Universidad Ana G. Méndez
School of Social Sciences and Communications
Graduate Program in Counseling Psychology

STUDENT HANDBOOK
2018-2019

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Accreditation Status

The Universidad Ana G. Méndez Gurabo Campus (formerly known as Universidad del Turabo) Counseling Psychology Doctoral Program 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: apaaccrd@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 Weeknights (5:30 to 10:00pm) or Saturday all day, some lecture courses could be offered commencing at 1:00pm week days. Additionally, summer course and practicums may be required. Practicum courses require placement in community/clinical settings during traditional working hours (8:00am – 5:00pm) and attendance to special extracurricular activities are also required during traditional working hours (8:00am – 5:00pm). A one year (2000 hour) or part-time two (2) year (1000 per year) internship is also required for doctorate students. Additionally, students must be able to read and understand the English language, since some instructional methods will be in English (text books, professional journals, on line supplemental materials and quizzes/exams).

Upon admission to the graduate program, students are responsible to stay informed of all changes in policies, regulations, academic requirements and laws that will apply to them during the course of their studies in 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 which 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 of the policies in this Handbook, the Doctoral Centers 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

*adapted from OLLU Psy.D Manual
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 that 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

*adapted from OLLU Psy.D Manual
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) and Master in Psychology (MPsy) applicants and enrolled MPsy and 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 and/or MPsy degrees 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 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.

Administrative Staff

- **Mrs. Damaris Díaz**, Service Officer, Psychology Programs.
  - Mrs. Díaz has a BA in Office Administration and a MA in Human Resources from Universidad Ana G. Méndez. She has been at the UAGM since 2001 and at the Psychology Program since 2005.

Core Faculty

- **Dr. Jorge E. Berrios-Lugo**, Assistant Professor, Department Chair, Director of Clinical Training Counseling Psychology Program. (787)743-7979
  - 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 made 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 Assessment, Advance Psychopathology and Objective Personality Assessment, and practicum supervision. He is the Internship Coordinator of the Psychology Service Clinic Internship Program

- **Dr. Edward H. Fankhanel**, Associate Professor. (787) 743-7979
  - 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 LGBTI Individuals and Substance Abuse Counseling.

- **Dr. Silma Quiñones**, Assistant Professor, Doctoral Program Coordinator.
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, Consultation & Supervision and Diversity.

**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.

**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 and practicum supervision.

**Dr. William Casper, Professor, Psychology Program.**

- Dr. Casper earned a PhD in Clinical Psychology from Universidad Complutence de Madrid, Spain.
- Dr. Casper teaches: Personality.

**Dr. María del Carmen Santos, Professor, Dean, School of Social Sciences and Communications.**

- Dr. Santos earned a BS in Chemistry from the University of Puerto Rico, Mayaguez campus, and a MS and PhD in Clinical Psychology from Carlos Albizu University, San Juan Campus.

**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: Fundaments of Investigation, Animal Assisted Therapy: Animals as co-therapists in Health Care Settings, Program Evaluation and Introduction to Learning Theory, Behavioral and Motivational Psychology, consultation & Supervision.

**Dr. Francisco Millán-Torres, Assistant Professor, Master’s in Counseling Psychology Coordinator, Counseling Psychology Program. (787)743-7979**

- 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: Core courses in Counseling and practicum supervision. He is the coordinator of the master’s in counseling psychology program.
Adjunct Faculty

- **Frances Figueroa, PsyD** – Clinical Psychology
- **Ray Rivera, PhD** – Industrial/Organizational Psychology
- **Juan Figueroa, PhD**, Clinical Psychology
- **Maria Navarro, PsyD** – Counseling Psychology

Contributing Faculty

- **Carol Romey, PhD** – Clinical Psychology
- **Georgina Candal-Segurola, Esq.** – Attorney, Retired Judge, Superior Court Puerto Rico
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 (CGSR)

The Center for Doctoral Studies (DSC) at Universidad Ana G. Méndez (UAGM) Gurabo Campus is an administrative unit that provides services to students who attend doctoral studies. The DSC 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.

School of Social Sciences and Communications (SSSC)

Mission

The School of Social Sciences and Communications 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 (SSSC)
The general objectives in all School of Social Science and Communications 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.

Graduate 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 applied professional 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 Psy.D 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 demonstrated 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 Psy.D 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 well-being 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 and 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).


*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. Use proper psychodiagnostic methods to gather the data needed for developing treatment strategies.

3. Interprets and integrates results of psychodiagnostic 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 clients 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 2014)

The curriculum revision was made following the American Psychological Association (APA) competencies required for entry level counseling psychologists. These 19 areas of broad knowledge and skills 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 (MPsy and Psy.D) graduate program. The graduate program in counseling psychology at the Universidad Ana G. Méndez has a Master’s degree in counseling psychology, which allows, under current law, for graduates to sit for licensing examination in Puerto Rico. Therefore, the university has established a continuum of sequential complexities in professional competencies that commence at the masters level and culminate at the doctoral level. As such, competencies acquired at the master’s level are needed as a pre-requirement for admission in the doctoral (Psy.D) program where those competencies are not originally introduced but 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

Keeping these competencies in mind, the program revision has produced the following curriculum revision.
In Puerto Rico, under current law, graduates from a master’s degree in counseling psychology program are eligible to sit for licensing examination to enter the professional practice of psychology. The master’s degree program must offer the core, specializes courses, and practicums that are needed to become practitioners in Puerto Rico. Most of these courses cover many of the competencies required by APA at the graduate level of training.

**Admission Requirements**

**Master’s Degree in Counseling Psychology Program:**

1. GPA 3.00 at the bachelor’s level or of all current courses at the master’s level if soliciting for transfer admission or GPA of 3.25 in psychology courses
2. EXADEP
3. Oral interview
4. Written essay
5. Three letter of recommendations (2 from professors and 1 from a professional; letters from relatives aren’t acceptable.)
6. Must have completed at least 15 credits in psychology at the bachelor’s level which must include one course in research.

All of 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.

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.
Doctorate in Counseling Psychology
(Effective August 2018)

Admission Requirements

1. A master’s degree in counseling or clinical psychology.
2. A master’s degree in school psychology may be considered.
3. 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
4. GPA 3.00 at the master’s level
5. EXADEP (450pts; within five years of application)¹
6. Three letters of recommendations (2 from professors and 1 from a professional; letters from relatives aren’t acceptable.)
7. Witten essay & Case conceptualization
8. Oral interview

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

All of 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.

¹ Students transferring from another doctoral program or with an earned doctoral degree are waived the five-year requirement on the EXADEP if the minimum score obtained was 450 or more.
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 semester 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 course 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 Director 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 2013 APA CoA Guidelines and Principles for Accreditation of Programs in Professional 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 50 semester credit hours - post masters. At the PsyD students will have completed four (4) practicums with at least 960 hours (including at least 80 hours of research related experience) and a 2000 hour internship.
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 is designated to enhance the level of knowledge and competencies acquired at the Masters level, to the doctorate Advanced level which require the integration of science to practice, application of ethical standards and life-long learning skills.

**Student Annual Performance Evaluations**

Each student must be evaluated by the advisor 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 of all graduate programs (Master’s & PsyD)**

I. **Introduction**

This policy has been established to ensure an acceptable time frame 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**
Counseling Psychology Master’s Degree students will be allowed a maximum time frame of six (6) years to complete all graduation requirements from the date of admission to the program. Doctoral student will be allowed a maximum time frame of three (3) years of enrollment beyond the standard required for the completion of the program’s four (4) 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 (Masters in Counseling Psychology):** Every candidate for masters in psychology degree must complete ALL program requirements within six (6) years from the date of admission of the anticipated degree. Time limitation extensions for an additional year to complete the MPsy degree during the 7th year, should be addressed by the student to the Program Director of Psychology. A second request for an extension 8th year should be requested to and justified in writing for the approval of the Dean of the School of Social Science. Under no circumstances will an extension exceeding a two-year period be granted for completion of degree requirements.

**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 Dean of the School of Social Sciences. Under no circumstances will an extension exceeding a two-year period be granted for completion of degree requirements.

<table>
<thead>
<tr>
<th>Program</th>
<th>Standard</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters in Counseling Psychology</td>
<td>3 years</td>
<td>6 years</td>
</tr>
<tr>
<td>Counseling Psychology Doctorate</td>
<td>4 years</td>
<td>7 years (post masters)</td>
</tr>
</tbody>
</table>

**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 six (6) years from the date taken. Exception to this rule will be made to doctoral students who are enrolled in internship or doctoral project on their seventh final year.

- **Definition of a full time:** Psychology graduate students with an academic load of six (6) credits or more per semester, 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 will be considered a part-time student.

B. **Completion of Program Requirements**
1. **Course Requirement**
   a. Students must complete all courses within the established time frame. The Masters in Counseling Psychology requires 52 credits. The Doctoral Program requires a total of 50 credits post master’s degree.

2. **Performance Requirement**
   a. A student must complete each academic year with a minimum grade point average of 3.00. Any student failing to meet this standard of performance will be referred to the Faculty Review Board for evaluation and recommendation to the Program Director.

3. **Master’s Degree Comprehensive Examination and Clinical Application Examination**
   a. Requirements: A Comprehensive Examination and Clinical Application Examination must be taken upon completion of the second academic year. A passing score in the exam is a requirement for graduation upon completion of all other requirements.

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 Psychology 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 MPsy and PsyD Program.

IV. **Grade Requirement**

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

• Passing grades for any and all courses of the Masters and Doctoral programs in Counseling and School Psychology will be either “A” or ‘B”, or “P”.
• Students who get grades of “C”, “D”, or “F” will have to repeat the course.
• Students, who get grades of “N/P”, will have to repeat the course.
• No more than 2 courses can be repeated. Failure to obtain a passing score in more than 2 courses will be referred to the Faculty Review Board who will make a recommendation to the Program Director of dismissal unless extraordinary circumstance allow for a remedial plan.
• Repeated courses with "C" or lesser grades will remain on record, but the new grade will be used to compute the grade point average.
• A grade of “D” or “F” in any course will result in referral to the Faculty Review Board and considered for dismissal based on overall academic performance. The recommendation of the Board will be presented to the Program Director for final determination.
• Grades of “P” (Pass) or “N/P” (No Pass) are applicable to Practicum, Doctoral Project and Internship. A grade of “N/P” requires repetition. In case of a second “N/P” grade in the same Practicum, the student will be referred to the Faculty Review Board, who 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

In the event that 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) Dean of the School of Social Sciences, and (e) Vice Chancellor 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.

2 Adapted from OLLU PsyD 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 as 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 compliance, the student may appeal the Program Director decision to the Dean of the School of Social Sciences within 5 days. When the issue is grade related he/she may appeal the grade following UAGM student manual procedures which 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
Master’s in Counseling Psychology

Comprehensive Examination and Clinical Application Examination

The Master’s in 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 Clinical Application Examination (CAE). The CE focuses on the assessment of the knowledge acquired on the foundation of the discipline and of the profession. The CAE is designed to assess clinical competencies related to clinical and psychological assessment and diagnosis, conceptualization and treatment planning.

Student in need of special accommodations for the exam must submit evidence to the UAGM Student Affairs Vice-Chancellorship. 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 at the first semester of their third (3rd) year in the program. 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% 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 scores obtained in the CE.

Clinical Application Examination (CAE)

All students must approve the CAE in addition to the CE. To approve the CAE, the student must obtain a minimum global score of 70%. This exam covers the clinical and psychological assessment and diagnosis, conceptualization and treatment planning competencies required for entry level to the professional practice in Puerto Rico.

Failure to obtain a global passing score of 70% will require the student to repeat the CAE. A remediation plan will be elaborated with the student and a faculty member assigned by
the Program Coordinator, to help the student overcome the deficiencies noted through the test.

Each student will receive a letter notifying the scores obtained in the CEA. Students passing only one of the 2 exams (CE or CAE) and failing the other will only be required to re-take the one they failed.

**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 dean of the school within thirty (30) working days after receiving the results. The dean of the school in consultation with the coordinator of the program will revise the results. The dean will notify in written to the student the decision. If the student is not satisfied it 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 dean of the school. 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 which are considered necessary in order to approve the exam on a fourth attempt.
3. Notify the student that it cannot continue in the program.

In any event, student must pass their CE and CAE 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 CAE**

**CE**

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 on the day assigned will have to wait until the next administration of the test, usually during the next semester.
CAE

The same policy for CE tardiness or failure to attend will apply for the CAE examination.

The CE and the CAE are complex assessment methods 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 Program. Violations include: cheating during the CE and/or CAE 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.

Psy.D in Counseling Psychology

Doctoral Candidacy Examination

The Psy.D 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.

Student in need of special accommodations for the exam must submit evidence to the UAGM Student Affairs Vice-Chancellorship. 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.

Doctoral Candidacy Examination (DCE)

The DCE is usually offered to the students by the end of the first semester of their second year in the program. All students must take the DCE, even those who are admitted after completing a master’s degree in psychology program in another institution, or who have transferred from another doctoral program. Students must have approved 24 credits, including Doctoral Practicum I and II, to take the examination.

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 3 times in no more than 2 years. Failure to pass the exam 3 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 dean of the school. 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 which are considered necessary in order to approve the exam on a fourth attempt.
3. Notify the student that it 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 make a determination 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**

**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 methods 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 DCA 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 be 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 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 is able to 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 had to comply with the requirements to assure a minimum quality of training standard established by the Counseling Psychology Graduate Program.
Courses and sequential changes

Effective January 2016:

CURRICULUM MPSY
(52 Credits)

A. Courses in Psychology (24 Credits)

<table>
<thead>
<tr>
<th>Code</th>
<th>Name of Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSYC 500</td>
<td>Human Growth &amp; Lifespan Development</td>
<td>3</td>
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<td>PSYC 501</td>
<td>Social Basis of Behavior</td>
<td>3</td>
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<tr>
<td>PSYC 503</td>
<td>Theories of Personality</td>
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<tr>
<td>PSYC 506</td>
<td>Research Methods &amp; Statistics</td>
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<td>PSYC 510</td>
<td>Motivation And Learning</td>
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<td>PSYC 520</td>
<td>Biological Basis of Behavior</td>
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<td>PSYC 508</td>
<td>Test Construction: Theory &amp; Application</td>
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<tr>
<td>PSYC 507-5</td>
<td>Introduction of Professional Issues in Psychology Seminar</td>
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B. Specialization Courses (16 Credits)

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<th>Code</th>
<th>Name of Course</th>
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<tr>
<td>PSYC 504</td>
<td>Psychopathology</td>
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<td>PSYC 505</td>
<td>Cognitive Assessment</td>
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<td>CPSY 601</td>
<td>Found Tech Counseling Psychology</td>
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<td>CPSY 602</td>
<td>Counseling Models &amp; Techniques</td>
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<tr>
<td>CPSY 730</td>
<td>Ethics</td>
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C. Practicum Courses (8 Credits)

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<tr>
<td>PSYC 550</td>
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<td>PSYC 574</td>
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<td>PSYC 599</td>
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<td>TEST 500-2</td>
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D. Counseling Psychology Directed Elective Courses (6 Credits)

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<tr>
<td>CPSY 607</td>
<td>Counseling Psychology Reflective Practice</td>
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<td>CPSY 615</td>
<td>Cognitive Therapy</td>
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<tr>
<td>CPSY 603</td>
<td>Systemic Counseling</td>
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<tr>
<td>CPSY 605</td>
<td>Psychological Interventions with Children and Adolescents</td>
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<td>CPSY 738</td>
<td>Sexual Counseling and Therapy</td>
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<td>Psychological Counseling in Cases of Drug/Alcohol Abuse</td>
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<td>CPSY 630</td>
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<tr>
<td>PSYC 730</td>
<td>Projective Personality Assessment</td>
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# UNIVERSIDAD ANA G. MÉNDEZ
School of Social Sciences & Communications
Graduate Program in Psychology
MASTER IN COUNSELING PSYCHOLOGY
Sequential Effective January 2016

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<tr>
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<td>PSYC 500 Human Growth &amp; Lifespan Development</td>
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<td>CPSY 602 Techniques and Models of Counseling Psyc</td>
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<td>PSYC 500, 503, 504, 510 &amp; CPSY 601</td>
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<td>PSYC 550 Practicum I (Sem)</td>
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<td>PSYC 505 Cognitive Assessment (Sem)</td>
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### 3rd year

#### 1st semester, 1 term

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<td>PSYC 574 Practicum III (Sem)</td>
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<td>PSYC 505, PSYC 551</td>
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<td>PSYC 501 Social Basis of Behavior</td>
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#### 3rd year

#### 1st semester, 2 term

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### 3rd year

#### 2nd semester, 1 term

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<td>Comprehensive Exam*</td>
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### 3rd year

#### 2nd semester, 2 term

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<tr>
<td>PSYC 599 Practicum IV (Sem)</td>
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### Total Credits

52

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Rev. Dic. 1, 2015
Doctorate in Counseling Psychology (Psy.D.)

The doctoral curriculum is geared to enhance 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.

Psy.D 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.
Courses and sequential changes

Effective August 2016:
CURRICULUM PsyD
(50-51 Credits)**

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<tr>
<th>Code</th>
<th>Name of Course</th>
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<tbody>
<tr>
<td>PSYC 800</td>
<td>Ethics and Professional Standards</td>
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<td>PSYC 806</td>
<td>History and Systems in Psychology</td>
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<td>PSYC 810</td>
<td>Advanced Psychopathology</td>
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<td>PSYC 820</td>
<td>Objective Personality Assessment</td>
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<tr>
<td>PSYC 815</td>
<td>Cognitive and Affective Bases of Behavior</td>
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<td>PSYC 831</td>
<td>APA Style: Advanced</td>
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<td>CPSY 805</td>
<td>Professional Issues in Counseling Psychology</td>
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<td>CPSY 832</td>
<td>Evidence Based Practices in Individual Counseling</td>
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<tr>
<td>CPSY 833</td>
<td>Advanced Group Counseling (offered Odd Years Only)</td>
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<td>CPSY 834</td>
<td>Marriage and Family Counseling (offered Even Years Only)</td>
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<tr>
<td>PSYC 840</td>
<td>Diversity: Culture, Ethnicity, Gender &amp; Race</td>
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<td>CPSY 906*</td>
<td>Practicum I</td>
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<td>CPSY 907*</td>
<td>Practicum II</td>
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<td>CPSY 908*</td>
<td>Practicum III</td>
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<tr>
<td>CPSY 909*</td>
<td>Practicum IV</td>
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<td>PSYC 938</td>
<td>Consultation &amp; Supervision</td>
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<tr>
<td>TEST 800</td>
<td>Doctoral Candidacy Exam</td>
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<th>Code</th>
<th>Name of Course</th>
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<td>CPSY 738</td>
<td>Sexual Counseling and Therapy</td>
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<td>Psychological Counseling in Cases of Drug/Alcohol Abuse</td>
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<td>Career and Occupations Counseling</td>
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<tr>
<td>PSYC 704</td>
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<td>PSYC 725</td>
<td>Neuropsychological Evaluation</td>
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<td>PSYC 936</td>
<td>Program Evaluation Methods</td>
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<td>FPSY 880</td>
<td>Psychology and Law: Criminal</td>
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<td>FPSY 886</td>
<td>Psychology and Law: Civil</td>
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<td>FPSY 889</td>
<td>Forensic Mental Health Assessment</td>
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<td>FPSY 891</td>
<td>Psychology and Law: Expert Testimony</td>
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<tr>
<td>CPSY 957*</td>
<td>Doctoral Project I</td>
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<td>CPSY 958*</td>
<td>Doctoral Project II</td>
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**E. Dissertation Courses (2 Credits)**

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<td>Internship – Full time, one year (2,000 hours) or</td>
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<tr>
<td>CPSY 961</td>
<td>Internship – Part Time, two years (2,000 hours)</td>
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**F. Internship (3 - 4 Credits)**

* indicates semester courses
** Part time internship requires an additional credit: Total 51 credits.
**Psy.D. SEQUENTIAL**  
(50 credits post master)  
Effective August 2014

### FIRST YEAR

#### First Semester- Trimester 1

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<td>PSYC 800</td>
<td>Ethics and Professional Standards</td>
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<td>CPSY 805</td>
<td>Professional Issues in Counseling Psychology</td>
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<td>PSYC 810</td>
<td>Advanced Psychopathology</td>
<td>3</td>
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<tr>
<td>CPSY 906*</td>
<td>Doctoral Practicum I*</td>
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<td>PSYC 831</td>
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### Second Semester

#### First Semester- Trimester 2

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<td>Evidence Based Practices in Individual Counseling</td>
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### Second Semester

#### First Semester- Trimester 1

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<td>Candidacy Exam** (to be offered within the first four (4) weeks at the commencement of each semester)</td>
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<td>Doctoral Practicum III*</td>
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<td>Doctoral Project II*</td>
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<td>CPSY 833</td>
<td>Advanced Group Counseling (offered Odd Years only)</td>
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<td>CPSY 834</td>
<td>Marriage and Family Counseling (offered Even Years only)</td>
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### Second Semester- Trimester 2

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### SECOND YEAR

#### First Semester- Trimester 1

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### Second Semester- Trimester 2

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### THIRD YEAR

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<td>Internship (CPSY 960 full time; CPSY 961 part time)</td>
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**Total** 50 (minimum)

* Semester Courses

** Candidacy exam must be approved prior to internship.

***Elective courses will be offered during the academic year. Student can register at the available elective course as stated in the program sequential. Before the beginning of the internship year, the student must complete all of the academic requirements including six (6) credits in elective courses of which at least one (1) elective is in Counseling Psychology Directed Electives (3 credits).

Students must have approved the doctoral project proposal before the beginning of the internship.

Rev. June 7, 2016
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:

1) Our Lady of the Lake University (OLLU) – Counseling Psychology PsyD
2) St. Thomas University, - Counseling Psychology PsyD
3) Carlow University, Counseling Psychology PsyD
4) Marquette University – Counseling Psychology PhD
5) Ponce School of Medicine - Clinical Psychology PsyD

Rev. January 2019