed to the foundational values of the discipline of Counseling Psychology. In pursuing such values, we base our educational training philosophy on the Model Training Program in Counseling Psychology (Murdock, Alcorn, Heesacker, & Stoltenberg, 1998), and on the core themes of the counseling psychology discipline initially presented by Gelso & Fretz (2002). These themes were further elaborated and adopted by the Council of Counseling Psychology Training Programs (CCPTP) to uniquely identify the characteristics of counseling psychology programs. Additionally, our training program incorporates the National Council of Schools & Programs in Professional Psychology (NCSPP) (Peterson, Peterson, Abrams, & Stricker, 1997) competencies for professional psychologists. Furthermore, our program also adheres to the Counseling Psychology Model Training Values Statement Addressing Diversity which was endorsed by the American Counseling Center Training Agencies (ACCTA), the Council of Counseling Psychology Training Programs CCPTP, and the Society for Counseling Psychology (SCP) in August 2006.

The program adopted the model of training set up by the APA's Vail Conference on psychology training. Such standards emphasize the direct delivery of professional and ethical services in psychology and the evaluation and improvement of services for PsyD programs (APA, 1973; Fretz, 1974).

Although the Vail conference focuses on a scholar-practitioner model, the program at the Universidad Ana G. Méndez Gurabo Campus is practitioner base, integrating major models of evidence-based interventions. The Program incorporates the scientific methods to enhance the clinical training in the direct delivery of psychological services. To demonstrate competencies in both, direct delivery of clinical

services and the integration of scientific knowledge to the practice, students must demonstrate competence in the clinical areas of intervention (psychological assessment, counseling, and psychotherapy) and competence in the evaluation of research as it relates to evidence-based practices of the profession. The program emphasizes on an integrative model of psychological training.

The training curriculum is geared on a sequential coursework, practicum, socialization with faculty and community of professionals that enable the students to learn and grow in the professional competencies under an atmosphere of respect and values. The curriculum is structured to sequentially increase the complexity of knowledge and skills needed to attain entry level counseling psychology competencies. In doing so, it is designed to prepare students for lifelong education, which is required to be an effective and successful professional in counseling psychology.

Competencies*

The PsyD Program is designed to facilitate the development of seven core competencies. The following excerpt, as presented initially by Bent (1991, pp. 78-79) and from NCSPP (2002) define these competencies:

1. Relationship is the capacity to develop and maintain a constructive working alliance with clients. Relationship is seen as foundational for the development of the remaining competencies.
2. Assessment is an ongoing, interactive, and inclusive process that serves to describe, conceptualize, characterize, and predict relevant aspects of a client.
3. Intervention involves activities that promote, restore, sustain, or enhance positive functioning and a sense of wellbeing in clients through preventive, developmental, or remedial services.
4. Research and Evaluation involve a systematic mode of inquiry involving problem identification and the acquisition, organization, and interpretation of information pertaining to psychological phenomena. Professional psychologists systematically acquire and organize information about psychological phenomena and often engage in the general practice of science. In addition, psychologists are aware of evidence-based practices, are knowledgeable of, and can critically evaluate empirical literature relating to evidence-based practices.
5. Consultation is a planned, collaborative interaction that is an explicit intervention process based on principles and procedures found within psychology and related disciplines in which the professional psychologist does not have direct control of the actual change process. Education is directed facilitation by the professional psychologist for the growth of knowledge, skills, and attitudes in the learner.
6. Supervision is a form of management blended with teaching in the context of a relationship directed toward the enhancement of the competence of the supervisee.
7. Diversity refers to an affirmation of the richness of human differences, ideas, and beliefs. An inclusive definition of diversity includes but is not limited to age, color, disability and health, ethnicity, gender, language, national origin, race, religion/spirituality, sexual orientation, and social economic status, as well as the intersection of these multiple identities and multiple statuses. Exploration of power differentials, power dynamics, and privilege is at the core of understanding diversity issues and their impact on social structures and institutionalized forms of discrimination (NCSPP, 2002, p. 1).

Bent, R.J. (1991). The core competency areas. In Peterson, R.L., McHolland, J.D., Bent, R.J., Davis-Russell, E., Edwall, G.E., Polite, K., Singer, D.L., & Stricker, G. (Eds.) *The core curriculum in professional psychology*. (pp. 77-81). Washington, DC: American Psychological Association.

National Council of Schools and Programs of Professional Psychology. (2002). *Diversity competency*. Adopted at the NCSPP Summer Conference, Chicago, Illinois.

**Obtained from St. Thomas University Psy.D Counseling Psychology Student Handbook*

Program's Aims & Competencies

The CPP is committed to contribute to the general wellbeing of our community and the overall health services provision system. We aim to uphold to the highest standards of our profession and to be responsive to the changing needs of our society.

- I. To train Health Service Psychologists with the required knowledge and skills for the ethical and competent evidence-based practice of Counseling Psychology
 - a. Competencies
 - i. Research
 1. Integrates the knowledge learned thru scientific methodology with the clinical skills needed for competent practice of the profession.
 2. Interpretation of scientific literature and ability to use scientific inquiry methods to solve practical problems encountered in their clinical practice.
 3. Evaluation of research-based professional literature.
 - ii. Ethics
 1. Students will demonstrate understanding of ethical and legal principles of the profession.
 2. Demonstrate ability to identify, assess, and resolve ethical dilemmas across the range of professional psychological activities.
 - iii. Assessment
 1. Identifies appropriate psychological tools to conduct assessments, specific to client needs, taking into consideration culturally relevant norms, and standardization procedures. Adequately administer psychological assessment tools.
 2. Uses proper psychodiagnostics methods to gather the data needed for developing treatment strategies.
 3. Interprets and integrates results of psychodiagnostics tools.
 - iv. Intervention
 1. Articulate proper theoretical framework for treatment planning and counseling and psychotherapy interventions.
 2. Demonstrate skills in conducting therapy/psychological counseling sessions.
 - v. Professional Values
 1. Demonstrate behaviors congruent with attitudes and values of a Health Service Psychologist.
 - vi. Supervision
 1. Identifies the main clinical supervision models.
 2. Keeps abreast of ethical and legal concerns in supervision activities.

- vii. Consultation
 - 1. Identifies the main consultation models.
 - 2. Keeps abreast of ethical and legal concerns in consultation activities.
- II. The Program aims to ensure transformative learning that leads to the acceptance of our students and client's diversity and the commitment to social justice
 - a. Competencies
 - i. Diversity
 - 1. Integrates knowledge and competencies in the treatment planning and intervention with diverse clients
 - ii. Interpersonal Skills
 - 1. Demonstrate effective communication skills by maintaining proper and professional relationships with peers and other recipients of our services
 - iii. Interprofessional Skills
 - 1. Demonstrates ability to compare among existing consultation models
 - 2. Demonstrate ability to work as part of a multidisciplinary team and other health related professionals.

Curriculum Revision (Effective August 2021)

The curriculum revision was made following the American Psychological Association (APA) Standard on Accreditation competencies required for entry level counseling psychologists. These areas of knowledge and competency development must be attained throughout the training program. Having a graduate program that offers all these competencies is one of the most important requirements for APA accreditation.

Since APA accreditation sees all graduate work (masters and doctoral degrees) in a continuum of advance complexities, the required competencies must be attained throughout the entire graduate program. The Graduate Program in Counseling Psychology at the Universidad Ana G. Méndez offers a Master's degree in counseling psychology, which allows, under current law, for graduates to sit for licensing examination in Puerto Rico. Therefore, the Program has established a continuum of sequential complexities in professional competencies that commence at the master's level and culminate at the doctoral level. As such, for students entering the doctoral program with a masters' degree in clinical, school or counseling psychology competencies acquired at the master's level are needed as a pre-requirement for admission in the doctoral (PsyD) program where those competencies are further enhanced by doctoral courses and practicum.

The specific areas of competencies required by APA are:

1. Biological aspects of behavior
2. Cognitive aspects of behavior
3. Affective aspects of behavior
4. Social aspects of behavior
5. History and systems of psychology
6. Psychological measurement
7. Research methodology
8. Techniques of data analysis
9. Individual differences in behavior
10. Human development

11. Dysfunctional behavior/psychopathology
12. Professional standards and ethics
13. Theories and methods of assessment and diagnosis
14. Theories and methods of effective interventions
15. Theories and methods of consultation
16. Theories and methods of supervision
17. Theories and methods of evaluating the efficiency of interventions
18. Issues of cultural and diversity that are relevant to all the above
19. Attitudes essential for lifelong learning, scholarly inquiry, and Professional problem solving.

Keeping these competencies in mind, the program revision has produced the following curriculum revision.

**Doctorate in Psychology with specialty in Counseling Psychology
(Effective August 2021)**

Admission Requirements

1. **Students applying from a bachelor's degree**
 - i. Bachelor's degree in psychology or other health related area
 - i. 15 credits or equivalent in courses in psychology; 3 credits in statistics, 3 credits in research or equivalent, 9 credits in psychology related courses
 - ii. Grade Point Average
 - i. 3.00 for students with major in psychology
 - ii. Average of 3.25 in the 15 credits required in psychology if degree is other than psychology
2. **Students applying with a master's degree in psychology (clinical, counseling or school)**
 - i. A master's degree in counseling, clinical psychology, or school psychology.
 - ii. Applicants must have completed the following courses, or the equivalent, at the master's level, no more than five (5) years from the time of application to the PsyD Program at UAGM Gurabo*:
 - a. Theories of Personality or equivalent
 - b. Human development
 - c. Statistics
 - d. Research methods
 - e. Psychopathology
 - f. Cognitive assessment
 - g. Biological bases of behavior
 - h. Social Psychology
 - i. Counseling Models and Techniques
 - j. Test Construction
 - iii. GPA 3.00 at the master's level
3. Optional: Graduate admission exam GRE
 - i. GRE: equal or above the score equivalent to the 50 percentiles as published by ETS in the exam reports for the respective cultural cohort
4. Three letters of recommendations (two from professors and one from a professional; **letters from relatives are not acceptable.**)
5. Curriculum Vitae
6. Witten essay & Case conceptualization
7. Oral interview

*Students MUST submit a copy of all course's syllabus to the Program Director for assessment and approval of equivalency PRIOR TO ADDMISSIONS to the PsyD Program.

All the above requirements are scored, and admissions will be offered to those with the highest scores until all program admission quotas is achieved or until the student with lowest possible score recommended by the faculty is reached in the scored list. Admission to the program may not be deferred to subsequent years.

Our program encourages applicants from diverse areas including, but not limited to: age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and social economic status.

Doctoral Level Course Transfers

Prior to admissions to the doctoral program, the student must submit all course syllabus of the courses they wish be considered for transfer from another doctoral program. Student may transfer up to 12 credits. Final approval of courses will be made by the Program Director upon recommendation of the appropriate faculty members. Practicum courses are not accepted from other institutions. All transferred students must take all practicum courses at UAGM.

Admissions

Upon admission to the doctoral program, each student is assigned an advisor who will assist students in determining an appropriate course sequential program taking into consideration courses that have been approved for transfer, if any. Students are responsible for meeting with their advisers each semester before every registration to assure adequate sequential planning. Students may petition the Program Coordinator for a change in advisor by documenting appropriate reasons for it.

Course/Class Cancellation

UAGM reserves the right to cancel any class for which sufficient enrollment was not attained.

Disability Statement

Students with documented disabilities who may need classroom accommodations should make an appointment with the Quality and Student Welfare office for proper certification prior to program notification and request.

PsyD Curriculum and Degree Plan

The PsyD curriculum at UAGM follows the program requirements outlined in the 2017 APA CoA Standards of Accreditation in Health Service Psychology. This curriculum provides a foundation of training and knowledge necessary for students to meet competency standards expected for entry-level professional practitioners in psychology.

Academic course requirements are semester credit hours. At the PsyD students will have completed six (6) practicums whit at least 1,250 hours (including at least 120 hours of research related experience) and a 2,000-hour internship.

Master's degree in psychology Requirements (Within the doctoral track)

Licensing requirements for Counseling Psychologists in Puerto Rico are met at the Master's level, which require a Novice and Intermediate level of competencies. The PsyD program will grant a master's degree in psychology (MPsy) with specialty in Counseling Psychology to those students who complete the following requirements:

- a. Satisfactory approval of 55 credits (See table 1 for list of required courses)

- b. Approval of PSYC 552, PSYC 554, CPSY 904 & CPSY 907 Practicum courses and a minimum of 530 of practicum hours
- c. Approval of Comprehensive Exam (TEST 500-1)

Table 1. Required Courses for completion of master’s degree in psychology within the doctoral track

Code	Course Name	Credits
PSYC 500	Human Growth & Development	3
PSYC 520	Biological Bases of Behavior	3
PSYC 502	Applied Statistic in Psychology	3
PSYC 503	Theories of Personality	3
PSYC 504	Psychopathology	3
PSYC 505	Cognitive Assessment	4
PSYC 508	Test Construction	3
PSYC 530	Research in Psychology	3
PSYC 801	Ethics and Professional Issues	3
PSYC 806	History and Systems in Psychology	3
CPSY 601	Found, Model & Techniques in Counseling Psychology	3
CPSY 804	Professional Issues in Psychology	2
CPSY 832	Evidence Based Practices	3
CPSY 833	Group Counseling	3
PSYC 552	Practicum I	3
PSYC 554	Practicum II	3
CPSY 904	Advanced Doctoral Practicum I	2
CPSY 907	Advanced Doctoral Practicum II	2
Elective	Elective Course	3
TEST 500-1	Comprehensive Exam	0
	Total	52

Student Annual Performance Evaluations

The advisor must evaluate each student every semester. The evaluation is comprehensive in nature and it’s a reflection of the faculty assessment of students’ accomplishments. It further provides recommendations for growth in academic performance, ethical standards, scholarly activity, clinical skills, professionalism, personal attributes, and work habits. It also covers compliance with course sequential and general program requirements.

Advisors discuss the evaluation with their students who are required to acknowledge that they have read the review and had an opportunity to discuss it with their advisor. The reviews are placed in student’s files. Students who are not in agreement with the evaluation may petition the Program Director for a review.

A yearly evaluation is conducted for each student by the entire core faculty. Such evaluation will include all required competencies established by the program. Failure to pass all competencies will be subject to one or several courses of action, which may include: Academic probation, suspension, or expulsion from the program. A remedial plan for the first two (2) options will be required. This yearly evaluation is focused on overall assessment of all professional competencies.

Satisfactory academic progress

I. Introduction

This policy has been established to ensure an acceptable period for completion of the academic program and the minimally accepted quality of performance.

II. Scope

This policy applies to all Graduate School and Counseling Psychology Students enrolled at the Universidad Ana G. Méndez Gurabo Campus.

III. General Requirements

A. Time Frame for completion of the Academic Program

Doctoral students will be allowed a maximum period of two (2) years of enrollment beyond the standard required for the completion of the program’s five (5) years, for a total of seven (7). The total years for completion of a degree include those graduate courses accredited/transferred on admission to our program.

Degree Time limitation (PsyD): Every candidate for the PsyD must complete all program requirements within seven (7) years of acceptance into the program. Extensions for an additional year to complete the PsyD degree during the 8th year should be addressed by the student to the Program Director of Psychology. The second request for an extension 9th year should be requested to and justified in writing for the approval of the Director of the Liberal Arts Division. Under no circumstances will an extension exceeding a two-year period be granted for completion of degree requirements.

<u>Program</u>	<u>Standard</u>	<u>Maximum</u>
Counseling Psychology Doctorate	5 years	7 years

Caducity of Courses: Due to the nature of the profession of psychology, current knowledge is of utmost importance to satisfy legal and ethical principles to ensure best practices. Therefore, course will be creditable for graduation up to seven (7) years from the date approved. Exception to this rule will be made to doctoral students who are enrolled in internship or doctoral project on their seven-final year.

- **Definition of a full time:** Psychology graduate students with an academic load of six (6) credits or more per semester or register in the full-time internship (CPSY 962), is considered a full-time graduate student.
- **Definition of less than half time:** Student with an academic load of less than six (6) credits per semester or in the part time internship (CPSY 961) will be considered a part-time student.

B. Completion of Program Requirements

1. Course Requirement

- a. Students must complete all courses within the established period. The Doctoral Program requires 94 credits.

2. Performance Requirement

- a. A student must complete each academic year with a minimum grade point average of 3.00. Any student who does not meet this performance standard will be referred to the designated faculty committee for evaluation and recommendation.
3. **Comprehensive Examination**
 - a. Requirements: The student may take the comprehensive exam test 500 once the prerequisites have been passed.
4. **Doctoral Degree: Doctoral Candidacy Examination (DCE)**
 - a. Approval of the Doctoral Candidacy Examination is required upon completion of the last academic year and before commencing the Internship.
5. **Doctoral Project Requirement**
 - a. A Doctoral Project with oral defense is required for graduation.
6. **Doctoral Internship**
 - a. A one-year full time (2,000 hours) internship is required, or two (2) year part-time basis.
7. **Professional Behavior Requirement**
 - a. The students should conduct themselves in accordance with the norms for professional conduct set forth by Universidad Ana G. Méndez, the corresponding accreditation agencies, the Puerto Rico Psychology Licensing Board Policies and Code of Ethics, and the Clinical Practice Manual of the PsyD Program.

IV. Grade Requirement

To graduate, the student must complete all requirements and maintain a minimum grade point average of 3.00.

- The passing grades for each course in the Doctor of Counseling program will be "A" or "B", or "P".
- Students earning grades of "C", "D", or "F" will be required to repeat the course.
- Students earning a grade of "N/P" will be required to repeat the course.
- No more than 2 courses may be repeated. Failure to earn a passing grade in more than 2 courses will be referred to the faculty who will appoint a committee, which will make a recommendation to the Program Director for dismissal, unless extraordinary circumstances allow for a remediation plan.
- Repeated courses with a grade of "C" or lower will remain on the record, but the new grade will be used to calculate the grade point average.
- A grade of "D" or "F" in any course will result in referral to the faculty and will be considered for dismissal based on overall academic performance. The faculty recommendation will be submitted to the Program Director for final determination.
- Grades of "P" (Pass) or "N/P" (Fail) are applicable to Practicum, Doctoral Project and Internship. A grade of "P/N" requires repetition. In case of a second grade of "P/N" in the same Practicum, the student will be referred to the faculty who will appoint a committee, which may make a recommendation for dismissal to the Program Director.

Professional Ethics

Faculty and Students of the Counseling Psychology Program are expected to follow the APA and Puerto Rico Psychology Licensing Board Code of Ethics, as well as applicable laws.

Academic Dishonesty

Students are expected to follow UAGM Code of Conduct. Additionally, they should comply with APA Ethics Code Standards, as well as Puerto Rico Licensing Board of Psychology Code of Ethics. Penalties for academic dishonesty may include suspension or expulsion from the program.

Plagiarism

Plagiarism is considered an Ethical violation (APA code of ethics) and will not be tolerated form any psychology graduate student. Students are responsible to keep abreast of what constitutes plagiarism. The Program Director will refer any student suspected of plagiarism to a Faculty Committee to determine any course of action which may include suspension or expulsion from the program.

Grievance Procedures

If students may have concerns or complaints regarding any aspect of the program (faculty, courses, or other students), they must first try to resolve the issue with the person(s) involved. If such action is not feasible or fails to resolve the issue, the student may then bring the issue before the attention of his professor, advisor, administrator, or any representative of the Psychology Program that the student understands may properly intervene. Administrators should be approached in the following sequence: a) course instructor/supervisor, (b) Program Coordinator, (c) Program Director, (d) Division Director, and (e) Dean of Academic Affairs' office.

Concerns/complaints may be relayed anonymously; however, this will place limits on the formal actions that may be taken.

Remediation and Appeals Policies

Consequences of Unsatisfactory Academic Performance

Unsatisfactory or unacceptable behaviors or performance in any facet of the program, including coursework, practicum, dissertation or other research, qualifying examinations, or internship will result in a full review by a faculty committee designated by the Program Director. The faculty review committee may recommend the Program Director actions such as academic probation, Program Incompliance Supervision, remediation of a course or other academic requirement, additional supervision, psychotherapy, or termination from the program.

Program Incompliance Supervision and Termination

Program Incompliance Supervision (PIS) is considered when serious concerns persist about a student's competence, professionalism, emotional stability, or ethical practice. Formal supervision is determined by a consensus of the faculty following a meeting called by the Program Director to review a complaint (or complaints) against a student. Grounds for supervision include, but are not limited to: failure to make adequate progress in a remedial action plan; consistent lack of responsibility in one's professional duties at a practicum site; significant psychological or medical instability that interferes with the ability to deliver adequate services to clients or work with other staff and faculty; and a serious breach of APA code of ethics, the Puerto Rico Psychology Licensing Board Policies and Code of Ethics, the laws of

psychological practice in the Commonwealth of Puerto Rico, or a violation of the student codes of conduct outlined in the UAGM Student Handbook.

When a student is placed on PIS, the faculty designates, with the approval of the Program Director, the length of the probationary status as well the requirements that must be met before the supervision status will be lifted. These conditions will be communicated verbally, in writing, and documented in the student's file, with copies going to the student, supervisor(s), advisor, training coordinator and Program Director. Failure to comply with the plan and make progress will result in dismissal from the program. If a decision is made to dismiss a student from the program, the student's advisor will conduct an exit interview.

Psychotherapeutic Remediation

In circumstances where professional or interpersonal conduct is a concern, the faculty may recommend psychotherapy with a licensed professional in the community at the student's expense. Because such extenuating circumstances usually involve extensive remediation, resumption in the program is normally contingent on successful completion of these requirements. Evidence of the student's remediation will be required from the treating therapist.

Appealing a Formal Evaluation

A student who disputes a course grade or other formal evaluation must appeal first to the course instructor, clinical supervisor, or other individual responsible for the evaluation. If the concern is not resolved at this level, the student must seek the advice of her or his advisor or Program Coordinator. If the student remains unsatisfied, he may appeal the decision, in writing, to the Program Director within 5 days. When the issue is of program competency incompliance, the student may appeal the Program Director decision to the Division Director within 5 days. When the issue is grade related, he/she might appeal the grade following UAGM student manual procedures that allow for up to 30 days of the beginning of the following semester.

Students in the graduate psychology program at UAGM have a responsibility to address personal issues that may impair their own performance in academic or clinical training (practicum and internship), or may jeopardize the wellbeing of clients or peers. It is preferable for impairments to be dealt with through prevention or voluntary intervention. The faculty of the Psychology Program may occasionally be required to intervene and insist that a student take steps to remediate impairment issues. Impaired students will be treated respectfully and supportively. Although it is a goal of the faculty to help students reach their professional goals, it remains the primary responsibility of the faculty to protect the public, the student body, and the profession.

Reporting Impairment

Students are encouraged to discuss concerns about themselves and their perceptions about their ability to function in academic and clinical settings, or interpersonally with peers, supervisors, or faculty with any of the faculty or the Program Director.

Faculty, staff, supervisors, or students who are concerned about possible impairment in a graduate student should first talk directly with the student to express concerns about possible impairment and to encourage the student to remediate the problem voluntarily.

If the impaired student is unable or unwilling to talk about the concerns raised, then the concerns should be reported to the Program or Training Coordinator or the student's advisor. The person making this report should be prepared to provide specific behavioral examples that indicate a concern regarding impairment.

Deciding on a Course of Action

The Program Director will designate a faculty team that will convene to discuss the matter and to determine a course of action. If the faculty finds grounds to suspect impairment, they may recommend any of the following interventions that are appropriate to the assessment:

- (a) A modified plan of study that may include extra supervision, or more coursework,
- (b) A referral to an appropriate medical or mental health professional to evaluate and treat the student for the concerns presented (at the expense of the student),
- (c) A proposal that the student take a leave of absence, or
- (d) Any combination of the above

Student Follow-Through

If the impaired student chooses to comply with the remediation plan, continued contact with the Program Coordinator should be maintained to ensure a return to good standing or active status in a timely manner. However, the committee may revise its remediation plan if the student fails to (a) comply with the original remediation plan, (b) successfully complete remediation, or (c) regain and maintain fitness after remediation. In the event of noncompliance, the faculty will recommend dismissal from the Program.

Appeals Process

Students who cannot resolve the concern informally or within the Department should follow the due process procedures outlined in the UAGM Student Handbook

Comprehensive Examination and Doctoral Candidacy Examination

The Counseling Psychology Program of the Universidad Ana G. Méndez uses two broad methods for the evaluation of the competencies developed throughout the program: The Comprehensive Examination (CE) and the Doctoral Candidacy Examination (DCE). The CE focuses on the assessment of the knowledge acquired on the foundation of the discipline and of the profession. The DCE is designed to assess clinical competencies related to clinical and psychological assessment and diagnosis, conceptualization, and treatment planning.

Students in need of special accommodations for the exam must submit evidence to the UAGM Quality of Life and Student Wellness Associate Deanship. Approval and recommendations of such special needs must have been received in writing at the Psychology Program no later than 7 working days prior to the examination date.

Comprehensive Examination (CE)

The CE is usually offered to the students once the required courses for the comprehensive exam are completed, students will have the opportunity to be evaluated by the program to request taking the exam. All students, even those transferring from other programs, must take and approve the CE.

The format of the CE is similar to the licensing examination prepared by the Psychology Licensing Board of Psychology of Puerto Rico or the SEPPP in the Mainland United States. It covers the following areas: Biological Bases of Behavior, History of Psychology and Ethics, Test Construction and Psychological Testing, Human Growth and Development, Motivation, Learning, Research and Statistics, Psychopathology, Psychotherapy, and Social Bases of Behavior. Students must obtain a general score of 70% (the state licensure exam requires a passing grade of 70%) to approve the CE. Failure to obtain a global passing score of 70% will require the student to repeat the CE. A remedial plan may be written to assist students to address their deficiencies as detected from their performance. Each student will receive a letter notifying the score obtained in the CE.

Comprehensive Exam Revision and Repetition

Students that are interested in a revision of the results of the comprehensive exam must do so in a written communication to the Doctoral Program Director within thirty (30) working days after receiving the results. The director of the program in consultation with the coordinator of the program will review the results. The Director will notify in writing to the student the decision. If the student is not satisfied, they can make a written request to the Vice-Chancellor of Academic Affairs.

Students who do not approve the Comprehensive Examination have the opportunity to retake the exam up to two times within a two-year period. If a student fails to successfully complete the exam after three opportunities within the stipulated period, then his/her case will be evaluated by the Director of the Division. The Director may take into consideration any of the following options:

1. Authorize or deny a student request to take the exam a fourth time.
2. Ask the student to repeat all courses that are considered necessary in order to approve the exam on a fourth attempt.
3. Notify the student that they cannot continue in the program.

In any event, students must pass their CE and CDE within the 6-year maximum time period required to complete all graduation requirements, unless duly justified conditions did not allow for it. The Program Director will assess the appropriateness of the request. Students who fail to approve the examination as stipulated will be terminated from the program and no degree will be conferred.

Unjustified absence or tardiness to CE or DCE

A student should arrive 15 minutes before the established testing commencement time. Exam room doors will be closed at the scheduled time, and no one will be allowed to enter afterwards. A student that does not attend the CE or DCE on the day assigned will have to wait until the next administration of the test, usually during the next semester.

Doctoral Candidacy Examination (DCE)

The PsyD in Counseling Psychology Program of Universidad Ana G. Méndez uses the Doctoral Candidacy Examination (DCE), in addition to the Doctoral Project, to measure the competencies developed throughout the program. The DCE focuses on the assessment and application of the knowledge acquired on the discipline and of the profession and its application to clinical practice. The specific areas of research, ethics and clinical assessment, conceptualization and treatment planning are examined.

Students in need of special accommodations for the exam must submit evidence to the UAGM Quality of Life and Student Wellness Associate Office. Approval and recommendations of such special needs **MUST** have been received in writing at the Psychology Program no later than 7 working days prior to the examination date.

The DCE is offered two in the academic year, within the semesters scheduled by UAGM. All students must take the DCE, including those who are admitted after completing a master's program in psychology in another institution or have transferred from another master's or doctoral program once the prerequisites for this are completed. Students must have passed 75 credits, including Doctoral Practicum I and II, to be eligible to request the exam.

The DCE examines three (3) specific areas: Ethics, Clinical and Research. The candidate must analyze specific questions within each content area and produce responses in the appropriate format (essay for ethics; analysis for research; conceptualization and treatment planning for the clinical area).

Each section of the examination has a 1/3 value for a total of 100%. Students must obtain an established minimum score in each section of the exam and a general total score of 80%. Failure to obtain a global passing score of 80% will require the student to repeat all the components of the DCE. Students may only take the exam a maximum of three times in no more than 2 years. Failure to pass the exam three times will be cause for termination from the program.

A remediation plan will be elaborated with the student's advisor and other faculty members as assigned by the Program Director, to help the student overcome the deficiencies noted through the test.

Students who do not approve the Doctoral Candidacy Examination have the opportunity to retake the exam up to two times within a two-year period. If a student fails to successfully complete the exam after three opportunities within the stipulated period, then his/her case will be evaluated by the Director of the Liberal Arts Division. The Dean may take into consideration any of the following options:

1. Authorize or deny a student request to take the exam a fourth time.
2. Ask the student to repeat all courses that are considered necessary in order to approve the exam on a fourth attempt.
3. Notify the student that they cannot continue in the program.

In any event, the student must pass the DCE within the maximum 7-year period allowed to complete all doctoral program requirements, unless duly justified conditions did not allow for it. The Program Director will decide as to the appropriateness of the request. Students who fail to approve the examination as stipulated will be terminated from the program and no degree will be conferred.

Each student will receive a letter notifying the scores obtained in the DCE.
All students must approve the DCE prior to beginning their pre-doctoral internship.

Unjustified absence or tardiness to DCE

A student should arrive 15 minutes before the established testing commencement time. Exam room doors will be closed at the scheduled time, and no one will be allowed to enter afterwards. A student that does not attend the DCE on the day assigned will have to wait until the next administration of the test, usually during the next semester.

Honor Code

The DCE is a complex assessment method elaborated by the faculty of the program and implemented through a complete staff of employees. They are costly and time consuming in terms of preparation, implementation, scoring and reporting. Therefore, any violation to the honor code is considered a serious offense that will usually carry a dismissal from the school. Violations include, cheating during the DCE or sharing the content of the tests to other students or persons. Copying test information by any means, electronically, digitally, written, photographed, or otherwise will carry immediate suspension from the test and from the program.

Internship

A major objective of the Universidad Ana G. Méndez (UAGM) Counseling Psychology Training Program is to enable the student to acquire those competencies necessary for the practice of counseling psychology, including: assessment, diagnosis, psychotherapeutic and intervention. In addition, the program strives to enhance the student's professional development through identification with health service psychology as a professional specialty and incorporation of American Psychological Association (APA) ethical principles and standards for practice. A component of the program necessary for meeting these objectives includes a minimum 2000-hour internship experience. The Internship provides the student a systemic increase in knowledge and clinical competencies necessary for the practice of the profession.

All students will apply thru the APPIC match systems, using AAPI online (www.appic.org). Candidates must apply to APA Accredited internship programs as the first options, APPIC member internship programs as the second options and, non-APPIC member internship programs as the last resources with the approval of the Program Director. The Program Director will review the application and will be discussed in a faculty meeting to assure that the candidate complies with all the minimum academic requirements and, personal and professional competencies to begin the internship. Once the faculty acknowledges that the student can begin internship, the Program Director will certify the application.

If the candidate is applying for a non-APPIC member Internship program or requesting a new internship site, the student needs to notify the Program Director for evaluation and approval of the center. New and Non-APPIC internship programs must comply with the requirements to assure a minimum quality of training standard established by the Counseling Psychology Graduate Program.

Doctorate in Counseling Psychology (Psy.D.)

The doctoral curriculum is geared to elevate to an advanced level of competencies required at the doctoral level, which requires the integration of science to practice, application of ethical standards and life-long learning skills.

PsyD programs are focused on developing skills for professional practice in clinical settings. However, since it is of utmost importance that practitioners have the skills to integrate scientific knowledge to their practice, specifically in pursue of evidenced-based treatment interventions, students must demonstrate such competency by way of producing a doctoral project in which such competencies are shown to be mastered.

CURRICULUM PsyD (August 2021)
(94 Credits)

A. Required Courses in Psychology (27 Credits)		
Code	Name of Course	Credits
PSYC 500	Human Growth & Lifespan Development	3
PSYC 501	Social Basis of Behavior	3
PSYC 503	Theories of Personality	3
PSYC 504	Psychopathology	3
PSYC 508	Test Construction: Theory & Application	3
PSYC 520	Biological Basis of Behavior	3
PSYC 806	History and Systems in Psychology	3
PSYC 810	Advanced Psychopathology	3
PSYC 815	Cognitive and Affective Bases of Behavior	3
PSYC 831	APA Style: Advanced	0
B. Required Specialization Courses (30 Credits)		
Code	Name of Course	Credits
CPSY 601	Found Tech Counseling Psychology	3
CPSY 804	Professional Issues in Counseling Psychology	2
CPSY 832	Evidence Based Practices in Individual Counseling	3
CPSY 833	Advanced Group Counseling	3
CPSY 834	Marriage and Family Counseling	3
PSYC 505	Cognitive Assessment	4
PSYC 801	Ethics and Professional Standards	3
PSYC 820	Objective Personality Assessment	3
PSYC 840	Diversity: Culture, Ethnicity, Gender & Race	3
PSYC 938	Consultation & Supervision	3
C. Required Practicum Courses (14 Credits)		
Code	Name of Course	Credits
PSYC 552	Practicum I	3
PSYC 554	Practicum II	3
CPSY 904*	Advanced Practicum I	2
CPSY 907*	Advanced Practicum II	2
CPSY 908*	Advanced Practicum III	2
CPSY 909*	Advanced Practicum IV	2
D. Required Research Courses (9 Credits)		
Code	Name of Course	Credits
PSYC 502	Applied Statistics in Psychology	3
PSYC 530	Method and Techniques in Psychological Research	3
PSYC 930	Qualitative & Quantitative Methods & Statistical Design	3

TEST 500-1	Comprehensive Exam	0
TEST 800	Doctoral Candidacy Exam	0
E. Doctoral Project (2 Credits)		
Code	Name of Course	Credits
CPSY 957	Doctoral Project I	1
CPSY 958	Doctoral Project II	1
F. Internship (3 - 4 Credits)		
Code	Name of Course	Credits
CPSY 962	Full Time Internship OR	3
CPSY 961	Part Time Internship	4
E. Counseling Psychology Directed Elective Courses (9 Credits)		
Code	Name of Course	Credits
CPSY 603	Systemic Counseling	3
CPSY 605	Psychological Interventions with Children and Adolescents	3
CPSY 615	Cognitive Therapy	3
CPSY 630	Career and Occupations Counseling	3
CPSY 700	Atypical Sexual Behaviors	3
CPSY 701	Transpersonal Psychology	3
CPSY 710	Animals as Co-therapist	3
CPSY 720	Psychological Counseling in Cases of Drug/Alcohol Abuse	3
CPSY 728	Psychological Intervention with LGBTTT Individual	3
CPSY 738	Sexual Counseling and Therapy	3
PSYC 704	Psychopharmacology	3
PSYC 725	Neuropsychological Evaluation	3
PSYC 730	Projective Personality Assessment	4
CPSY 905	Advanced Practicum Elective	2
PSYC 936	Program Evaluation Methods	3
	Special Topics in Psychology	1,2, 3 or 4

Universidad Ana G. Méndez, Gurabo Campus

Counseling Psychology Doctoral Program							
Course Sequential							
Code	Course Name	Credits	Pre-Requisites	Code	Course Name	Credits	Pre-Requisites
First Year							
First Semester; First Term				Second Semester; First Term			
PSYC 806	History and Systems in Psychology	3		PSYC 504	Psychopathology I	3	
PSYC 500	Human Growth & Lifespan Development	3		CPSY 601	Found, Model & techniques in Counseling Psych	3	
PSYC 831	APA Style – Advanced (Seminary)	0					
507v1							
First Semester; Second Term				Second Semester; Second Term			
PSYC 520	Biological Basis of Behavior	3		PSYC 502	Applied Statistics in Psychology	3	
PSYC 503	Theories of Personality	3		CPSY 832	Evidence Based Practices in Individual Counseling	3	CPSY 601
Semester Courses				Semester Courses			
	Total	12			Total	12	
Summer 1							
CPSY 804	Professional Issues in Psychology	2					
	Total	2					
Second Year							
First Semester; First Term				Second Semester; First Term			
PSYC 530	Research in Psychology	3	PSYC 502				
PSYC 801	Ethics and Professional Issues	3					

First Semester; Second Term				Second Semester; Second Term			
PSYC 508	Test Construction	3	PSYC 502				
PSYC 501	Social Psychology	3					
Semester Courses				Semester Courses			
PSYC 552	Practicum I	3	CPSY 601	PSYC 554	Practicum II	3	PSYC 552
				PSYC 840	Diversity: Culture, Ethnicity, Gender & Race	3	
				PSYC 505	Cognitive Assessment	4	PSYC 504,508
				CPSY 957	Doctoral Project I	1	
	Total	15			Total	11	
Third Year							
First Semester; First Term				Second Semester; First Term			
CPSY 834	Marriage and Family Counseling	3					
PSYC 810	Advanced Psychopathology	3	PSYC 504				
First Semester; Second Term				Second Semester; Second Term			
PSYC 930	Advanced Research in Psychology	3	PSYC 530				
PSYC 815	Cognitive and Affective Bases of Behavior	3	PSYC 520				
Semester Courses				Semester Courses			
CPSY 904	Advanced Doctoral Practicum I	2	PSYC 554	CPSY 907	Advanced Doctoral Practicum II	2	CPSY 904
CPSY 958	Doctoral Project II	1	CPSY 957	PSYC 820	Objective Personality Assessment	3	PSYC 505
	Total	15			Total	5	

Summer 1				Summer 2			
TEST 500-1	Comprehensive Exam Part 1	0					
TEST 800	Candidacy Exam	0					
Fourth Year							
First Semester; First Term				Second Semester; First Term			
CPSY 833	Group Psychological Counseling	3		PSYC 938	Consultation & Supervision	3	
CPSY 908	Advanced Doctoral Practicum III	2	CPSY 907	CPSY 909	Advanced Doctoral Practicum IV	2	CPSY 908
	Elective 1	3			Elective 2	3	
					Elective 3	3	
	Total	8			Total	11	
Fifth Year							
First Semester				Second Semester			
CPSY 962	Internship – Full time, one year or		TEST 800, CPSY 957	CPSY 962	Internship – Full time, one year or	3	
CPSY 961	Internship – Part Time, two years			CPSY 961	Internship – Part Time, two years)		

The faculty of the Graduate Psychology Program reserves the right to modify this Handbook at any time when appropriate, due to legal, policy, ethical, or other justified circumstances.

The faculty of the graduate program in Counseling Psychology of the Universidad Ana G. Méndez expresses its appreciation for the collaboration and contributions made in the self-study and preparation of this *Counseling Psychology Graduate Student Handbook* by the following programs:

- i. Our Lady of the Lake University (OLLU) –Counseling Psychology PsyD
- ii. St. Thomas University, - Counseling Psychology PsyD
- iii. Carlow University, Counseling Psychology PsyD
- iv. Marquette University –Counseling Psychology PhD
- v. Ponce School of Medicine - Clinical Psychology PsyD

Rev. January 2022

**Appendix A: Course sequential for students admitted with a master's degree in
Counseling, Clinical or School Psychology**

Universidad Ana G. Méndez, Gurabo Campus

Counseling Psychology Doctoral Program

Suggested Course Sequential for Student Admitted with a Master Degree in Psychology

Code	Course Name	Credits	Pre-Requisites	Code	Course Name	Credits	Pre-Requisites
First Year							
First Semester				Second Semester			
PSYC 806	History and Systems in Psychology	3		CPSY 832	Evidence Based Practices	3	CPSY 601
PSYC 815	Cognitive and Affective Bases of Behavior	3	PSYC 520	PSYC 801	Ethics and Professional Issues	3	
PSYC 552	Practicum I	3		PSYC 554	Practicum I	3	PSYC 552
	Total	9				8	
Summer 1				Summer 2			
PSYC 804	Professional Issues in Psychology	2					
	Total	3			Total	0	
Second Year							
First Semester				Second Semester			
CPSY 904	Advanced Doctoral Practicum I	2	PSYC 552	PSYC 810	Advanced Psychopathology	3	
PSYC 840	Diversity: Culture, Ethnicity, Gender & Race	3		CPSY 907	Advanced Doctoral Practicum II	2	CPSY 904, CPSY 602
CPSY 833	Group Psychological Counseling	3		CPSY 957	Doctoral Project I	1	
PSYC 530	Research in Psychology	3	PSYC 502	PSYC 820	Objective Personality Assessment	3	PSYC 505
	Total	8			Total	9	
Summer 1				Summer 2			
TEST 800	Comprehensive/Candidacy Exam						

Third Year							
First Semester				Second Semester			
TEST 800	Comprehensive/Candidacy Exam			CPSY 834	Marriage and Family Counseling	3	
CPSY 908	Advanced Doctoral Practicum III	2	CPSY 907	CPSY 909	Advanced Doctoral Practicum IV	2	CPSY 908
PSYC 930	Advanced Research in Psychology	3		CPSY 958	Doctoral Project II	1	CPSY 957
PSYC 938	Consultation & Supervision	3			Elective	3	
	Elective	3			Elective	3	
Total		11		Total		12	
Summer 1				Summer 2			
Fourth Year							
First Semester				Second Semester			
CPSY 962	Internship – Full time, one year (2,000 hours) or		TEST 800, CPSY 957	CPSY 962	Internship – Full time, one year (2,000 hours) or	3	
CPSY 961	Internship – Part Time, two years (2,000 hours)			CPSY 961	Internship – Part Time, two years (2,000 hours)		
Total		0		Total		3	