

# Graduate Program in Counseling Psychology

## STUDENT HANDBOOK 2016-2017

(Rev. June, 2016)

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**Notice to Students\***

The *Graduate Counseling Psychology Student Handbook* provides norms, policies and other important information regarding the counseling psychology graduate program at Universidad del Turabo. 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](http://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 Del Turabo 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 3:00pm week days. Additionally summer course may be required. Practicum courses require placement in community 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 UT.

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 Del Turabo 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 del Turabo. I also agree to adhere to the *Ethics Code* of the American Psychological Association and the Puerto Rico Psychology Licensing Board.

\_\_\_\_\_  
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 Del Turabo with the above mentioned conditions.

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Student Signature

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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.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\*Adopted from APA (2014)

## **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 Del Turabo. She has been at the UT since 2001 and at the Psychology Program since 2005.

### **Core Faculty**

- **Dr. Edward H. Fankhanel**, Associate Professor, Associate Dean of Psychology and Social Work Programs, Director of Training Counseling Psychology Program. (787) 743-7979
  - Dr. Fankhanel earned his BA from University of Miami, and two Masters 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 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 Ph.D 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, Internship Coordinator.
  - Dr. Vidamaris Zayas earned a BA in Psychology from the University of Puerto Rico, Cayey, and a Psy.D in Clinical Psychology from Carlos Albizu University, San Juan Campus.

- Dr. Zayas teaches: Practicum courses.
- **Dr. Jessica Velázquez**, *Assistant Professor, Director – Universidad del Turabo 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 Complutense de Madrid, Spain.
  - Dr. Casper teaches: Personality.
- **Dr. Maria 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. Santos teaches: Biological Basis of Behavior, Neuropsychological Evaluation, Human Growth & Lifespan Development, and Cognitive Assessment.
- **Dr. Úrsula Aragunde Kohl**, *Associate Professor, Program Director PASOS.*
  - 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: Psy.D 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: Fundamentals 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. Jorge E. Berrios-Lugo**, *Assistant Professor, Internship Coordinator, 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 supervision 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. 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 del Turabo. 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**

- ***Dr. Frances Figueroa, PsyD – Clinical Psychology***
- ***Dr. Ray Rivera, PhD – Industrial/Organizational Psychology***
- ***Dr. Joel Manzano, PhD, - Clinical Psychology***
- ***Dr. Maria Navarro, PsyD – Counseling Psychology***

### **Mission of Universidad del Turabo**

The mission of Universidad del Turabo (UT) 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 del Turabo**

The Vision of Universidad del Turabo 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 del Turabo emphasize technological literacy, ethical principles, research, collaborative agreements, nontraditional learning methods, faculty and managerial development. They reflect UT'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 del Turabo Doctoral Studies Center (DSC)**

The Center for Doctoral Studies (DSC) at Universidad del Turabo (UT) 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 provides high quality academic programs at both the undergraduate and graduate level in the social sciences and communications. The School undertakes this in a setting where excellence in teaching and learning are encouraged in the classroom, in practical internships, in the use of technology, in research, in communication media and in community projects. The basic goal is to provide our graduates not only competency in their chosen field, but also the

diversity of experience needed to understand and appreciate the relationship between social sciences, communication and other disciplines.

### **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.
6. 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 del Turabo 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 del Turabo 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 del Turabo 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 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 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).
- 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 Goals**

Based on the philosophical perspectives of the program, the main goal of the program is to produce competent counseling psychology practitioners. This main goal is achieved by fulfilling the following specific goals:

- **Goal 1.** *To train graduate student with the required knowledge and skills for the entry and/or continuation into the competent professional practice of counseling psychology.*
  - Objective 1.1 Students demonstrate proficiency in conducting psychological assessments and the appropriate analysis and interpretation procedures.

- Objective 1.2 Students demonstrate mastery in the core areas of theory and practice of psychotherapy.
- Objective 1.3 Students demonstrate knowledge of diversity and multicultural issues as well as the competencies to apply them to the practice of professional psychology.
- Objective 1.4 Students demonstrate broad knowledge of clinical supervision and consultation models.
- **Goal 2.** *To train Counseling Psychology practitioners that can effectively integrate scholarly research and practice as well as apply scholarly inquiry skills in a competent manner*
  - Objective 2.1 Students demonstrate knowledge regarding the scientific process of inquiry of the profession.
  - Objective 2.2 Students are able to apply their knowledge of scientific inquiry in analyzing research data.
  - Objective 2.3 Students are able to use scholarship skills in analyzing clinical, social and professional issues.
- **Goal 3.** *To train graduate students who may constantly apply and exhibit high ethical standards in their professional practice of Counseling Psychology, and attitudes and skills that sustain life-long learning and professional problem solving.*
  - Objective 3. 1 Students will demonstrate understanding of ethical and legal principles of the profession.
  - Objective 3.2 Students demonstrate the ability to analyze and apply ethical knowledge to ethical situations of the profession.
  - Objective 3. 2 Students demonstrate appropriate skills and attitudes that will support life-long learning and professional problem solving.

### **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 (MA and Psy.D) graduate program. The graduate program in counseling psychology at the Universidad del Turabo 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 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
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.

**Master's in Counseling Psychology Revision**  
**(Effective August 2014)**

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, specialized 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.
2. EXADEP (At least 350pts)
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 bachelors level which must include the following courses, or their equivalent, (unless the student is transferring from a clinical or counseling psychology graduate program and has more than 15 credits approved at the institution with a GPA of 3.0 or above):
  - a. Introduction to Psychology 3 credits
  - b. Theories of Personality 3 credits
  - c. Statistics 3credits
  - d. Experimental Psychology or equivalent 3 credits
  - e. At least one of the following:
    - i. Human development 3 credits
    - ii. Social psychology 3 credits
    - iii. Psychopathology 3 credits

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 2015)

**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 three (3) years from the time of application to the PsyD Program at UT\*:
  - a. Theories of Personality 3 credits
  - b. Human development 3 credits
  - c. Statistics & research methods 3credits
  - d. Psychopathology 3credits
  - e. Cognitive assessment 3 credits
  - f. Biological bases of behavior 3 credits
  - g. Social Psychology 3 credits
  - h. Counseling Models and Techniques 3 credits
4. GPA 3.0 at the master's level
5. EXADEP ( 400pts; within three years of application)
6. Three letter 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 Associate Dean for assessment and approval of equivalency PRIOR TO ADMISSIONS to the Psy.D Program. If an applicant has approved the psychology licensing examination within the last three (3) years and the has obtained at least 75% score in a specific domain covered in the required prerequisite courses, such score will be accepted as evidence of having broad and ample knowledge in such domain.**

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.**

### **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 Associate Dean upon recommendation of the appropriate faculty members. Practicum courses are not accepted from other institutions. All transferred students must take all practicum courses at UT.

### **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 Associate Dean for a change in advisor by documenting appropriate reasons for it.

### **Course/Class Cancellation**

UT 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.

### **Psy.D Curriculum and Degree Plan**

The Psy.D curriculum at UT 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 Psy.D 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 Associate Dean 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 & Psy.D.)**

#### **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 Del Turabo.

#### **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 Associate Dean 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 Psy.D. degree during the 8th year should be addressed by the student to the Associate Dean 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.

<u>Program</u>	<u>Standard</u>	<u>Maximum</u>
Masters in Counseling or School Psychology	3 years	6 years
Counseling Psychology Doctorate	4 years	7 years (post masters)

**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 Associate Dean.

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 del Turabo, 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 Associate Dean 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 Associate Dean 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 Associate Dean.

### **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 UT 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 from any psychology graduate student. Students are responsible to keep abreast of what constitutes plagiarism. The Associate Dean 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<sup>1</sup>**

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) Associate Dean, (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.

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<sup>1</sup> Adapted from OLLU Psy.D Handbook

## **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 Associate Dean. The faculty review committee may recommend the Associate Dean 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 Associate Dean 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 UT Student Handbook.

When a student is placed on PIS, the faculty designates, with the approval of the Associate Dean, 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 Associate Dean. 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 Associate Dean within 5 days. When the issue is of program competency incompliance, the student may appeal the Associates Dean's 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 UT student manual procedures which allow for up to 30 days of the beginning of the following semester.

Students in the graduate psychology program at UT 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 Associate Dean.

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 Associate Dean 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 UT Student Handbook

## **Master's in Counseling Psychology**

### **Comprehensive Examination and Clinical Application Examination**

The Master's in Counseling Psychology Program of the Universidad del Turabo 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 UT 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 Associate Dean 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 Del Turabo 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 UT 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 Associate Dean, 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 Associate Dean 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.



**UNIVERSIDAD DEL TURABO**  
**SCHOOL OF SOCIAL SCIENCES**  
**GRADUATE PROGRAM IN PSYCHOLOGY**  
**MASTER IN COUNSELING PSYCHOLOGY**

**Programs Curriculum Comparison 2012**

**Former: 52 credits (Before August 2012)      Revised Program: 51 credits (August 2012)**

<b>Core Requirements</b>	<b>Former Program</b>	<b>27 Credits</b>	<b>Core Requirements</b>	<b>Revised Program (Aug 2012)</b>	<b>28 Credits</b>
PSYC 500	DEVELOPMENTAL PSYCHOLOGY	3	PSYC 500	HUMAN GROWTH & LIFESPAN DEVELOPMENT	3
PSYC 501	EHNNOLOGICAL ASPECTS	3	PSYC 501	SOCIAL BASIS OF BEHAVIOR	3
PSYC 502	STATISTICS	3	PSYC 506	RESEARCH METHODS & STATISTICS	3
PSYC 503	PERSONALITY THEORIES	3	PSYC 503	THEORIES OF PERSONALITY	3
PSYC 504	PSYCHOPATHOLOGY	3	PSYC 504	PSYCHOPATHOLOGY	3
PSYC 505	PSYC ASSESSMENT & MEASUREMENT	3	PSYC 505	COGNITIVE ASS. & MEASUREMENT	4
PSYC 510	MOTIVATION AND LEARNING	3	PSYC 510	MOTIVATION AND LEARNING	3
PSYC 520	FOUNDATIONS	3	PSYC 520	BIOLOGICAL BASIS OF BEHAVIOR	3
PSYC 530	NEUROPHYSIOLOGICAL RESEARCH METHODS	3	PSYC 508	TEST CONSTRUCTIONS: THEORY AND APPLICATION	3
		3			
<b>Specialization Requirements</b>		<b>22 Credits</b>	<b>Specialization Requirements</b>		<b>17Credits</b>
CPSY 601	FOUND TECH COUNSELING PSYCHOLOGY	3	CPSY 601	FOUND TECH COUNSELING PSYCHOLOGY	3
CPSY 602	TECHNIQUES AND MODELS OF COUNSELING PSYC	3	CPSY 602	COUNSELING MODELS & TECHNIQUES	3
CPSY 603	SYSTEMIC COUNSELING PSYCHOLOGY	3	PSYC 550	PRACTICUM I	2
CPSY 605	COUNSELING PSYC CHILD & ADOLESCENTS	3	PSYC 551	PRACTICUM II	3
PSYC 550	PRACTICUM I	2	PSYC 575	PRACTICUM III	3
PSYC 551	PRACTICUM II	2	PSYC 600	PRACTICUM IV	3
PSYC 575	PRACTICUM III: INDIVIDUAL INTERVENTION	3			
PSYC 600	PRACTICUM IV: GROUP INTERVENTION	3			

<b>Elective Course</b>		<b>3 Credits</b>	<b>Elective Course</b>		<b>6 Credits</b>
CPSY 607	COUNSELING PSYC REFLEC PRACTICE	3	CPSY 607	COUNSELING PSYC REFLEC PRACTICE	3
CPSY 615	COGNITIVE THERAPY PSYCHOLOGICAL	3	CPSY 615	COGNITIVE THERAPY PSYCHOLOGICAL	3
CPSY 620	COUNSELING IN CASES OF DRUG AND ALCOHOL ABUSERS	3	CPSY 620	COUNSELING FOR DRUG AND ALCOHOL ABUSERS	3
CPSY 612	SEXUAL COUNSELING	3	CPSY 738	SEXUAL COUNSELING AND THERAPY	3
CPSY 625	SEXUAL ASSAULT COUNSELING	3	CPSY 625	SEXUAL ASSAULT COUNSELING	3
CPSY 700	ATIPIC SEXUAL CONDUCTS	3	CPSY 700	ATIPIC SEXUAL BEHAVIORS	3
CPSY 630	COUNSELING OF CARRERS AND OCCUPATIONS	3	CPSY 630	CARRER AND OCCUPATIONAL COUNSELING	3
			CPSY 603	SYSTEMIC COUNSELING	3
			CPSY 605	PSYC INTER WITH CHILDREN AND ADOL.	3
			CPSY 728	PSYC INTER WITH LGBTT INDIVIDUALS	3

**IN ADDITION TO THE COURSES, THE FOLLOWING REQUIRERMENTS MUST BE MET FOR GRADUATION:**

- ✓ **51 CREDITS, WITH A MINIMUM AVERAGE OF 3.00 POINTS**
- ✓ **A COMPREHENSIVE EXAMINATION (MULTIPLE SELECTION/DISCUSSION), THIS MUST TAKEN AFTER APPROVING 40 CREDITS.**

**IMPORTANT:**

**THE PUERTO RICO PSYCHOLOGY LICENSING BOARD IS REQUIREING 3 CREDITS IN ETHICS AT THE MASTER’S LEVEL TO QUALIFY FOR LICENSING EXAMINATION EFFECTIVE AUGUST 2015.**



**UNIVERSIDAD DEL TURABO**  
**School of Social Sciences**  
**Graduate Program in Psychology**  
**MASTER IN COUNSELING PSYCHOLOGY**

**2012 Revised Program Sequential (51 credits)**

**Students Admitted in August 2012 thru January 2014**

<b>COURSES/OLD CURRICULUM</b>	<b>CRD</b>	<b>PRE-RQUISITES</b>
<b>1<sup>st</sup> year, First Term</b> PSYC 500 Human Growth & Lifespan Developments PSYC 503 Theories of Personality	3 3	
<b>1<sup>st</sup> year, Second Term</b> PSYC 504 Psychopathology PSYC 510 Motivation and Learning	3 3	PSYC 500, 503
<b>1<sup>st</sup> year, Third Term</b> PSYC 508 Test Construction: Theory & Application CPSY 601 Found Tech Counseling Psyc	3 3	PSYC 500, 503, 504, 510
<b>1<sup>st</sup> year, Fourth Term</b> CPSY 602 Techniques and Models of Counseling Psyc PSYC 550 Practicum I	3 2	CPSY 601 PSYC 500, 503, 504, 510 & CPSY 601
<b>2<sup>nd</sup> year, First Term</b> PSYC 505 Cognitive Assessment (Sem; 4cr) PSYC 551 Practicum II (Sem)	4 3	PSYC 500, 503, 504 & 508, PSYC 550
<b>2<sup>nd</sup> year, Second Term</b> PSYC 505 Cognitive Assessment (Sem) PSYC 551 Practicum II (Sem)		
<b>2<sup>nd</sup> year, Third Term</b> PSYC 520 Biological Basis of Behavior PSYC 575 Practicum III (Sem)	3 3	PSYC 551
<b>2<sup>nd</sup> year, Fourth Term</b> PSYC 506 Research Methods & Statistics PSYC 575 Practicum III (Sem)	3	
<b>3<sup>rd</sup> year, First Term</b> PSYC 600 Practicum IV (Sem) PSYC 501 Social Basis of Behavior Elective in Counseling Psychology*	3 3 3	PSYC 575
<b>3<sup>rd</sup> year, Second Term</b> PSYC 600 Practicum IV (Sem) Elective in Counseling Psychology Comprehensive Exam	3	
<b>TOTAL OF CREDITS</b>	<b>51</b>	

**\*IMPORTANT:**

**THE PUERTO RICO PSYCHOLOGY LICENSING BOARD IS REQUIREING 3 CREDITS IN ETHICS AT THE MASTER’S LEVEL TO QUALIFY FOR LICENSING EXAMINATION EFFECTIVE AUGUST 2015.**

**Courses and sequential changes**  
**Effective August 2014:**

**CURRICULUM MPSY**  
**(52 Credits)**

<b>A. Courses in Psychology (28 Credits)</b>		
<b>Code</b>	<b>Name of Course</b>	<b>Credits</b>
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 505	Cognitive Assessment	4
PSYC 506	Research Methods & Statistics	3
PSYC 510	Motivation And Learning	3
PSYC 520	Biological Basis of Behavior	3
PSYC 508	Test Construction: Theory & Application	3
PSYC 507-1,2,3,4 & 5	Introduction of Professional Issues in Psychology Seminar	0
PSYC 531	APA Style: Basics	0
<b>B. Specialization Courses (9 Credits)</b>		
<b>Code</b>	<b>Name of Course</b>	<b>Credits</b>
CPSY 601	Foundations of Counseling Psychology	3
CPSY 602	Counseling Psychology: Models & Techniques	3
CPSY 730	Ethics	3
<b>C. Practicum Courses (6 Credits)</b>		
<b>Code</b>	<b>Name of Course</b>	<b>Credits</b>
PSYC 550	Practicum I	3
PSYC 551	Practicum II	3
PSYC 574	Practicum III	0
PSYC 599	Practicum IV	0
TEST 500-1	Comprehensive Exam Part 1	0
TEST 500-2	Comprehensive Exam Part 2	0
<b>D. Counseling Psychology Directed Elective Courses (9 Credits)</b>		
<b>Code</b>	<b>Name of Course</b>	<b>Credits</b>
CPSY 607	Counseling Psychology Reflective Practice	3
CPSY 615	Cognitive Therapy	3
CPSY 603	Systemic Counseling	3
CPSY 605	Psychological Interventions with Children and Adolescents	3
CPSY 738	Sexual Counseling and Therapy	3
CPSY 720	Psychological Counseling in Cases of Drug/Alcohol Abuse	3
CPSY 625	Sexual Assault Counseling	3
CPSY 630	Career and Occupations Counseling	3
CPSY 700	Atypical Sexual Behaviors	3
CPSY 710	Animals as Co-therapist	3
CPSY 728	Psychological Intervention with LGBTTT Individual	3
PSYC 730	Projective Personality Assessment	4



**UNIVERSIDAD DEL TURABO**  
**School of Social Sciences**  
**Graduate Program in Psychology**  
**MASTER IN COUNSELING PSYCHOLOGY**  
**Sequential Effective August 2014**

NEW PROGRAM (52 Credits)	CRD	PRE-REQUISITES
<b>1st year</b>		
1st semester, 1 term		
PSYC 500 Human Growth & Lifespan Development	3	
PSYC 503 Theories of Personality	3	
PSYC 507-1 Intro to Prof Psych Issues Seminar	0	
PSYC 531 APA Style: Basic	0	
<b>1st year</b>		
1st semester, 2 term		
PSYC 520 Biological Basis of Behavior	3	
PSYC 504 Psychopathology	3	PSYC 500, 503
PSYC 507-1 Intro to Prof Psych Issues Seminar	0	
<b>1st year</b>		
2nd semester, 1 term		
PSYC 510 Motivation and Learning	3	
CPSY 601 Found Tech Counseling Psychology	3	PSYC 500, 503, 504, 510
PSYC 507-2 Intro to Prof Psych Issues Seminar	0	
<b>1st year</b>		
2nd semester, 2 term		
CPSY 730 Ethics	3	
CPSY 602 Techniques and Models of Counseling Psyc	3	CPSY 601
PSYC 507-2 Intro to Prof Psych Issues Seminar	0	
<b>2nd year</b>		
1st semester, 1 term		
PSYC 550 Practicum I (Sem)	3	PSYC 500, 503, 504, 510 & CPSY 601
PSYC 506 Research Methods & Statistics	3	
PSYC 507-3 Intro to Prof Psych Issues Seminar	0	
<b>2nd year</b>		
1st semester, 2 term		
PSYC 508 Test Construction: Theory & Application	3	PSYC 506
PSYC 550 Practicum I (Sem)		
PSYC 507-3 Intro to Prof Psych Issues Seminar	0	

<b>2nd year</b>		
2nd semester, 1 term		
PSYC 551 Practicum II (Sem)	3	PSYC 550
PSYC 505 Cognitive Assessment (Sem)	4	PSYC 500, 503, 504, 508, 520
PSYC 507-4 Intro to Prof Psych Issues Seminar	0	
<b>2nd year</b>		
2nd semester, 2 term		
PSYC 551 Practicum II (Sem)		
PSYC 505 Cognitive Assessment (Sem)		
PSYC 507-4 Intro to Prof Psych Issues Seminar	0	
<b>3rd year</b>		
1st semester, 1 term		
PSYC 574 Practicum III (Sem)	0	PSYC 551
PSYC 501 Social Basis of Behavior	3	
PSYC 507-5 Intro to Prof Psych Issues Seminar	0	
<b>3rd year</b>		
1st semester, 2 term		
PSYC 574 Practicum III (Sem)	0	
Elective in Counseling Psychology	3	
PSYC 507-5 Intro to Prof Psych Issues Seminar	0	
TEST 500-1 and TEST 500-2 Comprehensive Exam*	0	
<b>3rd year</b>		
2nd semester, 1 term		
PSYC 599 Practicum IV (Sem)	0	PSYC 575
Elective in Counseling Psychology	3	
Comprehensive Exam*	0	
<b>3rd year</b>		
2nd semester, 2term		
PSYC 599 Practicum IV (Sem)		
Elective in Counseling Psychology or General Psyc.	3	
<b>Total Credits</b>	<b>52</b>	

## **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 2014:****CURRICULUM PsyD****(50-51 Credits)\*\***

<b>A. Required Courses in Psychology (14 Credits)</b>		
<b>Code</b>	<b>Name of Course</b>	<b>Credits</b>
PSYC 800	Ethics and Professional Standards	2
PSYC 806	History and Systems in Psychology	3
PSYC 810	Advanced Psychopathology	3
PSYC 820	Objective Personality Assessment	3
PSYC 815	Cognitive and Affective Bases of Behavior	3
PSYC 831	APA Style: Advanced	0
<b>B. Required Specialization Courses (19 Credits)</b>		
<b>Code</b>	<b>Name of Course</b>	<b>Credits</b>
CPSY 805	Professional Issues in Counseling Psychology	1
CPSY 832	Evidence Based Practices in Individual Counseling	3
CPSY 833	Advanced Group Counseling (offered Odd Years Only)	3
<b>OR</b>		
CPSY 834	Marriage and Family Counseling (offered Even Years Only)	3
PSYC 840	Diversity: Culture, Ethnicity, Gender & Race	3
CPSY 906*	Practicum I	3
CPSY 907*	Practicum II	2
CPSY 908*	Practicum III	2
CPSY 909*	Practicum IV	2
<b>C. Required Evaluation Courses (6 Credits)</b>		
<b>Code</b>	<b>Name of Course</b>	<b>Credits</b>
PSYC 930	Qualitative & Quantitative Methods & Statistical Design	3
PSYC 938	Consultation & Supervision	3
TEST 800	Doctoral Candidacy Exam	0
<b>D. Counseling Psychology Directed Elective Courses (Minimum 3 Credits)</b>		
<b>Code</b>	<b>Name of Course</b>	<b>Credits</b>
CPSY 738	Sexual Counseling and Therapy	3
CPSY 720	Psychological Counseling in Cases of Drug/Alcohol Abuse	3
CPSY 625	Sexual Assault Counseling	3
CPSY 630	Career and Occupations Counseling	3
CPSY 700	Atypical Sexual Behaviors	3
CPSY 710	Animals as Co-therapist	3
CPSY 728	Psychological Intervention with LGBTT Individual	3
<b>E. General Psychology Elective Courses (3credits)</b>		
<b>Code</b>	<b>Name of Course</b>	<b>Credits</b>
PSYC 725	Neuropsychological Evaluation	3
PSYC 936	Program Evaluation Methods	3
PSYC 730	Projective Personality Assessment	4
FPSY 880	Psychology and Law: Criminal	3
FPSY 886	Psychology and Law: Civil	3
FPSY 889	Forensic Mental Health Assessment	3
FPSY 891	Psychology and Law: Expert Testimony	3

<b>E. Dissertation Courses (2 Credits)</b>		
<b>Code</b>	<b>Name of Course</b>	<b>Credits</b>
CPSY 957*	Doctoral Project I	1
CPSY 958*	Doctoral Project II	1
<b>F. Internship (3 - 4 Credits)**</b>		
<b>Code</b>	<b>Name of Course</b>	<b>Credits</b>
CPSY 962	Internship – Full time, one year (2,000 hours) or	1 to 3
CPSY 961	Internship – Part Time, two years (2,000 hours)	1 to 4

\* indicates semester courses

\*\* Part time internship requires an additional credit: Total 51 credits.

**Psy.D. SEQUENTIAL**  
(50 credits post master)  
Effective August 2014

	<b>FIRST YEAR</b>		Pre Requisites
	<b>First Semester- Trimester 1</b>		
<b>Code</b>	<b>Name of Course</b>	<b>Credits</b>	
PSYC 800	Ethics and Professional Standards	2	
CPSY 805	Professional Issues in Counseling Psychology	1	
PSYC 810	Advanced Psychopathology	3	
CPSY 906*	Doctoral Practicum I*	3	
PSYC 831	APA Style: Advanced	0	
	<b>First Semester- Trimester 2</b>		
<b>Code</b>	<b>Name of Course</b>	<b>Credits</b>	
CPSY 832	Evidence Based Practices in Individual Counseling	3	
CPSY 906*	Doctoral Practicum I*		
PSYC 930	Quantitative & Qualitative Methods & Statistical Design	3	
	<b>Second Semester</b>		
<b>Code</b>	<b>Name of Course</b>	<b>Credits</b>	
CPSY 907*	Doctoral Practicum II*	2	PSYC 800, CPSY 906, PSYC 810, CPSY 832
CPSY 957*	Doctoral Project I* <sup>a</sup>	1	
PSYC 820*	Objective Personality Assessment*	3	PSYC 810
PSYC 840*	Diversity: Culture, Ethnicity, Gender and Race*	3	
	<b>SECOND YEAR</b>		
	<b>First Semester- Trimester 1</b>		
<b>Code</b>	<b>Name of Course</b>	<b>Credits</b>	
TEST 800	Candidacy Exam** (to be offered within the first four (4) weeks at the commencement of each semester)	0	PSYC 800, PSYC 930, CPSY 832, PSYC 810, PSYC 840, CPSY 907
CPSY 908*	Doctoral Practicum III*	2	CPSY 907
CPSY 958*	Doctoral Project II*	1	CPSY 957
CPSY 833	Advanced Group Counseling (offered Odd Years only)	3	
	<b>OR</b>		
CPSY 834	Marriage and Family Counseling (offered Even Years only)	3	
	<b>First Semester- Trimester 2</b>		
<b>Code</b>	<b>Name of Course</b>	<b>Credits</b>	
CPSY 908*	Doctoral Practicum III*		
CPSY 958*	Doctoral Project II*		CPSY 957
PSYC 815	Cognitive and Affective Bases of Behavior	3	
	<b>Second Semester- Trimester 1</b>		
<b>Code</b>	<b>Name of Course</b>	<b>Credits</b>	
PSYC 938	Consultation and Supervision	3	
CPSY 909*	Doctoral Practicum IV*	2	CPSY908
CPSY/PSYC	Counseling Psyc. Directed or General Psyc. Elective***	3	

Continues on next page

<b>Second Semester- Trimester 2</b>			
<b>Code</b>	<b>Name of Course</b>	<b>Credits</b>	
CPSY 909*	Doctoral Practicum IV*		
PSYC 806	History & Syst.	3	
CPSY/PSYC	Counseling Psyc. Directed or General Psyc. Elective***	3	
<b>THIRD YEAR</b>			
<b>Code</b>	<b>First Semester Name of Course</b>	<b>Credits</b>	
CPSY 962 or CPSY 961	Internship (CPSY 960 full time; CPSY 961 part time)	3 to 4	CPSY 957, TEST 800
<b>Total</b>		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).**

**<sup>a</sup> Students must have approved the doctoral project proposal before the beginning of the internship.**

**Pre-requisites for admission to the Doctoral Program:**

- |                               |                                     |
|-------------------------------|-------------------------------------|
| 1. Personality Investigation  | 6. Statistics and                   |
| 2. Human Development          | 7. Counseling Models and Techniques |
| 3. Psychopathology Psychology | 8. Social                           |
| 4. Cognitive Assessment       |                                     |
| 5. Biological Basis Behavior. |                                     |

**Rev. June 7, 2016**

## Table of general overview sequential of MPsy and Psy.D. in Counseling Psychology

### MPsy. – Psy.D. In Counseling Psychology

**Effective August 2014**

Note: all courses are 3 credits unless otherwise specified

	Credits	Term 1	Term 2	Term 3	Term 4
<b>MPSY</b>					
1 <sup>st</sup> year	24	Personality Human Development Psyc Issues Seminar (0) APA Style Seminar (0)	Psychopathology Bio Basis of Behavior Psyc Issues Seminar (0)	Found Couns. Models. Motivation and Learn. Psyc Issues Seminar (0)	Tech & Mod. Couns. Psy.D. Ethics Psyc Issues Seminar (0)
2nd year	16	Research Methods & Stat Practicum I → Psyc Issues Seminar (0)	Test Construction Practicum I Psyc Issues Seminar (0)	Cognitive Assess. (4cr) Practicum II → Psyc Issues Seminar (0)	Cognitive Assess. Practicum II Psyc Issues Seminar (0)
3rd year	12	Practicum III → Social Basis of Beh. Psyc Issues Seminar (0)	Practicum III Elective Psyc Issues Seminar (0) Comp Exam	Practicum IV → Elective Comp Exam	Practicum IV Elective
<b>Masters in Counseling Psychology</b>	<b>52 cr</b>	Note: Students wanting LPC in P.R. need 54 credits(2 direct electives- Career & Group)	Note; 60 credits are recommended for CCMHC in USA: <b>nbcc.org</b>		
<b>Psy.D</b>					
4 <sup>th</sup> year	25	Ethics/ Prof. Stds (2) Prof. Issues C. Pyc (1) Adv. Psychopathology  Practicum I →	Evid. Based Pract in Individual Counseling. Quant & Qual. Methods And Statistic. Practicum I	Practicum II Doct. Project I (1) Objective Personality Assess. Diversity	
5 <sup>th</sup> year	25	Practicum III → Doct. Project II (1) → Marriage/Family or Group counseling	Practicum III Doctoral Project II Cog & Affective Candidacy Exams	Practicum IV → Consultation & Supervision Elective	Practicum IV History& Syst Elective  Candidacy Exams
6 <sup>th</sup> year	0	Internship			
<b>Psy.D</b>	<b>50 Crd</b>				

**Total 102Credits**

**All courses are 3 credits unless otherwise noted.**

#### Pre-requisites for admission to doctoral program:

- |                    |                          |                     |
|--------------------|--------------------------|---------------------|
| 1. Personality     | 4. Cognitive Assessment  | 7.Couns. Mod/tech   |
| 2. Human develop.  | 5. Biological Basis Behv | 8 Social Psychology |
| 3. Psychopathology | 6. Stats/Invest          |                     |

Rev. March 18, 2015

curriculum Mpsy, Psy.D.

- 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 del Turabo 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 Psy.D
- 2) St. Thomas University, - Counseling Psychology Psy.D
- 3) Carlow University, Counseling Psychology Psy.D
- 4) Marquette University –Counseling Psychology Ph.D
- 5) Ponce School of Medicine - Clinical Psychology Psy.D

Rev. June, 2016