EQUAL EDUCATIONAL OPPORTUNITY POLICY

The Ponce Health Sciences University (PHSU), as an educational institution and as an employer, values equality of opportunity, human dignity, and racial/ethnic and cultural diversity. Accordingly, the University prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, political affiliation, disability, or status of veteran. Further, the University will continue to take affirmative steps to support and advance its values consistent with the PHSU mission. This policy applies to admission, students, employment, and access to and treatment in PHSU programs and activities. This is a commitment made by the PHSU and is in accordance with federal, state and/or local laws and regulations.

Revised: 2015
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GENERAL INFORMATION

HISTORY

The Ponce Health Sciences University is an institution of academic excellence located in Ponce, a city on the southern coast of the tropical island of Puerto Rico.

The institution was founded in 1977 by the Catholic University of Puerto Rico. Two years later, the University decided to phase out the barely established medical program. In January 1980, the Ponce Medical School Foundation, Inc., assumed responsibility for the school’s operation. Ponce School of Medicine graduated its first class of 23 students in 1981. Since then, it has operated uninterruptedly and has graduated more than one thousand health professionals.

It offers five doctoral programs: Medical Education Program (MD); PhD Program in Biomedical Sciences; Doctoral Programs in Clinical Psychology (PsyD and PhD); and the Doctoral Program in Public Health in Epidemiology. The Program in Clinical Psychology also offers two professional certificates, the Certificate in Couples and Family Therapy and the Postgraduate Certificate in Neuroscience of Learning, and a Master of Science degree in School/Clinical Psychology with specializations in Neuropsychology or Neuroscience of Learning. The Public Health Program also grants master degrees in general public health, epidemiology and environmental health. Recently (2014) the University incorporated a Master of Science in Medical Sciences (MSMS) for those students who want to supplement the undergraduate record with an enhanced science preparation in order to be eligible for admission to any of the health professions, including medicine.

The Ambulatory Center for Medical Research (CAIMED in Spanish) was initiated in 2001 and is participating in over forty clinical studies aimed at improving the quality of healthcare being offered to our population.

MultiMed Services, an intramural multispecialty ambulatory healthcare center, was inaugurated in 2001. It also serves as a teaching site for clinical clerkships.

Affiliations with prestigious educational and scientific institutions, training programs, and healthcare services (both in the continental U.S. and in Puerto Rico) have also been established.

The institution was chosen by the Federal Department of Health and Human Services, Office of the National Coordinator for Health Information Technology, to operate one of 62 Regional Extension Centers (RECs) in the United States, in order to help primary care physicians successfully adopt and implement health information technology.

Ponce School of Medicine and Health Sciences was acquired by Arist Corporation in September 2014, to operate Ponce Health Sciences University. Unique in mission but global in its vision, Arist is developing a global network of affiliated health sciences universities and related institutions that are driven by a common and unrelenting commitment to superior student preparation that leads to excellent patient care and discoveries that improve the human condition.
ACCREDITATION

Licensure and Accreditation

PR State License:
- Ponce Health Sciences University (PHSU) is licensed by the Puerto Rico Council of Education (CEPR) to operate the institution in Puerto Rico. The next site visit for the renewal of the license is scheduled for 2016.

Contact Information:
Consejo de Educación de Puerto Rico
Ave. Ponce de León 268
Edificio Hato Rey Center Piso 15
PO BOX 19900
San Juan PR 00910-1900
Phone: (787) 641-7100
Fax: (787) 641-2573
Web: www.cepr.org

Institutional Accreditation:
- The institution is accredited by the Middle States Commission on Higher Education (MS-CHE), the regional accreditor for institution of higher education in Puerto Rico. The next accreditation visit is scheduled for 2017-2018.

Contact Information:
Middle States Commission on Higher Education
3624 Market Street, 2nd Floor West
Philadelphia, PA 19104-2680
Phone: (267) 284-5000
Fax: (215) 662-5501
Web: www.msche.org

Programmatic Accreditation:
- The Medicine Doctoral (MD) Program is accredited by the Liaison Committee on Medical Education (LCME). The next site visit is scheduled for 2016.

Contact Information:
Liaison Committee on Medical Education
American Medical Association
330 North Wabash Avenue Suite 39300
Chicago, IL 60611—5885
Phone: (312) 464-4933

Liaison Committee on Medical Education
Association of American Medical Colleges
655 K Street, NW Suite 100
Washington, DC 20001-2399
Phone: 202-828-0596
Web: www.lcme.org
- The Public Health Programs (MPH and DrPH) are accredited by the Council on Education for Public Health (CEPH). The next accreditation site visit is scheduled by 2018.

Contact Information:
Council on Education for Public Health
1010 Wayne Avenue, Suite 220
Silver Springs, MD 20910-5660
Phone: (202) 789-1050
Fax (202) 789-1895
Web: www.ceph.org

- The PhD Clinical Psychology Program is accredited by the American Psychological Association (APA). The next accreditation visit is scheduled for 2018. The PsyD Clinical Psychology Program is accredited by the American Psychological Association (APA). The next accreditation visit is scheduled for 2021.

Contact Information:
American Psychological Association
750 First Street, NE
Washington, DC 20002-4242
Phone: (800) 374-2721; (202) 336-5500
Web: www.apa.org

Specialized Accreditations
- The Psychiatric Residency Program located at PHSU Multimed Clinical Services is accredited by the Accreditation Council of Graduate Medical Education (ACGME). The next accreditation site visit is scheduled for 2018.

Contact Information:
Accreditation Council of Graduate Medical Education
Accreditation Council for Graduate Medical Education
515 North State Street, Suite 2000
Chicago, IL 60654
Telephone: 312.755.5000
Fax: 312.755.7498
Web: https://www.acgme.org

- The Continuing Medical Education Program is accredited by the Accreditation Council for Continuing Medical Education (ACCME). The next evaluation is scheduled for 2018.

Contact Information:
Accreditation Council for Continuing Medical Education
515 N. State Street Suite 1801
Chicago, IL 60654
Phone :( 312) 527-9200
Web: www.accme.org
AFFILIATED INSTITUTIONS

Ponce Health Sciences University is affiliated with several hospitals and health care facilities. The institution also owns an Outpatient Clinic located in its main campus and administers mental health facilities in Mayaguez and Ponce. The affiliation network provides over 2,000 beds and several ambulatory facilities available for clinical teaching and training. The affiliated institutions include the following, among others:

- Bella Vista Hospital - Mayaguez
- Manati Medical Center - Manatí
- Buen Samaritano Hospital - Aguadilla
- Damas Hospital - Ponce
- Metropolitan Dr. Pila Hospital - Ponce
- Mayaguez Medical Center Dr. Ramón Emeterio Betances - Mayaguez
- First Hospital Panamericano - Cidra
- Grupo HIMA SAN PABLO, INC, (Hospital Caguas, Humacao, Bayamón, Fajardo)
- Hospital Castaño - Adjuntas
- Policlinicas Castaño - Adjuntas
- Pavia Hospital - Yauco (Tito Mattei Hospital)
- La Concepción Hospital - San Germán
- MedCenter - Playa de Ponce
- San Antonio Hospital - Mayaguez
- San Cristobal Hospital - Ponce
- Hospital Episcopal San Lucas - Guayama
- Hospital Episcopal San Lucas - Ponce
- La Casa del Veterano - Juana Diaz
- VA Caribbean Medical Center - San Juan
- VA Caribbean Medical Center - Satellite Clinic Ponce

The following Practicum Sites are also available for the PsyD Program:

- Administración de Instituciones Juveniles
- Administración de Salud Mental y Contra la Adicción (ASSMCA)
- APS Healthcare - MultiMed Services - Ponce
- Behavioral Health Center (CAPSI, PROPA and MECA) - PHSU
- Cristiano de Ayuda a la Familia Center - Ponce
- Servicios Comunitarios Vida Plena Center
- Madre Dominga, Casa de Belén Center
- Servicios Psicológicos Raigambre Center
- Sister Isolina Ferre Center - Ponce
- Integral Multidisciplinary Center - Aibonito (CIMA)
- Clínica de Servicios Psicológicos (CSP)
- Hogar Albergue de Niños de San Germán, Inc. Portal de Amor
- La Guadalupe Hospice - Ponce
- Damas Hospital
- Metropolitan Tito Mattei Hospital
- Psiquiátrico Estatal, ASSMCA Hospital
• Psiquiátrico Forense, ASSMCA Hospital
• Love Lines de PR, Inc.
• Social Attitude Institute
• Unidad Psiquiátrica y de Hospitalización de Adolescentes, ASSMCA

MISSION STATEMENTS AND GOALS

Mission
The mission of Ponce Health Sciences University is to provide a world-class, culturally-component, health sciences education to the population we serve, through innovative adaptive learning environments focused on the success of its students to become ethical practitioners and scientists.

Goals
• To continue its commitment to excellence in educational achievement by recruiting outstanding diverse students and faculty and providing the appropriate resources for the development of high quality academic programs.
• To expand its academic and professional educational offerings to include other health related fields.
• To enhance recognition of the institution’s commitment to excellence in basic and clinical research, scholarship and creative pursuits, supporting existing investigators and recruiting new highly qualified researchers.
• To expand and improve its high quality medical, mental health, diagnostic and therapeutic services.
• To continue to be an institution that prepares ethical professionals and scientists that contribute to society in general and to Puerto Rico in particular.

GOVERNANCE

Board of Directors

Chair Tatiana Goldstein, BS Econ
Secretary Guillermo Picó, JD
Member Charles P. Rose, JD
Member Daniel Pianko, MBA
Member Gregg Rosenthal, MBA
Member Ryan Craig, JD
Member Lorenzo Dragoni, BSME
Member Javier Cerra-Fernandez, MD
Member Ramón Torres, DBA
Member Andreas Charalambous, PhD
Ex-Officio Member David Lenihan, PhD
**ADMINISTRATION**

**Principal Administrators**

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<tr>
<td>President and Chief Executive Officer</td>
<td>David Lenihan, PhD, DC, JD</td>
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<tr>
<td>Chief Operations Officer</td>
<td>Ann Coss, MBA</td>
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<tr>
<td>Chief Financial Officer</td>
<td>Carlos Rojas, MBA</td>
</tr>
<tr>
<td>Vice President for Academic Affairs</td>
<td>José A. Torres-Ruiz, PhD</td>
</tr>
<tr>
<td>Vice President for Student Affairs</td>
<td>Emil Ruiz, BA</td>
</tr>
<tr>
<td>Chief Compliance Officer</td>
<td>Waleska Murphy, JD</td>
</tr>
<tr>
<td>Dean of Research &amp; President of the Ponce Research</td>
<td>Kenira Thompson, PhD</td>
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<tr>
<td>Dean of the School of Medicine</td>
<td>Olga Rodríguez, MD</td>
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<tr>
<td>Dean of Education and Health Sciences</td>
<td>Gladys E. Pereles, EdD</td>
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<tr>
<td>Dean for the School of Behavioral and Brain Sciences</td>
<td>José Pons, PhD</td>
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<tr>
<td>Dean of Clinical Operations</td>
<td>Pedro Castaing, MD</td>
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<tr>
<td>Associate Dean for Faculty and Clinical Affairs</td>
<td>Lillian Rivera, MD</td>
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<td>Associate Dean for Medical Education</td>
<td>Georgina Aguirre, MD</td>
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<td>Associate Dean for Public Health</td>
<td>Vivian Green, PhD</td>
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<tr>
<td>Associate Dean of Biomedical Sciences</td>
<td>Vanessa Rivera Amil, PhD</td>
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<tr>
<td>Associate Clinical Dean/Nicosia</td>
<td>Anibal Torres, MD</td>
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<td>Assistant Dean of Medical Sciences</td>
<td>Darah Fontanez, PhD</td>
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<tr>
<td>Assistant Dean of Curriculum &amp; Faculty Development</td>
<td>Elizabeth Rivera-Mateo, EdD</td>
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<tr>
<td>Assistant Dean of Clinical Training in Psychology</td>
<td>María Garrido, PhD</td>
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<tr>
<td>Chair of Basic Sciences</td>
<td>Richard Noel, PhD</td>
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<td>Elizabeth Barranco, MD</td>
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<td>Israel Alex Ruiz, JD</td>
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<td>Carmen Arroyo, BBA</td>
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<td>Maria Colón</td>
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<tr>
<td>Executive Director of Student Financial Aid Office</td>
<td>Rosalia Martinez</td>
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<td>Student Financial Aid Manager</td>
<td>Myriam Gaud, BBA</td>
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**Department Directors/Clinical Coordinator**

**Basic Science Directors**

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<tr>
<td>Biochemistry</td>
<td>Pedro Santiago, PhD</td>
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<td>Microbiology</td>
<td>Nilda Zapata, MD</td>
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<td>Pathology</td>
<td>Adalberto Mendoza, MD</td>
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<td>Physiology</td>
<td>Angel Isidro, MD</td>
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<tr>
<td>Pharmacology/Toxicology</td>
<td>Martin Hill, PhD</td>
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Clinical Sciences Directors

Emergency Medicine: Carlos García Gubern, MD
Family and Community Medicine: Muñeca Rivera, MD
Medicine: Miguel Magraner, MD
Obstetrics-Gynecology: Joaquín A. Laboy Torres, MD
Pediatrics: Yvonne Blasini, MD
Psychiatry: Pedro Castaing, MD
Surgery: Aníbal Torres, MD

Inter Departmental Programs/Divisions Directors

Medical Ethics: Jennifer Vargas, MD
Introduction to Clinical Skills: Ana G. Beauchamp, MD
Fundamental Pathophysiology for Clinical Medicine: Roberto León, MD
Problem-Based Learning: Victoria Michelen, MD
Standardized Patients Division: Marta Febo, MD
Community and Geriatric Division: Muñeca Rivera, MD

MISREPRESENTATION

Ponce Health Sciences University is dedicated to ensuring that consumer information is not misrepresented in our communication and marketing strategies. We define misrepresentation as follows:

Any false, erroneous or misleading statement an eligible institution, one of its representatives, or any ineligible institution, organization, or person with whom the eligible institution has an agreement to provide educational programs, or to provide marketing, advertising, recruiting or admissions services makes directly or indirectly to a student, prospective student or any member of the public, or to an accrediting agency, to a State agency, or to the Secretary. A misleading statement includes any statement that has the likelihood or tendency to deceive or confuse. A statement is any communication made in writing, visually, orally, or through other means. Misrepresentation includes the dissemination of a student endorsement or testimonial that a student gives either under duress or because the institution required the student to make such an endorsement or testimonial to participate in a program.

ACADEMIC INFORMATION

ADMISSION TO THE UNIVERSITY

Applicants to Ponce Health Sciences University are selected on the basis of scholastic achievement, fitness and aptitude for the study and other personal qualifications. The Admissions Committees also gives consideration to the use of language, special aptitudes, mechanical skills, stamina, perseverance, and motivation. Students are admitted on the basis of individual qualifications,
regardless of handicap, sex, race, religion, age, national origin, marital status, neither sexual nor political orientation.

PHSU Admissions Office and the Admissions Committees act in accordance with “Americans with Disabilities Act of 1990” which includes changes made by the ADA Amendments Act of 2008, which became effective on January 1, 2009. Once the candidate is accepted, if he/she needs special accommodations, he/she is responsible to contact the Academic Affairs Office for further information. It is the student's responsibility to make his/her condition known to PHSU Administrators and to seek out assistance.

Applicants with disabilities will be evaluated on a case by case basis in accordance with the medical technical standard guidelines as suggested by the Association of American Medical Colleges. All students must possess the physical and emotional capabilities required to independently undertake the full curriculum and to achieve the levels of competence required by the faculty.

IMMUNIZATION POLICY

Ponce Health Sciences University (PHSU) adheres to the CDC norms on adult immunization. The Office of Student Affairs is responsible for maintaining the documentation of student immunization and PPD status. The school of medicine requires annual tuberculin (intradermal) testing for actively enrolled students. Immunization requirements are:

- **Hepatitis B:** All medical students are required to have been immunized against Hepatitis B. Such immunization consists of a series of three injections that should be completed soon after matriculation. Students who are not in compliance may be barred from participation in clinical activities at the discretion of the Dean's Office.

- **Rubella:** Rubella immunity via history or documented vaccine or serological titer is required before a student will be allowed to participate in clinical activities.

- **Rubeola:** Rubeola immunization is required for all students born after 1957. Students must provide physician documentation of receipt of two doses of vaccine or serologic evidence of immunity before a student will be allowed to participate in clinical activities.

- **Mumps:** Mumps immunization is required. A physician documented history of immunization or documented evidence for immunity (serologic titers) is required before a student will be allowed to participate in clinical activities.

*Rubella, Rubeola and Mumps requirement is filled by 2 doses of MMR at least on year apart.

- **Polio, Tetanus, Diphtheria:** Students should be current in immunization against polio, tetanus and diphtheria. It is required before a student will be allowed to participate in clinical activities.

- **Varicella:** Students with a history of varicella should have it documented. Students without a history of varicella must have a titer for varicella antibody determined. Students with a negative titer are recommended to undergo varicella immunization. Non immune students will not be permitted on some clinical services specifically Pediatrics.
PHSU requires annual specifically tuberculin (intra dermal) testing for actively enrolled students. Evaluation and management of medical students with positive tests or those whose test becomes positive during medical school will be through the PSM outpatient clinic.

Students in the third and fourth year should have the influenza vaccine before entering the clinical clerkships. It will be available at a reasonable cost at PHSU Outpatient Clinic.

These requirements may vary according to CDC and the Advisory Committee on Immunization practices and Centers of Disease Control (CDC) recommendation.

**READMISIONS**

Ponce Health Sciences University (PHSU) students dismissed from a program for academic reasons will not be readmitted to that program. No student will be allowed readmission to any program after dismissal for disciplinary reasons.

PHSU will consider for readmission students who voluntarily withdrew from the program for medical or personal reasons and were in good standing or Satisfactory Academic Progress at the time of the withdrawal.

The application for readmission will be submitted to the Admissions Office. Applicants must meet all requirements at the time of application for readmission. After evaluation by the Admission Committee, the candidate may be:

- Denied re-admission
- Admitted and one of the following:
  - Required to re-enter the first year class
  - Required to repeat incomplete (I) courses
  - Allowed full credit of work successfully completed
  - Transfer some credits to a different program
  - Other considerations.

A student readmitted to any program must abide by the curricular requirements and the rules and regulations in effect at the time of readmission.

**REGISTRATION**

Students of the Medicine, Biomedical Sciences and Clinical Psychology Programs of Ponce Health Sciences University register twice a year, in June/July and December/January. Registration for Public Health students and the Professional Certificate in Family and Couples Therapy takes place by trimesters.

Students who have demonstrated satisfactory academic progress, have completed the official procedures of enrollment and have fulfilled the requirements of tuition and fees are authorized to attend classes, laboratories and clerkships. Satisfactory Academic Progress embraces both concepts of an acceptable time table for completion of the program of studies and the minimally accepted standards of performance.
STUDENT CLASSIFICATION/STATUS

Academic Classification
Each academic program specifies the criteria for full time, half time and less than half time classifications. Medical students are required to be enrolled full time.

Student Status (full-time or half-time)
A student with 6 or more credits per semester/trimester will be considered a full-time student. A student with 3 to 5 credits per semester/trimester will be considered a half-time student and a student with less than 3 credits will be considered a less than half time student.

Student Classification for Tuition Purposes
Resident Students of P.R. must have legal residence in P.R. two years prior to entering PHSU. Students must show evidence of income tax filing to the Commonwealth of PR for two consecutive years. In the case of dependent individuals, parents or tutor evidence of income tax filing could be acceptable.

Non Resident Students are those students with United States citizenship who are not legal residents of PR.

Foreign Students are those Students without United States Citizenship who come to USA for purpose of studying. Foreign students must pay non-resident tuition rates.

Special Classification for Medical Students
Students on special academic activities (SSAA) - Students who are authorized by PHSU to engage in academic activities outside the University, such as special research projects.

Students on independent studies (SIS)- Students who are authorized to spend up to one semester taking special courses to prepare themselves for the next level of studies.

CROSS REGISTRATIONS

Upon the approval of the Program Directors, students enrolled in a Program may take courses from another graduate Program at PHSU. The courses taken from the other Program must not be offered in their Program.

A maximum of credit hours for cross registration is determined by the Program Director based on the maximum free elective courses in the Program’s curriculum.

The student must be a regular student in his/her Program and in satisfactory academic progress to be able to benefit from cross registration.

The process to be followed is:

1. Student must submit a written request to his/her Program Director with the intention with evidence of his/her status as regular student and satisfactory academic progress.
2. The Program Director will consult with the other Program Director to receive authorization.
3. The primary Program Director will submit a written request to the Vice President of Academic Affairs for approval or disapproval. If it is approved, copy of the approval will be sent to the Registrar’s and Financial Aid Office.

4. The Program Director will inform the student of the decision.

TRANSFER OF CREDITS

The Ponce Health Sciences University (PHSU) is a higher education institution that offers graduate courses. PHSU has established the following institutional policy to guide the transfer of credits for the courses that students have taken in other academic institutions.

The maximum number of total credits that may be recognized shall not be more than 30 percent of the total number of credits in the curriculum, in order to complete the graduation requirements, except for the Medical Education Program.

A formal/written request for the transfer of credits must be filled at the Admission’s Office in the Deanship of Students Affairs. Requests for transfer of credits must be made no later than the second week of classes of the first trimester/semester for entering students at PHSU.

It is the responsibility of the student to facilitate the official catalog and transcript from the institution on which the courses were taken. Only original transcripts are accepted and must be sent directly from the University of Origin to the Registrar’s Office of PHSU. Only graduate courses from institutions accredited by the Puerto Rico Council on Higher Education (PR-CHE) or by a regionally accrediting agency (MSCHE or equivalent) are eligible for transfer of credits.

An ad hoc transfer of credits committee with representation from the Student Affairs and the Academic Affairs and a faculty member and the director of the program the student is enrolled evaluates the requests and make final decisions based on institutional and programmatic transfer of credit policies and procedures.

Doctor in Medicine Program

For the Medical Education Program, PHSU accepts transfer students from LCME accredited medical schools or from any medical school recognized in the International Medical Education Directory. The following requirements for transfer also apply for the Medical Education Program:

- Transfer students may only be accepted in the second pre-clinical (basic science) year or the first clinical year.
- Transfer students prior coursework and achievements must be comparable to the ones of the medical students in the class they will join.
- Transfer students to the first clinical year are required to take and pass the USMLE Step 1 prior to admission.
- The total years for completion of the MD degree include those years accepted for admission to PHSU.

Biomedical Sciences Program

Students who apply for admission to the Biomedical Sciences Program may transfer up to 21 credits related to the field of basic sciences. To be considered for transfer, the credits must have been obtained from a fully accredited higher education institution from Puerto Rico or USA.
The following additional requirements must be met to consider the requests for transferring credits of graduate courses to PHSU Biomedical Sciences Program:

- The requested courses were approved with at least a B grade.
- The student can demonstrate through formal written and/or oral examination that they possess the scientific knowledge, skills and values expected from the courses.

The following courses are frequently equivalent within Basic Sciences field and may be transferred from outside graduate programs:

1. Biochemistry
2. Microbiology
3. Physiology
4. Pharmacology
5. Histology/Cell Biology
6. Biostatistics
7. Neurosciences

Additional requests for transfer of credits of other graduate science courses may be considered on individual basis.

Clinical Psychology Programs
Students who apply for admission to the PHSU doctoral programs in Clinical Psychology may transfer up to 24 graduate credits from institutions accredited by the PR-CE or MS-CHE or a regionally equivalent agency. The 24 transfer credits must be approved in programs related to the field of Clinical Psychology. Students with prior graduate work in a field outside mental health may transfer at least 18 credits depending on the nature of the program attended and the equivalency of the courses approved.

The following requirements will guide the evaluation process of those graduate courses submitted for approval:

1. Graduate courses need to be relevant to the field of Clinical/Professional Psychology
2. The requested courses were passed with at least a B grade.
3. The students can demonstrate in an objective manner or through formal written and/or oral examination that they possess the knowledge and skills expected from the courses.

The following courses are frequently equivalent within mental health disciplines and may be transferred from other graduate programs:

- Research Methods
- Test Construction
- Cognitive Assessment and Practicum*
- Group Therapy
- Motivation and Emotion
- Child Psychopathology
- Child Psychotherapy
- Professional Ethics in Psychology
- History of Psychology
- Family Therapy*
- Clinical Psychopharmacology
• Human Sexuality
• Psychology of Addictions
• Geriatric Psychology
• Supervision
• Mental Health Administration
• Forensic Psychology
• Psychoeducational Assessment*

The following courses are not considered for transfer to PHSU Clinical Psychology Programs:

PSY 522  Psychology of Personality
PSY 515  Human Growth and Development
PSY 523  Cognitive Psychology
PSY 541  Fundamentals of Clinical Psychopathology
PSY 511  Fundamentals of Neuroscience
PSY 512  Neuroanatomy Laboratory
PSY 645  Mood and Anxiety Disorders
PSY 658  Projective Assessment of Personality
PSY 667  Short-Term Psychotherapy
PSY 662  Cognitive and Cognitive Behavioral Therapy
PSY 747  Personality and Psychotic Disorders
PSY 818  Clinical Health Psychology

In addition to those courses, the 1100 hours of required clinical practica in the PsyD or PhD programs cannot be transferred for other practica taken at other institutions. *requires demonstration of competence

Public Health Program
Students who apply for admissions may transfer up to 15 graduate credits to PHSU Public Health Program. The graduate courses must be relevant to the field of public health and related to the program’s core or elective courses. The Capstone Experience (CE) and Practicum courses taken at other institution cannot be transferred to PHSU Public Health Program.

To consider for transfer credits, the graduate courses must be taken at institutions accredited by the PR Council of Education or a US regional accreditor.

Students applying for transfer of credits must submit the application to the Office of Admissions during the beginning of the admissions process. Interested students are required to provide the institutional catalog and course syllabi. The PHSU Office of Admissions will refer the cases to the Public Health Program. The Program will establish and Evaluation Committee composed of two Public Health faculty to assess the graduate courses that students submitted for transfer. This Evaluation Committee will have the responsibility to evaluate:

• The comparability of the course content
• The course length: number of credits or contact hours (can be more but not significantly less)
• Grading system (the requested courses for transfer must be approved with at least B or Pass grade).

The Evaluation Committee will respond no later than the second week of classes of the first trimester/semester for entering students at PHSU.
ADMINISTRATION ANNOTATION AND GRADING SYSTEM

For administrative purpose, the University has established the following annotation system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>Pass</td>
<td></td>
</tr>
<tr>
<td>NP</td>
<td>Not Pass</td>
<td></td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
<td>Applies only to Dissertation/Thesis and Field Works</td>
</tr>
<tr>
<td>E</td>
<td>Extended</td>
<td>Applies only to Internship and Field Works</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td></td>
</tr>
<tr>
<td>AW</td>
<td>Administrative</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Dismissal</td>
<td></td>
</tr>
<tr>
<td>R</td>
<td>Repeated</td>
<td>Modifier to another grade</td>
</tr>
</tbody>
</table>

The difference between “IP” and “E” is that when “IP” is recorded it implies that a new registration process occurs for the student to continue for the next academic period. When “E” is recorded the student continues activities of the course without involving a separate registration. (Refer to Academic Programs’ section for the grading system)

CHANGE OF GRADE

Once the professor reports the grade for a course to the Registrar’s Office, it is not subject to amendment without the written authorization of the faculty member and Program Director. The only reasons for a change of grade are the following:

Removal of incomplete grade: An “I” (Incomplete) grade will only be allowed under very special circumstances as determined by the professor. The student must remove the “I” (Incomplete) by the following semester or an administrative “F” will replace it. A clerical error made by the Professor or Registrar.

When fraud or unethical conduct by the student has been proven in the obtainment of the grade.

A student who wishes to appeal a grade must do so within thirty (30) calendar days of its award. At the end of each semester/trimester a copy of the students grades will be sent to the address indicated on the student’s registration form.
TUITION AND FEES

For more details of PHSU tuition and fees please refer to: http://psm.edu/our-programs.html

ALL TUITION AND FEES ARE PAYABLE ON OR BEFORE REGISTRATION.

Ponce Health Sciences University reserve the right to increase the tuition or other fees as deemed necessary.

Change in Tuition Cost
Tuition is set by the Ponce Health Sciences University Board of Directors and is subject to change without previous notice. It is the students’ responsibility to arrange to pay their total tuition, fees and full charges in order to complete their registration if they wish to be admitted to classes. Students who may be eligible for financial assistance should consult the financial aid office as early as possible.

REFUND POLICY

Complete withdrawals and/or DROP of individual courses
1. Registration Deposit guaranteeing admissions is not refundable.
2. Students withdrawing prior to start classes will receive complete refund for tuition and fees.
3. After beginning classes there will be no refund on fees.
4. Students withdrawing on or before the end of the first week of classes will receive 80% refund of tuition.
5. Students withdrawing after the first week of classes or during the second week of the particular semester or trimester will receive 50% refund of tuition.
6. After the second week of classes there will be no refund.

Title IV Refund Policy
The University will determine the percentage of attendance and the amount of financial assistance that the student did not earn when a student withdraws, does not return from an approved leave of absence, is expelled, or otherwise fails to complete the enrollment period for which the student was charged. The Department of Education Title IV funds will be returned according to the federal regulations and within a forty five (45) period from the official date of determination of student leave to attend.

The student’s first year registration deposit guaranteeing admission is not refundable.

ALCOHOL, TOBACCO, ILLICIT DRUG AND VIOLENCE

Ponce Health Sciences University prohibits the abuse of alcohol within the academic community. The possession, distribution or use of illegal drugs is ground for immediate sanction, including dismissal. Smoking is prohibited on school grounds. Violence will not be tolerated within academic community or on the school or affiliated facilities.
The danger of alcohol, drugs and controlled substances in the study place is of great concern to us. Each individual at PHSU receives a manual that explains in detail the institutional policies and the resources available to deal with these problems. The following policy is established by PHSU:

1. It is unlawful for any student in PHSU to engage in any activity that involves illicit use, possession, manufacture or distribution of alcohol, drug, tobacco or controlled substances on the school campus, any location used for academic activities or at any of its organizations or affiliates. Proscribed activities include but are not limited to: use, manufacture, sale, transportation, dispensation, distribution, disbursement, or possession of such substances. This does not apply to medically prescribed drugs, or to the manufacture, handling and distribution of drugs used for IRB approved research.

2. Any student of PHSU found to be engaged in any of the above, activities or in the case of vandalism is subject to dismissal. The student shall have the right to appeal as outlined in the “student promotion, academic probation and dismissal” section of this manual.

3. Whenever a student of PHSU is found to be illegally using, possessing, manufacturing, or distributing alcohol, drugs or controlled substances on the school or campus or on the grounds of affiliated institutions, or if the student has participated in Institutional activities while under the influence of alcohol, drugs or any controlled substance, the following will occur:
   a. Should the offender voluntarily recognizes that suffer from drug or alcohol addiction and request help, counseling and rehabilitative services might be offered; including referral to public or private psychiatric services as an outpatient or inpatient, at the student's own expense. If within 6 months, a certificate of complete rehabilitation is not presented, the student will be recommended for dismissal.
   b. The first offense for any drug related activity other than abuse of a substance: the student might be referred for counseling by the corresponding authority and to any other pertinent professional assistance. Sanction including dismissal after due notice and hearing.
   c. Second offense: the student will be recommended for dismissal from PHSU after due notice and hearing.
   d. The school procedures do not preclude action by law enforcement authorities for violation of any state or federal laws.

4. In the event of a conviction by a court of law for any violation or related incident, whether the infraction is committed within or outside the school or affiliates grounds, the PHSU student will sanctioned from the school. It is the duty of the student involved to notify the Vice President of Student Affairs of PHSU of any such conviction in writing within 10 days. Failure to do so will lead to immediate sanction, including dismissal.

5. Specific rules have been established to regulate PHSU sponsored activities where alcohol is served, based on applicable laws and regulations.

For details please refer to the *Institutional Public Policy on Establishing an Academic Community Free from Alcohol, Tobacco, use of Illicit Drugs and Violence*.

**Prevention Policy & Program**

Ponce Health Sciences University is one of the leading educational institutions in Medicine and Health Sciences in Puerto Rico. This represents a genuine commitment to establish an institutional public policy for the academic community free of drugs, alcohol, tobacco and violence. PHSU recognizes that prevention strategies are the first steps to fight against drugs, alcohol and violence. PHSU promotes a prevention program aimed to provide services to students and employees.
Statement
It is PHSU commitment to ensure for everyone an environment free of drugs, alcohol, tobacco and violence through prevention, education and rehabilitation

Title
Alcohol, Drugs Abuse and Violence Prevention Program of PHSU.

The following Prevention Program, is designed to meet various state and federal regulations, including: "Drug Free Workplace Act" (34 CFR 85), the "Drug Free Schools and Campuses Regulations (34 CFR 86) and the Law 40, 1993 the Government of Puerto Rico, known as Law to Regulate the Practice of Smoking in Certain Public and Private Places in PR.

Policy
Possession and/or use of illicit drugs and unauthorized controlled substances are contrary to University policy and in violation of federal and Puerto Rico laws. PHSU prohibits the possession, use, manufacture, distribution and/or sale of illegal drugs and illegal drug paraphernalia. Students at the University using or otherwise involved with drugs in violation of the Student Conduct Code and are subject to University disciplinary action in addition to any action taken by local or federal law enforcement authorities. Questions regarding the Drug Policy should be directed to the Office of the Students Affairs.

Applicable Laws
This program is based on the following Federal and PR Commonweal Laws and/or Regulations:
2. Drug Free Schools and Communities Act, as emended (Public Law 101-226) adopted on December 12, 1989.
3. Law of Controlled Substances in Puerto Rico, also known as Law No. 4 of June 23, 1971, as amended.
5. Regulations Adopted by the United States Department of Education to implement such laws, 34 CFR 85; 34 CFR 86; HEOA section 488 and HEA section 485.

Drug Free Schools and Communities ACT, Amendment of 1989
The Law PL 100-297 signed in 1986, by the President of the United States, established the policy of a "Drug-Free Schools and Communities Act". This policy was amended in 1989 and is still valid in the United States and its territories.

This law establishes that any institution that receives funds from the Department of Education of United States of America, shall comply with the rules of the "Drug Free Act". The Department of Education of the United States has the capacity to monitor, and corroborate the existence of a biennial review of the public policy of "Drug Free Act" and its implementation at the institutional level. Failure to comply with this revision, could result in the loss of funding from the Federal Government and /or claim for repayment of funds previously granted to the Institution.

This Law required that Institutions must disseminate their policies annually to students and employees, along with information on health risks, disciplinary sanctions, and campus-based treatment options. Every two years, Institutions are supposed to evaluate their programs to ensure they're effective and consistent.
Heath Risk
The government has classified controlled substances from I to V according to their potential for abuse. In qualifying, the "I" substances appear more potential for abuse and little or no medical value. They are decreasing the risk to the "V" where substances less potential for abuse and accepted medical use with some appearing. Drugs are by definition any chemical substance that alters in any way the functioning of the body, mind and nervous system, behavior and feelings of people. The use of alcohol, tobacco and other drugs can cause dependence, a physical or psychological need to use it. Adding and alcoholism are developing a physical and psychological dependence in which the person loses self-control with the use of the substance.

The Alcohol is a depressant drug that affects the central nervous system and brain function progressively inhibited. In Puerto Rico use by persons 18 years of age is legal. The main component of alcoholic beverages is ethanol or ethyl alcohol, which has a different focus depending on your process. The use of alcohol and / or drugs affects motor coordination, reasoning, vision and the ability to follow an object with his eyes; and this is why it becomes RISKY AND CRIMINAL the act of driving motor vehicles under its state (either use or under intoxication). Is considered legally intoxicated by alcohol to a person whose alcohol concentration in the blood is 0.08. However, I could be mentally and physically prevented from driving motor vehicles at a lower level.

Intoxication is a function of the amount of substance ingested, the time consumed, the alcohol content of the drink, weight and sex of the person (the woman is more sensitive), the mood and the amount of food in the stomach of the individual at the time of consumption.

Intervention Protocol to Rehabilitate Students and Employees
PHSU believe that rehabilitation could be possible, when a proper case management is available. The Office for Students Affairs and its Counseling Services are responsible for handling cases of students or staff, identified or are suspected of having problems related to drugs and alcohol.

Non-confirmed cases could be managed by institutional help services; professional counseling, discipline committee, bulletin board and, e-mails with information related to alcohol and drugs prevention. Confirmed cases, should be address to professional help from private and public agencies.

Treatment Centers
1. ASSMCA - Ponce Detox Center 787-840-6935
2. Medicina Conductual - Hospital Damas 787-842-0045
3. Programa de Alcoholismo de Ponce 787-844-4130
4. Línea a Auxilio y Prevención 1-800-981-0023
5. Hogares CREA - Ponce 787-843-9013

Prevention Strategies
1. Admissions Office
   Information related to the Policy is given to the student during admission process. Every student admitted to PHSU, sign the Policy of Alcohol and Drugs Abuse.
2. Financial Aid Office
   During the FAFSA application, if the students respond yes to the question number 23 (related to drug offence); the Federal Government could cancel any grant to the student. The financial Officer should give the proper orientation related to the student eligibility to receive grants in the future.
3. Catalog and School Policies
   The Student Catalog and School Policies include a copy of the PHSU Policy of Alcohol and Drugs Abuse.
   This Student Catalog is also available at the PHSU Web Page.

4. Professional Counseling Services
   Professional counseling services are available to students and staff.
   Professional Counselor could refer identified cases to external agencies.

5. Extracurricular Activities
   PHSU promotes extracurricular activities that involve drugs, alcohol, and tobacco use prevention message.

6. Walking Together
   “Walking Together” is the institutional program of primary education and information about alcohol, tobacco, drugs, violence and sexual harassment, address to the employee. This Program is managed by the Professional Counseling Office.

Standard of Conduct
1. PHSU total and hereby categorically prohibited the possession, use, manufacture and / or distribution of drugs and alcohol by students, employees and visitors to this Institution.
2. In case of medications use (drugs), it should be prescribed by a doctor for the treatment of a properly documented health condition.
3. Law 40 of August 3, 1993 prohibits smoking in public and private academic institutions at all levels of education. So PHSU not allow smoking in their classrooms or laboratories, halls, game rooms, libraries, hallways, restrooms, elevators, offices, research laboratories (these could even have areas with liquids, vapors or flammable materials), lunch rooms, meeting rooms, parking area or within the premises of the animal house or institution.
4. Nor allow smoking in PHSU sponsored activities.
5. Advertising of alcohol and tobacco products, are prohibited sponsor academic activities.
6. All student organizations recognized by our institution are subject to the above provisions in their official activities, both on and off campus.
7. The visitors, guests or tenants of the PHSU facilities are required to comply with the legislation which it establishes public policy.

Sanctions
Student Alert! As set out in section 5310 of the Federal Law on the Use and Abuse of Drugs, 1988, if you are convicted for possession, manufacture or distribution of drugs, your eligibility for financial aid could be (1) suspended temporarily or (2) finished forever. If the student was convicted of drug offense within (not later than) ten (10) days after the conviction, he shall report in writing with your full name and Social Security number to:

   Director, Grants and Contract Services
   US Department of Education
   Washington DC 20202-4571

Student Organizations are required to report within five (5) calendar days of any incident involving the use of alcohol and / or drugs that occurs in any official activity of the organization. Failure to comply with these provisions of public policy may result in sanctions as outlined in the Student Handbook.
Faculty and Administrative Employees under this public policy and in compliance with the law are bound to:

1. Comply with all rules of conduct outlined above.
2. Notify the employer in writing of any criminal conviction under the statutes of controlled substances or alcohol events in the workplace no later than five (5) calendar days after sentencing.
3. PHSU must also take one of the following actions within thirty (30) calendar days after receiving notice of any criminal conviction of an employee.
4. Require the employee to participate satisfactorily in voluntary assistance or rehabilitation program approved for such purposes by a state or federal health agency, the Department of Justice and other appropriate.
5. Proceed with a relevant institutional action, including termination of job.
6. In addition to the aforementioned, every employee is subject to the rules applicable to their classification.
7. In some cases, if the offense is a not a significant one, employee could be referred to counseling services or a rehabilitation program.
8. A letter on the personnel file is applicable in all cases.

ATTENDANCE

Attendance at lectures and laboratory exercises is mandatory unless reasonable excused (e.g. Illness) or by previous authorization of the professor in charge of the course. Each department will decide the relative weight to be given to the attendance in calculating the final grade. Some activities such as orientation period, other official activities might be consider didactical activity and apply the attendance policy.

Attendance to clinical activities involving patients, patient models, and similar types of activities is considered part of the students’ professional responsibility and is mandatory. Absence will excused after the student consults with the respective department chairperson. Three unexcused absences will adversely affect the final grade for a course.

Incomplete work due to illness or other serious circumstances during the course will be handled according to departmental policies, which must be provided to the students in writing at the beginning of each term. Faculty are not obligated to repeat lecture/laboratory topics that were presented at scheduled times and dates.

Administrative Withdrawal
The student that is not enrolled after the first week of classes, at the beginning of the academic period, and does not have a leave or approved permission to be absent will be considered for administrative withdrawal and the institution might initiate the corresponding action.

CREDIT HOURS POLICY

Ponce Health Sciences University (PHSU) has revised the policy for the assignment of credit hours for existing and new academic programs and coursework in order to comply with the credit hour definition as required by the Higher Education Opportunity Act (HEOA) to those institutions that receive Title IV funds from the US Department of Education.
At PHSU students will gain one credit hour for each 15 hours of scheduled class or faculty instruction. Every hour of required activity is considered a contact hour, including lecture, small group discussion, and laboratory time.

In the Medicine Program the clinical clerkship rotation should not exceed 10 hours daily for a minimum of 50 hours a week. Students will gain 5 credits for each 4 week-rotation equivalent to a minimum of 200 hours. Eight-week rotations will be assigned 10 credits. Medicine students pay a fixed registration fee for each academic year.

The assignment of credit hours for practicum and internship courses in the Clinical Psychology and Public Health Programs must conform to the commonly accepted practices for such programs in institutions of higher learning.

Established and new courses should be reviewed by the corresponding curriculum committees for compliance and implementation of this policy.

The Office the Vice President for Academic Affairs will oversee the compliance of the credit hours policy described herein.

**LEAVE OF ABSENCE**

The purpose of this policy is to establish the definition, policy and process for students requesting a Leave of Absence at Ponce Health Sciences University.

**Scope**

This policy applies to all students at PSHU. Authority to review and approve a leave of absence is held with the Registrar, Financial Aid Director and Vice President for Academic Affairs.

**Definitions**

*Leave of Absence:* Defined as an authorized temporary interruption of a student’s program of studies due to documented extenuating personal circumstances or medical reasons.

**Policy**

A student must request from the Registrar’s office an LOA at least 30 days prior to the LOA commencement date, unless medical circumstances require immediate authorization (e.g., automobile accident). A personal or medical leave may be authorized when a student is experiencing compelling personal and medical circumstances that are temporarily affecting his/her academic progress. The students must submit a physician’s note certifying the medical problem or reason. The total time of leave cannot exceed 180 days within a 12 month period. A student who fails to return after an authorized LOA will be academically withdrawn and an R2T4 calculation will be performed and subsequently an exit counseling instructional letter will be sent to the student.

**MILITARY LEAVE**

The purpose of this policy is to establish the definition, policy and process for students requesting a Military Leave at Ponce Health Sciences University.
Scope
This policy applies to all students at PSHU. Authority to review and approve a military leave held with the Dean of the Student, Registrar, Financial Aid Director and the Vice President of Academic Affairs.

Definitions
Military Leave: Defined as an authorized temporary interruption of a student’s program of studies due to a call to be into active military service.

Policy
Ponce Health Sciences University (PHSU) supports its students who are members of a military reserve unit or the National Guard and are called into active military service by the United States. To assist them as well as protect and safeguard their status as PHSU students, the University has adopted the following guidelines:

A student in good standing should immediately file a written request for a Military Leave with the Dean of the appropriate School in which the student is enrolled along with a copy of the military orders. All documentation must be delivered to the Office of the Registrar.

A Military Leave will be granted for the term of service stipulated in the military orders. Any request to extend the Military Leave should service require more than the period stipulated in the original orders, will be processed once official documentation from the student’s branch of service is received by the Registrar and a written extension request is submitted by the student. To facilitate the return process, the Dean’s Office will notify the Registrar so the student’s record will be flagged as a Military Leave.

The student will receive a full refund of tuition and fees paid to PHSU if the request for a Military Leave is filed prior to the last day to drop classes.

The student will have a choice of three options if the request for a Military Leave is received after the last day to drop classes:

A. A full refund of tuition and fees, no credit awarded for work completed during the semester.
B. An Incomplete grade in all courses with the right to complete all coursework at a future date without further payment of tuition or fees and a designation that the incomplete was incurred due to active military service. A student returning from Military Leave will have one Academic Year to complete their incomplete coursework once he/she is re-enrolled.
C. A grade in each course, if the professor of each class believes sufficient work has been completed.
D. Options B & C may be combined should circumstances warrant.

Student benefits (Student Health Insurance, etc.) will be terminated on the date of withdrawal. For a refund of a pro-rata portion of any premium paid for health insurance coverage, the student is required to provide a written request for a refund to the insurance carrier as provided in the certificate of coverage. Please contact the Office of Student Affairs for information.

All applicable financial aid awards will be refunded to the appropriate agencies, and repayments of federal student loans will be calculated in accordance with federal guidelines.

Students on Military Leave will be required to return university property, such as university computer equipment, library books, laboratory equipment, etc. in order to receive a refund or re-enroll.
Re-enrollment from Military Leave:
A student returning from Military Leave shall be guaranteed a place in a class at the beginning of the semester in which they seek to re-enroll.

If a student elected to take an incomplete in a course, upon re-enrollment the student should follow PHSU policies and regulations regarding the processing an Incomplete coursework as applicable to their course of study. The Office of Students Affairs and the Office of the Registrar will give the proper orientation to the student. If the course is no longer offered, or if the faculty member is no longer with the Institution, the returning student will receive a full tuition credit for a replacement course and the possibility of co-validation of coursework with current PHSU offerings will be considered.

A policy cannot address every circumstance that may arise when students are called to active duty. A student should consult with the Vice President for Student Affairs and the Office of the Registrar. Appeals of a decision may be made to the Vice President for Academic Affairs and the Dean of the corresponding school in which the student is enrolled.

Process flowchart:

STUDENT PROMOTIONS

The mechanism accepted by the Ponce Health Sciences University for the promotion, suspension or dismissal of a student is described below. For practical purposes the process will be divided according to the level of decision: Department, Promotions Committee, and the Dean of the School/Program.

Department Level
Every department will establish a mechanism of student evaluation following the institutional “Evaluation Procedures”. It is the responsibility of the Director to assess the academic, behavioral (attitudinal) and ethical performance of students. All information, evaluations, and observations about students must be documented.
Department directors must take immediate action upon a marginal or failing performance by notifying the student. The student should be allowed to provide an explanation as to the reasons for poor performance. Students in need of special help must be referred immediately to the Vice President for Students Affairs, who will try to identify the prevailing problem, provide help or refer the student to whomever is needed for help.

Efforts will be made by each program or department to report regular examination grades within four (4) working days after the exam to the Promotions Committee. Final grades for a particular course will be reported following the Academic Norm established by the Office of Academic Affairs. This is extremely important in order for the Promotion Committee to do its work on time.

**Promotions Committee Level**
The Vice President for Academic Affairs appoints a standing Student Promotions Committee to evaluate student performance as they progress through each academic year, and is empowered to take action in case of poor academic progress or unacceptable behavior or attitudes.

The committee will analyze the information received from the programs or departments, and at its discretion may obtain the students version of the situation.

After each evaluation the members of the Committee will determine the action they understand is the most suitable for each specific case. To do so they will follow the promotion Process and the Satisfactory Academic Progress (SAP) policy of each academic program.

**Dean’s Level**
The chair of the Student Promotions Committee will refer its decision to the corresponding program Dean. The Program Dean will notify the student about the action of the committee and remind him/her about the right to appeal.

Students notified that they are to repeat the whole year or to be dismissed, have the right to appeal the case to the Jurisdictional Dean within seven working days after receiving the notification.

The appeal or Due Process for Dismissal presented below must be followed:

**Appealing (Due Process)**
The Jurisdictional Dean will evaluate the appeal and the student’s academic record. Rejection of the appeal by the Dean is final. If the case does not merit dismissal, the Dean can overturn the decision. If the Dean has a reasonable doubt, about the student’s capacity or academic record he/she can appoint a three members Ad Hoc committee to re-evaluate all evidence.

The Ad Hoc committee will notify the student in writing of the date and time when the case will be heard. Following the student presentation the committee has forty eight (48) hours to submit to the President their report.

The Jurisdictional Dean will consider the ad hoc committee recommendations, and make the final decision within forty eight (48) hours.

All decisions, favorable or unfavorable, will be reported to the student in writing. All decisions by the Dean are final.
Guidelines for Student Promotion

The faculty of Ponce Health Sciences University has the responsibility to assure that students perform in a manner consistent with the appropriate standards of scholarship and professional behavior. Students who do not meet these standards may be dismissed from PHSU, but they will be evaluated fairly and consistently.

Decisions affecting student status is delegated by the President to the Student Promotions Committee (SPC).

The SPC meets quarterly to evaluate students with problems and holds annual meetings at the end of the school year, to recommend promotion to the next succeeding year, and to recommend students for graduation and honors.

Students not performing satisfactorily will:

1. Be notified in writing by the appropriate department director of their substandard performance and will be asked to schedule a meeting to develop means of dealing with the problem.
2. Receive a communications from the Promotions Committee in the form of a:
   a. Letter of Academic Concern - This may be the result of a single interim "F" (i.e., an "F" at the end of any examination period). Sources of help for the student will be indicated.
   b. Letter of Academic Warning - This will result from interim "F" in two or more courses. This letter will indicate that continued performance at that level could lead to the student being placed on Academic Probation and will urge the student to seek extra help and counseling.
   c. Letter of Academic Probation - This will be based upon a final grade of "F" in one or more courses. A student receiving a final grade of "F" in a single course must be re-examined in that course before promotion. The letter will indicate that promotion to the next academic year can only occur after remediation of the deficiency. Remediation will be through a mechanism acceptable to the department chairperson, and will be given only once, prior to the start of the next academic year. This shall take precedence over any other summer plans a student may have made. A student receiving two or more final "F"s should be referred to Promotions Committee and may be considered for repetition of the entire year, repetition of failing courses or dismissal from the program of studies.

Probationary status will continue until the end of the academic year, unless a recommendation of removal of this status is made by the Promotions Committee. Student, having achieved satisfactory grades in all courses, should be removed from probation and promoted to the next academic year. A student who is repeating a year, and receives a final grade of “F” in any course, must be considered for dismissal.

The Promotions Committee shall also consider reports relating to attitude, integrity and ethical conduct. On the basis of such reports, the committee may issue a letter of concern or a letter of warning; determine that the student be placed on non-academic probation; or recommend to the President or his designee that the case be investigated and considered for possible disciplinary action, which may include dismissal.

The same process will be followed in accordance with Due Process in cases of unacceptable attitudes or behavior. Departmental faculty will document the facts and the Department Director will refer
them to the Promotions Committee. If the decision is to dismiss the student, the student has the right for the appeal process described above.

STANDARDS OF CONDUCT IN THE TEACHER-LEARNER RELATIONSHIPS

Ponce Health Sciences University adapts and incorporates the AAMC model of Standards of Conduct in the Teacher- Learner Relationship, and encourages faculty and students to familiarize themselves and pledge adherence to this policy statement:

- Preparation for a career in the health care professions demands the acquisition of a large fund of knowledge and a host of special skills. It also demands the strengthening of those virtues that are expected in the health provider/patient relationship and that sustain the health profession as a moral enterprise. This policy statement serves both as a pledge and as a reminder to teachers and learners that their conduct in fulfilling their mutual obligations is the medium through which the profession inculcates its ethical values.

Guiding Principles

- **Duty:** Ponce Health Sciences University faculty has a duty, not only to convey the knowledge and skills required for delivering the profession’s contemporary standard of care, but also to inculcate the values and attitudes required for preserving the profession’s social contract across generations.

- **Integrity:** The learning environments conducive to conveying professional values must be suffused with integrity. Students learn enduring lessons of professionalism by observing and emulating role models who epitomize authentic professional values and attitudes.

- **Respect:** Respect for every individual is fundamental to the ethics of the health professional. Essential for nurturing that ethics is the mutual respect for every individual by students, novice members of the profession, as well as by their teachers, as experienced and esteemed professionals. Given the inherently hierarchical nature of the teacher/learner relationship, teachers have a special obligation to ensure that students, interns and residents are always treated respectfully.

Commitments of Faculty

We pledge our utmost effort to ensure that all components of the educational program for students, interns and residents are of high quality.

As mentors for our students, interns and resident colleagues, we maintain high professional standards in all of our interactions with patients, colleagues, and staff.

We respect all students, interns and residents as individuals, without regard to gender, race, national origin, religion, or sexual orientation; we will not tolerate anyone who manifests disrespect or who expresses biased attitudes towards any student, intern or resident.

We pledge that students, interns and residents will have sufficient time to fulfill personal and family obligations, to enjoy recreational activities, and to obtain adequate rest. We monitor and, when necessary, reduce the time required to fulfill educational objectives, including time required for “call” on clinical rotations, to ensure student’s, intern’s and resident’s wellbeing.
In nurturing both the intellectual and the personal development of students, interns and residents, we celebrate expressions of professional attitudes and behaviors, as well as achievement of academic excellence.

We do not tolerate any abuse or exploitation of students, interns or residents. We encourage any student, intern or resident who experiences mistreatment or who witnesses unprofessional behavior to report the facts immediately to appropriate faculty or staff; we treat all such reports as confidential and do not tolerate reprisals or retaliations of any kind.

Commitments of Students, Interns, and Residents
We pledge our utmost effort to acquire the knowledge, skills, attitudes, and behaviors required to fulfill all educational objectives established by the faculty.

We cherish the professional virtues of honesty, compassion, integrity, loyalty and dependability
We pledge to respect all faculty members and all students, interns and residents as individuals, without regard to gender, race, national origin, religion, or sexual orientation.

As health professionals in training, we embrace the highest standards of the profession and pledge to conduct ourselves accordingly in all of our interactions with patients, faculty colleagues, and staff. As well as fulfilling our own obligations as professionals, we pledge to assist our fellow students, interns and residents in meeting their professional obligations.

UNPROFESSIONAL BEHAVIOR

When problems arise in the student’s professional behavior, it is hoped that the problem can be solved between the student and his/her supervisor. If this is not possible, the Department Chair of the service should be notified using the referral forms. The Department Chair will attempt a resolution of the problem if he/she feels that it is appropriate. If he/she feels that this is not possible or inappropriate, further action must be referred to the Vice President for Student Affairs with the corresponding referral form.

The Vice President for Students Affairs will interview the student and discuss the situation. A plan of action will be formulated immediately and notified in writing to the student and the Department Chair. The plan should be implemented immediately. If no resolution is obtained the Vice President for Student Affairs will refer the student to the Student Promotions Committee.

The student will be notified in advance that his/her unprofessional behavior will be formally discussed by the Students Promotion Committee. The notification should make clear the reasons for this action. The Students Promotion Committee will consider the referral and make recommendations to the Vice President for Academic Affairs.

If a situation arises when there is an immediate concern for a student or patient’s welfare, the Department Chair and/or the Vice President for Student Affairs will proceed with an emergency recommendation referral to the President. The Vice President for Student Affairs will notify the President of all cases under consideration.
SEXUAL HARASSMENT

Definition
Harassment on the basis of sex is a violation of Section 703 of Title VII of the Federal Law of Civil Rights. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

1. submission to such conduct is made either explicitly or implicitly as a term or condition of a student's academic status
2. submission to or rejection of such conduct by a student is used as the basis for decisions affecting the academic status of such individual, or
3. such conduct has the purpose or effect of unreasonably interfering with a student's work performance or creating an intimidating, hostile, or offensive working environment.

Sexual harassment will be considered and submitted for disciplinary action by the Administrative authorities of the Ponce Health Sciences University.

Any act of sexual harassment may be cause for disciplinary action, including dismissal.

Disciplinary Measures, Due Process and Penalties
Disciplinary action will be taken against any faculty member or a non-academic employee or student after the application of the following process:

1. Any student or member of PHSU may submit a written report about any act of misconduct by an employee, faculty member, or student to the Office of Student Affairs.
2. After receiving the written report, the Vice President of Student Affairs will designate a special committee to initiate an investigation of the written report. The following must be taken in to consideration by the committee:
   a. seriousness of the violation reported
   b. evidence to sustain the offense reported
   c. previous record and past performance of the student, employee, or faculty member against whom the report has been submitted
3. Recommendations of the special committee will be directed to the Vice President of Student Affairs in the case of a student. In the case of an employee or faculty member, these will be addressed to the Vice President
4. If necessary, the Vice President for Student Affairs may conduct a formal or informal administrative hearing in which all parties interested in the case will be able to express their views on the case under investigation.
5. At the discretion of the Vice President for Student Affairs, a written report describing the findings of this administrative hearing will be directed to the President of the Institution with recommendations for the course of action.
6. The President or his/her designated, after receiving the report from the Vice President for Student Affairs, may order disciplinary action, including but not limited to warnings, suspensions without pay, and dismissal.
7. The final decision to dismiss an employee, faculty member, or student will be taken by the President of the University.
8. An employee, faculty member or student, has the right to appeal the decision of the President or his delegate, through legal representation.
INTERPERSONAL ABUSE

Personal abuse will not be tolerated at PHSU. Verbal, psychological or physical abuse such as speaking insultingly, engaging in schemes to undermine the self-esteem of the person; or any other such activity will not be tolerated.

Any incident of abuse may be reported by any member of the academic community. The incident should be reported to the Vice President for Student Affairs or designee.

The Vice President for Student Affairs or designee will gather all pertinent information on reported cases of personal abuse. The School’s legal counsel will be notified of all such cases and will be kept informed of the progress of the investigation at all times. Early communication and intervention may lead to the resolution of the incident.

If the incident is resolved, no further action will be taken. A description of the incident must be in writing. The report of a resolved incident will contain no names. A follow up on the incident will be made after six or eight weeks to assure that there has been no retribution.

If the incident is not resolved, in consultation with the Legal Counsel of the University, an Ad Hoc committee appointed by the President, and comprised of members of the faculty, student body and/or administration will re-evaluate the case. All parties involved will be informed of the composition of the committee and will have the opportunity to present any disagreement on the membership of the committee and the reasons for the challenge. Appeals would be followed as described above. Psychological counseling will be available for the parties involved as needed and available.

The Ad Hoc committee will review the information and make a recommendation to the President for further action. The whole process should be addressed within three months.

PRIVACY OF STUDENT RECORDS

The University adheres to all applicable federal, Commonwealth, and local regulations concerning the privacy or confidentiality of student records, including, but not limited to the Family Educational Rights and Privacy Act (FERPA). Faculty members are required to strictly comply with the University’s FERPA policy in their administration and use of student record.

The Family Educational Rights and Privacy Act of 1974 (FERPA)

For the purposes of this policy, Ponce Health Sciences University has used the following definition of terms.

1. Student
   Any duly registered person who attends or has attended any of the Ponce Health Sciences University academic programs.

2. Educational Records
   Any record (in handwriting, print, tapes, film or other medium) maintained by Ponce Health Sciences University is an agent of the School, which is directly related to a student, except:
   a. A personal record kept by a staff member if kept in the sole possession of the maker of the record; the record must not be accessible or revealed to another person, expect a temporary substitute for the maker of the record.
b. Records created and maintained by the Ponce Health Sciences University to comply with the federal rules and regulation a privacy preservation concerns.

c. An employment record of an individual, whose employment is not contingent on their student’s status, provided the record is used only in relation to the individual’s employment.

d. Records made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional if the records are used only for treatment of a student and made available only to those persons providing the treatment.

e. Alumni records containing student(s) information after they are no longer in attendance at the Ponce Health Sciences University and which do not relate to the person as a student.

(Note: A college or university is required, by Section 99.7 of the FERPA regulations to provide students annual notification of their FERPA* rights. Its policy must include the method it will use to inform students.)

- Students will be notified of their FERPA rights annually by publication in the student handbook;
- Students will be notified of FERPA rights annually by publication in the student bulletin; or
- Students will be proved a statement of their FERPA rights in their registration packets.

3. Procedure to Inspect Education Records

Students may inspect and review their own academic records upon approval of the Registrar.

Students should submit to the Registrar or Record Officer a written request, which identifies precisely as possible the record or records he or she wishes to inspect.

The Record Custodian or an appropriate University staff person will make the needed arrangements for access as promptly as possible and notify the student of the time and place where the records may be inspected. Access must be given in 15 days or less from receipt of the request.

When a record contains information about more than one student, the student may inspect and review only the record related to the student.

* The Family Educational Rights and Privacy Act of 1974

4. Right of University to Refuse Access

Ponce Health Sciences University reserves the rights to refuse to permit a student to inspect the following records:

a. Letters and statements of recommendation for which the student has waived the right of access, or which were placed in the file before, January 1, 1975.

b. Records connected with an application to attend Ponce Health Sciences University it that application was denied.

c. Those record which are excluded from the FERPA definition of education records.

5. Refusal to Provide Copies

(Note: With an understanding that if cannot deny students access to their records, Ponce Health Sciences University is required to describe the circumstances in which it may deny students a copy of their education records.)
a. Ponce Health Sciences University reserves the right to deny transcripts or copies of records not required to be made available by FERPA in any of the following situations:
b. The student has an unpaid financial obligation to the University.
c. There is an unresolved disciplinary action against the student.

6. Fees for Copies or Records
The fee for copies will be $3.00 each. (Note: A college or university may not charge for search and retrieval of the records; however, it may charge for copying time and postage).

7. Types, Locations and Custodians of Educations of Records
(Listing required. Types, Locations and Custodians are examples)
The following is a list of the types of records that Ponce Health Sciences University maintains their locations and their custodians.

<table>
<thead>
<tr>
<th>Types</th>
<th>Location</th>
<th>Custodian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicants Records</td>
<td>Admission's Office</td>
<td>Vice President for Student Affairs</td>
</tr>
<tr>
<td>Admissions Records of Matriculated Students</td>
<td>Registrar’s Office</td>
<td>Registrar</td>
</tr>
<tr>
<td>Cumulative Academic Records (Current Students, after graduation, withdrawals and transferred students)</td>
<td>Registrar’s Office</td>
<td>Registrar</td>
</tr>
<tr>
<td>Disciplinary Records</td>
<td>Student Affairs Office</td>
<td>Vice President for Student Affairs</td>
</tr>
<tr>
<td>Documents for Financial Aid</td>
<td>Financial Aid Office</td>
<td>Director of Financial Aid</td>
</tr>
</tbody>
</table>

8. Disclosure of Education Records
Ponce Health Sciences University will disclose information from a student’s education records only with the written consent of the student, **except**:

a. The school officials who have a legitimate educational interest in the records. A college or university is required to specify the criteria for school officials and for legitimate educational interest. The following are Ponce Health Sciences University criteria: A school official is:
   • A person employed by the University in an administrative, supervisory, academic or research, or support staff position.
   • A person elected to the Board of Trustees.
   • A person employed by or under contract to Ponce Health Sciences University to perform a special task, such as the attorney or auditor.
   • A school official has a legitimate educational interest if the official is:
     • Performing a task that is specified in his or her position description or by a contract agreement.
     • Performing a task related to a student’s education.
     • Performing a task related to the discipline of the student.
     • Providing a service of benefit relating to the student or student’s family, such as health care, counseling, job placement, or financial aid.
b. To officials of another school, upon request, in which a student seeks or intends to enroll. FERPA requires a college or university to make a reasonable attempt to notify the student of the transfer unless it states in its policy that is intends to forward records on request.

c. To certain official of the U.S. Department of Education, the Comptroller General, and state and local educational authorities, in connection with certain state or federally supported education programs.

d. In connection with a student’s request for or receipt of financial aid as necessary to determine the eligibility, amount, or conditions of the financial aid, or to enforce the terms and conditions of the aid.

e. If required by a state law requiring disclosure that was adopted before November 19, 1974.

f. To organizations conducting certain studies for or behalf of the Ponce Health Sciences University.

g. To accrediting organizations to carry out their functions.

h. To parents of an eligible student who claim the student as a dependent for the income tax purposes.

i. To comply with a judicial order or a lawfully issued subpoena.

j. To appropriate parties in a health or safety emergency.

k. Directory information so designated by Ponce Health Sciences University.

l. The result of any disciplinary proceeding conducted by the Ponce Health Sciences University against an alleged perpetrator of a crime of violence to the alleged of that crime.

m. PHSU complies with the FERPA USA Patriot Act: Public Law 107-56: DCL April 12, 2002 Section 507. PHSU follows the provisions outlined in the regulations as follows: PHSU only discloses personally identifiable information from an education record to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals.

9. Record of Request for Disclosure

Ponce Health Sciences University will maintain a record of all requests or disclosure of information from student’s education records. The record will indicate the name of a party making the request, any additional party to whom it may be re-disclosure and the legitimate interest the party had in requesting or obtaining the information. The record may be requested and reviewed by the parent or eligible student.

10. Directory Information

(Note: Disclosure of Directory Information is optional. If the opinion is exercised, a college or university is required to list the items it has designated as Directory information).

Ponce Health Sciences University designated the following items as Directory Information: student name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and previous school attendance and photograph, email, height and weight, honors, education. Ponce Health Sciences University may disclose any of those items without prior written consent, unless notified in writing to the contrary by the student.

The following are not considered as part of the directory information: social security number, religion, ID Number, gender, race, grades, nationality and GPA.

11. Correction of Education Records

(Note: Ponce Health Sciences University includes in its policy a procedure for the correction of records).
Students have the right to ask to have records corrected that they believe are inaccurate, misleading, or in violation of their privacy rights. Following are the procedure to correct a record:

a. A student must ask the official Ponce Health Sciences University to amend a record. They should write Ponce Health Sciences University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

b. Ponce Health Sciences University, registrar or Record Officer, may comply with the request or it may decide not to comply. If it decides not to comply, Ponce Health Sciences University, registrar or Record Officer, will notify the student of the decision and advise them of their right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student’s rights.

c. Upon request, Registrar of Ponce Health Sciences University, will arrange for a hearing, and notify the student, reasonable in advance, of the date, place, and time of the hearing.

d. The hearing will be conducted by a Hearing Committee of three members who are disinterest parties; however, the hearing committee members may be officials of the Institution. The student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student’s education record. The student may be assisted by one or more individuals, including an attorney.

e. Ponce Health Sciences University Hearing Committee will prepare a written decision based on the evidence presented at the hearing and it will be submitted to the President to take the corresponding action. The decision will include a summary of the evidence presented and the reason for the decision.

f. If the President decides that the challenged information is not inaccurate, misleading, or in violation of the student’s right of privacy, it will be notify the student that they have a right to place in the record a statement commenting on challenged information or a statement setting forth reasons for disagreeing with the decision.

g. The statement will be maintained a part of the student’s education records as long as long as the contested portion is maintained. If Ponce Health Sciences University discloses the contested portion of the record, it must also disclose the statement.

h. If the President decides that the information is inaccurate, misleading, or in violation of the student’s right of privacy, the President will order the registrar to amend the record and notify the student, in writing, that the record has been amended.

12. The Solomon Amendment and FERPA

The Solomon Amendment requires institutions to provide directory-type information on students who are 17 years of age or older upon request of representatives of the Department of Defense for military recruiting purposes. This information- “student recruiting information” - includes: student’s name, address, telephone listing, date and place of birth, level of education, academic major, degrees received, and the most recent previous education institution at which the student was enrolled.

A request for student recruiting information under Solomon must be honored unless there is an exception in the law which precludes the institution from providing the requested information. The most important exceptions are that the university:

a. Have a long-standing policy of pacifism based on historical religious tradition;

b. Certify that such information is not collected by the institution;

c. Certify that each student concerned has formally requested to withhold “directory information” under FERPA from third parties.
The definitions of the terms “directory information” (FERPA) and “student recruiting information” (Solomon) are not synonymous.

All students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.

ACADEMIC INTEGRITY

Ponce Health Sciences University subscribes to the principle of Academic Integrity or Academic Honesty:

Any type of academic dishonesty by students or faculty is unacceptable behavior at Ponce Health Sciences University. Two specific forms of academic dishonesty are cheating and plagiarism. The following sections describe Ponce Health Sciences University’s official policy in relation to these two forms of academic dishonesty.

Cheating

Cheating is defined by Merriam-Webster Dictionary as: to get something by dishonesty or deception. Cheating suggests using trickery that escapes observation. In an academic setting cheating usually refers to obtaining or sharing information using deception during examinations or other academic assignments.

Ponce Health Sciences University will enforce compliance with academic integrity and professional behavior. Any student that cheats in any examination incurs in an intolerable behavior that may result in disciplinary action, including dismissal from the institution. Department faculty, chairpersons and program directors must ensure that appropriate supervision is available for all examinations. Faculty members have the primary responsibility to ensure the security and supervision of their examination.

Any type of communication among students during examination is strictly prohibited. All pagers and cellular phones must be turned off and must remain off throughout the examination. It is prohibited to use any unauthorized electronic devices.

Ponce Health Sciences University recognizes that it may be difficult in some cases to prove with certainty whether a certain behavior is sufficient evidence of cheating. The following behaviors during an examination could be considered as evidence of cheating:

- Looking at another person’s examination.
- Talking to another student during an examination.
- Consulting notes or materials, including use of electronic devices, not specifically authorized by the instructor during an examination.
- Employing a surrogate to take an examination.
- Falsifying a signature or misrepresenting someone on attendance sheets for a class, examination or any compulsory didactic activity.
- Stealing a test or any other material.
- Engaging in any act that a reasonable person would conclude, when informed of the evidence, to be a dishonest means of obtaining information.
Any student observed with a behavior considered evidence of cheating during an examination will be reported to the Department Chairperson or Program Director. This person will evaluate the evidence and if found positive, will inform the Vice President of Academic Affairs and the Vice President for Student Affairs. They will investigate the incident and if cheating is proven, the student will be referred to the Student’s Promotion Committee or the President with a recommendation for dismissal from Ponce Health Sciences University.

In order to minimize the opportunity that any student may incur in such behavior a series of precautions are recommended to be taken by faculty members before and during examinations.

**Recommendations Before the Examination:**
- Attend examined groups with more than 25 examinees by two persons, one of which would be a faculty member.
- Divide groups larger than 50 students in two groups. Each group will be attended by two proctors, one of which would be a faculty member.
- Plan the seating of the students ahead of time. Assign seats in a way that may not be predictable by students.
- Number all tests. Use a sign-in sheet for each row, by examination number, to record where students sit.
- Prepare several versions of the same test with different questions order. Ensure that you prepare the appropriate code for each test.
- Only allow on the desk pencils and any other material authorized by the department providing the examination.
- Erase all messages on the boards before the examination starts.
- Check all bulletin boards for material related to the content of the examination.
- Establish some rules to control visits to the restroom during the examination.

**Recommendations During the Examination:**
- Constantly supervise the examination to identify any suspicious behavior that suggests cheating.
- If students raise their hands for any complaint, attend them one at a time.
- If for an extreme reason the student must temporarily leave the room, have one of the proctors accompany him.
- If a student exhibits behavior suspicious of cheating but not enough to qualify as evidence, record the name and inquire about the behavior after the examination.

**If Evidence of Cheating is Observed During an Examination, the Person Observing the Behavior Should:**
- Allow the student to complete the examination.
- Wait to the end of the examination and call the student aside.
- Confront the suspicious conduct, identify those involved and record their names.
- Notify the student about the findings and that PHSU policy requires to file a report.
- If a student appears to be using notes or has visible notes, promptly and discreetly confiscate the notes. These materials may be important evidence during a later investigation.

**Plagiarism**

Plagiarism is defined by the Random House Webster Dictionary (1997) as: *the unauthorized use of the language and thoughts of another author and the representation of them as one’s own.* Ponce Health Sciences University considers such behavior as unacceptable from any person of the academic community. Behaviors that are considered examples of plagiarism include:
1. Appropriating ideas by another author as the presenter’s original ideas.
2. Copying word by word the work of another person without due citation.
3. Downloading information from the internet and presenting it as original work.
4. Presenting work as the result of the presenter's independent effort without acknowledging the contribution of co-authors or collaborators.
5. Taking a report or work done by another person (or purchasing it from internet or other sources) and presenting it as his/her own.
6. Any other action in which people are lead to believe that what is presented is an original work when it is not.

**Informal Procedure of Intervention with Alleged Plagiarism:**

Ponce Health Sciences University recognizes that in some occasions, people unknowingly engage in conducts which could be defined as plagiarism. The Institution encourages an informal approach to resolving concerns about plagiarism. In the case that a faculty member observes a conduct of alleged plagiarism in a student or other faculty member, an informal discussion about the problem may resolve and clarify the issue. This will be the first step and will be initiated by the person observing the conduct. Every attempt should be made to respect the rights of the alleged violator.

**Formal Procedure of Intervention with Alleged Plagiarism:**

A formal procedure occurs when a faculty member and a student or member of the academic community who allegedly engaged in plagiarism are unable to reach agreement on the alleged violation and resolution, or when the faculty member believes that the alleged violation is so serious as to warrant a formal proceeding.

If a member of the academic community decides to make a formal allegation of plagiarism by a student or other member of the academic community, she or he will make a written report to the Department Chairperson or Program Director. This person will evaluate the evidence and if found positive, will inform the Vice President of Academic Affairs and the Vice President for Student Affairs. They will investigate the incident and if plagiarism is proven, the guilty person will be submitted to disciplinary action which will depend on the seriousness of the violation and the particular situation in which the event occurred. Possible actions include one or more of the following:

1. A note or letter to the individual’s record.
2. Requirement to complete an alternative assignment or examination.
3. Repetition of a course.
4. A failing grade for an assignment.
5. A failing grade for a course.
6. Dismissal from Ponce Health Sciences University.
7. Any other disciplinary action exposed in the Offenses and Sanctions PHSU Policy.

A specific undesirable behavior that has been described in academic environments is termed “self-plagiarism”. In self-plagiarism a person presents as new a piece of work that has already been presented for other purposes. In the sciences, self-plagiarism generally refers to the practice of submitting an article or presentation with the same data to more than one journal or scientific forum. The new article or presentation may differ only slightly from the original by changes to the title, format or order of the authors.

Ponce Health Sciences University encourages an informal approach as described previously to resolve concerns about self-plagiarism.
Any student or member of PHSU academic community who has been subjected to a disciplinary action because of cheating or plagiarism has the right to appeal the adverse decision. This appeal will be done according to the regular Due Process Policy of Ponce Health Sciences University.

ACCEPTABLE USE POLICY

Computer/Network Resources

Purpose
The purpose of the Acceptable Use Policy (AUP) is to identify situations where unacceptable use of systems or networks affects the teaching, learning, research, services or administrative missions of Ponce Health Sciences University or compromises the security of the systems or data.

This policy applies to the use of any Ponce Health Sciences University (PHSU) computing and networking facility hereinafter referred to as the “System” by all users, account holders, hereinafter referred to as “Users”. By using the System, all Users agree to comply with this policy. The use of the System is in support of teaching, research, learning, administrative and other intellectual pursuits consistent with the Ponce Health Sciences University aims and objectives.

Student Agreement
All students will receive a copy of this policy, and a signed copy of the agreement will be filed in the IT Department. However, use of the PHSU Computers, Network and Internet Resources, implied that the student understand and agree to abide by this policy.

User access to information and technology resources is contingent upon prudent and responsible use. Imprudent use of the “System” can lead to consequences affecting many other users, not just you. Prudent and responsible use begins with common sense and includes respect for the rights and privacy of other users. Users should consider Ponce Health Sciences University and community standards when trying to determine if an activity is appropriate.

Specific statements
PHSU requires people who use its information technology resources, must do so in a responsible manner, and in comply with federal and state laws, PHSU rules, policies, and procedures. Examples of applicable laws, rules and policies include; the laws of libel, privacy, copyright, trademark, obscenity and child pornography; the Electronic Communications Privacy Act and the Computer Fraud and Abuse Act, which prohibit “hacking”, “cracking” and similar activities; the PHSU’s Student Code of Conduct; Faculty Manual, Employee Manual.

All users shall review and refer to IT policies and procedures for more information, available online.

Guidelines
In making acceptable use of resources, you must:

- Use resources only for authorized purposes.
- Don’t let anyone know your password (s). Protect your user ID and system from unauthorized use. You are responsible for all activities on your user ID or that originate from your system (laptop, PDA, etc.)
- Access only information that is your own, that is publicly available, or to which you have been given authorized access.
• Use only legal versions of copyrighted software in compliance with vendor license requirements.

• Be considerate in your use of shared resources. Refrain from monopolizing systems, overloading networks with excessive data, degrading services, or wasting computer time, connect time, disk space, printer paper, manuals, or other resources.

The following activities and behaviors are prohibited:

• Use another person’s system, user ID, password, files, or data.

• Use of faculty and administrative computers; except in special and authorized occasions (e.g. Match Activities). Permission must be requested to the IT Department prior to use.

• Connect personal computers or network equipment (including, but not limited to, bridges, routers, switches, access points, etc.) to the Network. A student who needs to connect laptops or any network equipment to any network drop in the campus must request approval to the IT Department.

• Attempt to alter any PHSU computing, networking or telecommunications infrastructure. Attempt to circumvent or bypass system security measures. Make use of programs to scan networks for security vulnerabilities.

• Engage in any activity that alter the integrity or might be purposefully harmful to systems or to any information stored thereon. For example; creating or propagating viruses, disrupting services, or damaging files or making unauthorized modifications to PHSU data, attempting to capture or decode passwords, attempting to get additional access, or alter data that belong to other users.

• Use the “System” for commercial, personal gain, or for partisan political purposes, such as using e-mail to advertise products or political candidates, or by selling access to your user ID, or by performing work for profit with PHSU resources in a manner not authorized by the PHSU.

• Make or use illegal copies of copyrighted materials or software, store such copies on PHSU systems, or transmit them over PHSU networks.

• Use of Peer-to-Peer (P2P) or other technology for illegal uploading, downloading or sharing of copyrighted material, such as music and software.

• Use e-mail or messaging services to harass or intimidate another person, for example, by broadcasting unsolicited messages (Spam emails), by repeatedly sending unwanted mail, or by using someone else’s name or user ID.

• Waste computing resources or network resources, for example, by intentionally placing a program in an endless loop, printing excessive amounts of paper, or by sending chain letters or unsolicited mass mailings.

• Failure to comply with requests from appropriate PHSU officials to discontinue activities that threaten the operation or integrity of computers, systems or networks, or otherwise violate this policy.

• Any activity that violates any other Ponce Health Sciences University policy or code, or violates federal, state, or municipal laws or regulations.
Educational Technology Resources
Ponce Health Sciences University uses an educational web-based platform where educational materials including evaluations, rotation schedules, grades and other student’s confidential information are posted. The platform also allows for web-based examinations. The student is advised that this information is accessed with their user ID and password. PHSU is not responsible for disclosure of such information when it is accessed by a third party through the use of the student’s user ID and password.

Network Folders and Files
Every student has an assigned space in the server to save documents, files and educative material. The software manager or a designee by the IT Director will conduct periodical audits and any non-educative material archive in the server will be removed, that may include (i.e. music (mp3), non-educative photos or executable programs, or any other non-educative material.)

Printing Quota
An established amount of copies is assigned to every student, every academic period (semester or trimester), as applicable. Unused copies balance will be rolled over to the next academic period. If the student has no balance left, or wants to be able to increase the number of copies available, he/she can purchase additional printing quota. Any unused balance will not be refunded at any time.

Software Code of Ethics and Software Policy
Purpose
This code of ethics states Ponce Health Sciences University policy concerning installation, and acceptable use of software. Any unauthorized duplication of copyrighted computer software violates the law and is contrary to PHSU standards of conduct. PHSU does not excuse the illegal duplication of software and will not tolerate it.

Guidelines
- Use software in accordance with their license agreements. Must be aware that ALL computer software is protected by copyright unless it is explicitly labeled as PUBLIC DOMAIN.
- Must not download or upload unauthorized software over the Internet.
- Must not give software or accept unlicensed software from any third party.
- Must not make unauthorized copies of software under any circumstances. Shareware or Free-to-try software is copyrighted software that is distributed freely through Internet and online systems. It is the policy of PHSU to pay shareware authors the fee they request for use of their products. Registration of shareware products should be handled the same way as commercial software products.
- Must not install software on any institutional computer; all software shall be installed by the IT Staff. Generally, institution owned software cannot be installed on a student’s personal computer.
- Must notify IT Department immediately, in case there is may be a misuse of software within the organization.

Penalties
Any person illegally reproducing software can be subject to civil and criminal penalties including fines and imprisonment.
Internet and Email Services Policy

**Purpose**
Establish guidelines that should be followed to ensure proper usage of e-mail and Internet access at Ponce Health Sciences University. Any improper usage of these services jeopardizes the PHSU legal standing and, therefore, cannot be tolerated.

**Statements and Guidelines**

- **Acceptable Uses of Institution E-mail and Internet Access:**
The Institution provides Internet and e-mail access for academic usage. Every student has the responsibility to maintain and enhance the Institution’s public image and to use its e-mail and access to the Internet in a responsible and productive manner that reflects well on the Institution.

- **Unacceptable Uses of Institution E-mail and Internet Access:**
The Institution’s e-mail and Internet access may not be used for transmitting, retrieving, or storage of any communications of a discriminatory or harassing nature or materials that are obscene or “X-rated.” Harassment, threatening, bullying or making damaging or false statements of any kind is prohibited. No messages with derogatory or inflammatory remarks about an individual’s race, age, disability, religion, national origin, physical attributes, or sexual preference shall be transmitted. Abusive, profane, or offensive language is not to be transmitted. Electronic media cannot be used for any other purpose that is illegal or against institution policy or contrary to the institution’s best interests. Solicitation of non-institutional business, or any use of the institution e-mail or Internet for religious and political purposes as personal gain, is strictly prohibited.

- **Communications:**
E-mail provided by the institution is considered an official means of communication. Students are expected to read their email at least twice a week while an active student in PHSU. This policy includes student enrolled and those in leave of absence. It is the student responsibility to respond immediately, if necessary. Students will be considered responsible for all information posted through the email system while on or off site.

Each student is responsible for the content of all text, audio, or images that he or she places or sends over the PHSU e-mail and Internet system. No e-mail or other electronic communications may be sent that hides the identity of the sender or represents the sender as someone else or someone from another institution. All messages communicated on the PHSU e-mail and Internet system should contain the student’s name.

Wireless Access Policy

**Purpose**
Establish guidelines for the use of PHSU Wireless Networks, by the students, staff and guests.

**Guidelines**

- All general policies contained within the Acceptable Use Policy for Computer and Network Resources apply to wireless network users.

- Only the Information Technology Department (IT) is authorized to attach wireless switches or routers (commonly known as Access Points or AP’s) to the campus cabled network. Under no circumstances may personally owned AP’s or similar devices be connected to open cabled network ports anywhere on campus. End users are not permitted use of their devices (e.g.
computers, mobile devices, etc.) to provide unauthorized services or as gateways to provide alternative means of access to Network Services.

c. Computer users’ devices, including personal laptop computers with wireless network interfaces, capable of acting as bridges between wireless and wired networks should not be attached to open cabled network ports unless the wireless interface is disabled. Both cabled and wireless networking capability can be simultaneously active even if the end user is unaware of this. This means that users must actively disable their wireless interfaces (e.g., WiFi cards) before attaching to an Ethernet port.

d. IT will monitor the local wireless network for unauthorized AP’s and other unauthorized wireless network devices that pose security risks.

e. IT will be responsible for maintaining a reasonable balance between easy access and proper security for all cabled and wireless network services. In certain cases, some cabled network services may be inaccessible from wireless connections because of security considerations. Individuals wishing to request the addition of a particular service for wireless accessibility or an explanation as to why a particular service is unavailable may contact the IT Helpdesk.

Penalties
A first-time violation of any access policy will result in the wired network port associated with an unauthorized device being immediately disabled without warning. An attempt will be made to identify the owner of the unauthorized device and inform him/her of the violation. Subsequent violations may result in more serious measures including the extended loss of access to computing services, disciplinary actions or expel or discharge.

Security & Privacy:
PHSU employs various measures to protect the security of its computing resources and its user’s accounts. Users should be aware, however, that PHSU cannot guarantee security and confidentiality. Users should therefore engage in "safe computing" practices by establishing appropriate access restrictions for their accounts, guarding their passwords and changing them regularly.

Users should also be aware that their uses of PHSU computing resources are not completely private. While incidental and occasional personal use of such resources is permissible, personal communications and data transmitted or stored on PHSU technology resources are treated as business communications, those who use PHSU information technology resources do not acquire, and should not expect, a right of privacy.

While PHSU does not routinely monitor individual usage of its computing resources, the normal operation and maintenance of the institution's computing resources require the backup and caching of data and communications, the logging of activity, the monitoring of general usage patterns and other such activities that are necessary for the provision of service. The Network, Internet, and Email activities will be monitored to ensure and safeguard the best use of technological resources, and the compliance of policies and regulations.

PHSU may also specifically monitor the activity and accounts of individual users of PHSU computing resources, including individual login sessions and the content of individual communications, without notice, when:
1. It reasonably appears necessary to do so to protect the integrity, security, or functionality of PHSU or other computing resources or to protect the university from liability.
2. There is reasonable cause to believe that the user has violated or is violating this policy.
3. An account appears to be engaged in unusual or unusually excessive activity.
4. It is otherwise required or permitted by law.

Disclaimer
Ponce Health Sciences University exercises no control whatsoever over the content of the information passing through its network or the Internet. Ponce Health Sciences University makes no warranties of any kind, whether expressed or implied, for the service it is providing. Ponce Health Sciences University also disclaims any warranty of merchantability or fitness for a particular purpose. Ponce Health Sciences University will not be responsible for any resulting damages. This includes loss of data resulting from delays, non-deliveries or service interruptions caused by its own negligence, power or telephone company failures, acts of God or your errors or omissions.

Ponce Health Sciences University network services may only be used for lawful purposes in accordance with the Telecommunications Act, Higher Education Act, and any applicable law. Transmission of any material in violation of any U.S., Puerto Rico, or any other country regulations is prohibited. You agree to indemnify and hold harmless Ponce Health Sciences University from any claims resulting from your use of the service, which damages you or another party.

Any access to other networks through the Ponce Health Sciences University network must comply with the rules appropriate for that other network. Whenever you are shipping software (or, for that matter, ideas) from one place to another, you must consider intellectual property and license issues. Use of any information obtained via the Ponce Health Sciences University network is at your own risk. Ponce Health Sciences University specifically denies any responsibility for the accuracy or quality of information obtained through its services.

Penalties
Any student who abuses the privilege of Institution-facilitated access to Computer, Network, E-mail and Internet Resources, or who makes, acquires, or uses unauthorized copies of software will be subject to disciplinary action as appropriate under the circumstance. Such discipline may include the extended loss of access to computing services, disciplinary actions, expel or discharge.

Any student that is found guilty of illegal distribution of copyrighted material is vulnerable to criminal and civil penalties.

Definitions
- **Chain letter** = is an email directing recipients to send out multiple copies of it so its circulation increases exponentially
- **Spam** = is the use of email systems (including most broadcast media, digital delivery systems) to send unsolicited bulk messages indiscriminately.
- **Peer-to-Peer (P2P)** = is a file sharing network. It is a networking technology that normally uses a decentralized communication model. What is meant by this is that there isn’t any central server involved and all computers in the network act as both server and client. An example of a pure decentralized P2P network is the BitTorrent.
- **Shareware or Free-to-try software** = is copyrighted software that is distributed freely through Internet and online systems
DIVERSITY POLICY

The mission of School of Medicine of Ponce Health Sciences University is to provide high quality education in medicine to the population we serve, through an innovative curriculum, while preparing students to be ethical practitioners. Our institution strives to provide students and faculty an exposure to a diverse population so they can succeed in an increasingly diverse workplace and global communication culture.

In the publication of the Association of American Medical Colleges, Roadmap to Diversity, in its second edition of 2014, it is exposed that a key driver for high-quality health care in this time of unequal access to health care, is to educate a culturally competent, inclusive physicians. They state: “A shared objective of the majority of U.S. medical schools is to arrive at a destination where a diverse class—including a racially and ethnically diverse class—enhances teaching and learning for all students and contributes to graduates’ capacity to provide comprehensive, high-quality medical care in all communities.” An academic environment that fosters the interaction among a diverse student and faculty body will significantly contribute to prepare our graduates to provide the high quality care all communities deserved.

Several racial and ethnic minority groups as well as people from socioeconomically disadvantaged backgrounds are significantly underrepresented among health professionals in the United States. Underrepresented minority groups have traditionally included African-Americans, Mexican Americans, Native Americans, and mainland Puerto Ricans. Numerous public and private programs aim to remedy this underrepresentation by promoting the preparedness and resources available to minority and socioeconomically disadvantaged health professions candidates, and the admissions and retention of these candidates in the health professions pipeline and workforce.

Being Ponce Health Sciences University School of Medicine a medical school in Puerto Rico, in accordance to the mission “to provide high quality education to the population we serve” our students and faculty members are mainly Puerto Ricans and Hispanics for which one of the groups we define as diverse for our academic community of students, faculty and administrators is Non-Hispanic group. Anyone who is not from Hispanic or Latino origin/ethnicity adds diversity to our academic environment.

The MD Students Admission Committee had already identified diversity as a desirable characteristic in the student body in its policy: The school values having a diverse student population from all areas of the country and therefore accepts candidates from the mainland; nontraditional academic background; etc. When completing the medical career, our students are better equipped to care for patients in a diverse society.

Two other groups that will add diversity in our student body and eventually to the physicians’ workforce are low socioeconomic status and first generation university students. We strongly believe that having these groups represented among our students will help prepared our graduates to better address the issues related to health disparities in our communities. The Junta de Planificación de Puerto Rico defines low socioeconomic status when individual or family income is under $19,000.00 annually. First generation university students are those whose parent neither have nor attained a college degree.

All administrative and academic units of the medical education program will develop programs, partnerships and make ongoing systematic efforts for to enhance the recruitment and retention of the diverse groups identified in this policy to our student body, faculty and senior administrative staff. They also should document and monitor these efforts and its effectiveness in achieving representation of these groups in our academic community.
REASONABLE ACCOMMODATION

PHSU Admissions Office and the Admissions’ Committee act in accordance with “Americans with Disabilities Act of 1990” which includes changes made by the ADA Amendments Act of 2008, which became effective on January 1, 2009.

PHSU is committed to provide reasonable accommodation for a student academically qualified who has a disability. ADA defines “qualified individual” as an individual who, with or without reasonable accommodation, can perform the essential functions of the position that such individual holds or desires. All applicants accepted to PHSU must be able to meet the technical standards described in the PHSU Admissions Policy on Technical Standards.

Accepted candidates that need special accommodations are responsible to contact the Office of Academic Affairs. It is the student’s responsibility to make their condition known to PHSU administrators and to seek out assistance. The impairment must be one that substantially limits a major life activity.

Students with disabilities must submit a written request for special accommodation to the Office of Academic Affairs. The request should be accompanied by a report from a licensed professional, such as a physician or psychologist, establishing the specific condition for which the accommodation is necessary.

The report should include:
1. the specific diagnosis of the disability
2. specific tests administered to the student that will assist to determine the need for the accommodation requested (report the specific test results and findings)
3. prior accommodations granted at other institutions
4. type of academic accommodations that have worked in the past
5. the specific accommodations and/or assistive devices recommended and in cases of temporary disabilities the time period the accommodations are required
6. the professional credentials of the evaluator that qualify him/her to make the particular diagnosis, including information about professional certifications
7. the date of the report shall not be more than six months prior to the date the request for accommodation is received at the Vice President of Academic Affairs Office

The report from the licensed health professional is required when you submit the request for accommodation.

The determination will be done on a case-by-case basis considering students’ needs and in consultation with institution’s officials and professional consultants as deemed necessary. All the documentation and information provided for the determination will be kept confidential.
Guidelines for physical, visual and other disabilities provided by organizations like the National Board of Medical Examiners, the Association of American Medical Colleges (AAMC) for the American Medical College Admission Test (MCAT), the Educational Testing Services (ETS) and other professional organizations will be revised during the determination. The student may be asked to provide additional information. The day for the accommodation to come into effect will vary according the period necessary to evaluate and implement the accommodation and usually will take one to four weeks if all the required information is provided.

Accommodations that are not considered reasonable because they impose extraordinary difficulty or burden for the institution or require fundamental changes of academic standards or coursework may be declined. Determinations may be appealed to the corresponding Program’s Dean.

NON-DISCRIMINATION POLICY

The Ponce Health Sciences University (PHSU), as an educational institution and as an employer, values equality of opportunity, human dignity, and racial/ethnic and cultural diversity. Accordingly, the University prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, political affiliation, disability, or status of veteran. Further, the University will continue to take affirmative steps to support and advance its values consistent with the PHSU mission. This policy applies to admission, students, employment, and access to and treatment in PHSU programs and activities. This is a commitment made by the PHSU and is in accordance with federal, state and/or local laws and regulations.

GRIEVANCE POLICY

Any student has the right to submit to the Office of the Vice-President for Student Affairs a written report of a concern or complaint of any violation to the PHSU policies and/or professional ethic without any retribution or consequences. Violation to PHSU regulations will not be tolerated. Verbal, psychological or physical abuse such as speaking insultingly, engaging in schemes to undermine the self-esteem of the person; or any discriminatory practices or adverse activity will not be tolerated.

Procedure

Any member of the academic community will report any incident of abuse or violation to PHSU policies. The incident should be reported to the Vice President for Student Affairs or designee. The Vice President for Student Affairs or designee will gather all pertinent information on reported cases. Early communication and intervention will lead to the resolution of the incident.

If the incident is resolved, no further action will be taken. A description of the incident must be in writing. The report of a resolved incident will contain the description of the action plan followed. A follow up on the incident will be made between six or eight weeks to assure that there has been no retribution.

If the incident is not resolved, the Vice-President will appoint three members as Investigation Committee to re-evaluate the case. All parties involved will be informed of the composition of the committee and will have the opportunity to present any disagreement on the membership of the committee and the reasons for the challenge. If necessary; the School’s legal counsel will be notified.
of the case and will be kept informed of the progress of the investigation. The Investigation Committee will review the information and make a recommendation to the Vice-President for further action. The Vice-President will inform the student of the decision. The whole process should be addressed within three months.

After receiving the notification by the Vice-President, the student has the right to appeal the decision in writing to the President of PHSU within seven working days.

The appeal, or Due Process presented below must be followed.

**Appealing (Due Process)**

The President will evaluate the appeal and the investigation report. Rejection of the appeal by the President is final. However, the President may overturn the decision. If the President has a reasonable doubt, about the student’s allegation or the investigation, he/she can appoint an Ad Hoc Committee, comprised of members of the faculty, student body and administration to reevaluate all evidence.

The Ad Hoc committee will notify the student in writing of the date and time when the case will be heard. The Ad Hoc committee has the discretion to re-interview the persons involved if necessary. The committee has seven (7) working days to submit to the President its report. The President will receive the Ad Hoc committee recommendations, and make the final decision within forty eight (48) hours.

All decisions, favorable or unfavorable, will be reported to the student in writing. All decisions made by the President will be final.

**WITHDRAWAL, DROP AND ADD**

**Withdrawal from School**

A student that decides to withdraw from the School must submit a letter of resignation to the President stating their reasons for the withdrawal. Once the Dean has accepted the letter of resignation, the student shall proceed as follows:

1. The student must obtain a withdrawal form from the Registrar’s Office and fill out the required information about academic program and courses.

2. The student must obtain clearance for withdrawal from the following:

   a. **Library:** The Librarian must certify that the student does not have any outstanding debt or have any library materials checked out.

   b. **Finance Office:** Must state that the student has no outstanding debts to the School before any other further step is taken.

   c. **Financial Aid Office:** Students, who have applied for or obtained any kind of financial aid or loan through the School, must attend an exit interview and obtain the signature of the Director of Financial Aid.

   d. Student Affairs or any other department prescribed at the Clearance form. Students must obtain the signature of each Director or Dean.
e. **Registrar:** After all signatures have been obtained, the Registrar will certify the student's withdrawal and make the proper entry in their records.

f. The student must settle all financial obligations with PHSU or no transcripts or certifications will be issued.

g. The withdrawal is allowed until the last day of class (semester/trimester), before start the final exams.

**Drop and Add**

Medical students are not permitted to withdraw from individual courses. Exceptions are made when students are permitted to transfer to a five year program. A “W” of Withdrawals will not be posted on the academic record.

It is the student’s responsibility to verify in the academic calendar, drop and add periods for each semester/trimester. A fee is required for each class dropped or added.

The student has the option to drop and add course until the first week of classes (beginning the semester/trimester). The Drop/Add Form will be initiated by the student and it is submitted to the Registrar’s Office within the deadline established

After the first day of semester/trimester, added course must be paid in full at the time of the added. The maximum time allowed adding a course is the first week of the semester/trimester.

**Withdrawal**

In order to withdraw a course after registration the student must complete and submit the corresponding form to the Registrar’s Office. After the deadline established (approximately four weeks after the beginning of the semester/trimester) a “W” will be posted a transcript.

**LEAVING THE UNIVERSITY**

Students that comply with all graduation requirements will receive their corresponding degree on the date established in accordance with the Conferred/Awarded Degree Policy.

Also, any student could leave the University because of:

1. Withdrawal - student voluntarily withdraws from the school/university.
2. Administrative withdrawal - student that did not enroll or did not have approved leave or permission to be absent, the University processes an administrative withdrawal.
3. Dismissal - student that did not comply with the performance requirements or professional behavior requirements, stated in the Satisfactory Academic Progress Policy and was therefore, dismissed from the University.

Any student leaving the University must comply with Return of Title IV Fund, if applicable, as stated in the PHSU Catalog → Financial Aid Section → Refund Policy.
STUDENT SERVICES AND ACTIVITIES

STUDENT SERVICES

Admission
The Admissions Office and the Medical and Non-Medical Admissions Committees are responsible for selecting the best candidates that apply for admission to each existing program. The Admissions Office receives the applications, arranges interviews and convenes the Admissions Committees for the pertinent decisions.

Refer to specific admission requirements on the academic programs section ACADEMIC PROGRAMS AND COURSES.

You can also contact the Admissions Office staff at:
María L. Colón
Admissions Officer
admissions@psm.edu
787-840-2575 extension 2143

Registrar
The Registrar’s Office is under the direct supervision of the Vice President for Students Affairs. The primary role of the Registrar is to maintain the permanent records and documents that pertain to each matriculated student’s progress through medical or graduate school.

The main services offered by the Registrar’s Office are to:

- Prepare and maintain custody of all academic records following the regulations of Buckley Amendment (Buckley Law).
- Coordinate Registration Procedures.
- Coordinate Veterans Services.
- Provide certifications of Enrollment, Class Lists, and Deferments.
- Prepare the evaluation of records for promotion and graduation.
- Certify Degrees and Academic Standing.
- Certify Enrollment for USMLE Part I and II.
- Prepare, maintain and distribute the Official Transcript.
- Receive, record, and secure documentation for final course grades.
- Establish policies for access to student Academic Record in accordance with Federal Ed Rights and Privacy Act (FERPA).

Certifications
A fee of $5.00 will be charged to students who request academic certifications or certification of enrollment for other purposes. Certification for Income Taxes will be free of charge. Certifications for verification of Degree follows the same steps as for enrollment certification. (Must fill a request form and pay $5.00)
Transcripts
The student’s academic record is an official document and copies are made upon the request of the student.

1. Students who need official transcripts of their record for personal use or official use must fill a transcript request form at the Registrar’s Office and must pay $10.00 for each copy at the Finance Office. The Registrar’s Office requires five working days for processing the transcript request. No transcripts will be sent through fax.
2. Official transcripts must bear school seal and will be sent directly to the Institution requested by the student.
3. Transcripts requested for personal use of the student will be handed to the student personally; if the student authorizes another person to come for the transcript, a written authorization is needed and the person must have identification. Transcripts handed to the student must be labeled “student copy”.
4. Student undergraduate transcripts are confidential records kept for exclusive use of Ponce Health Sciences University Registrar’s Office and will not be given to the applicant or third person under any circumstances.
5. No transcripts or certifications will be honored if the student has outstanding debts.

Download Transcript Request Instructions
Download and fill out Transcript Request Form
and send it by email at: registrar@psm.edu

Student Financial Aid
The Office of Student Financial Aid (OSFA) is under the direct supervision of the Vice President for Student Affairs. The prime objective of the OSFA is to assist the students in reaching their educational career goals by providing information and technical assistance on the various sources of student financial assistance programs.

Technical assistance is provided in the completion and processing of all relevant financial aid applications for the federal and/or local government, as well as any private funding sources.

The staff of the OSFA, works as a team, to offer the following basic technical services to the students: information about the diverse federal financial aid programs; information about the scholarship/grants available at PHSU; technical assistance in the completion of all forms/applications; application and verification process of Federal Application for Student Aid (FAFSA) and loans applications; electronic application for original FAFSA and FAFSA RENEWAL; electronic loan application system of students’ loans; entrance counseling for new borrowers; exit counseling for students graduating and/or withdrawing; debt Management and Financial Counseling.

Financial Needs Analysis
The amount of funds allocated to the student depends upon the economic need that is determined by a process known as “needs analysis”. This procedure has two steps:

1. STEP I involves the evaluation of the data presented in the Federal Application for Student Aid (FAFSA) by the U.S. Federal Government to determine the “Expected Family Contribution” (EFC). The EFC is the amount that the student should contribute towards his/her cost of education.
2. STEP II consists of the following basic calculation: “Cost of Education” minus “EFC” equals Financial Need.
The student cannot receive financial assistance in excess of the determined “Financial Need”. If according to this formula, the student does not demonstrate financial need, the student may only qualify for non-need based programs of financial aid. The total need based and non-need based funds allocated cannot exceed the total educational budget as approved by PHSU.

**Awarding Funds**: Upon the review of the application and documents received, the Staff of OSFA determines the educational need of each applicant. The next task becomes awarding of loan amounts and preparing the award notification for each student. Those applicants that will be considered for scholarships are presented to the Scholarship Committee chaired by the Vice President of Student Affairs.

**Notification of Award**: As soon as the awarding process is completed, a “Notification of Award” is forwarded to each student. This Notification indicates the award allocated, the total educational budget amount utilized in the awarding process, and the “Expected Family Contribution”. No response is required if the student accepts the awards. There is a ten-day period for response to the Notification of Award.

**Disbursement of Funds**: The student is requested to authorize PHSU to credit the student’s account with any funds received on their behalf. Subsequently, the student receives any disbursement either as a check or, if requested, an electronic deposit to a checking or saving account.

Disbursement of funds for semester programs is at least once per semester. For trimester programs, disbursement is at least once per trimester. Certification Programs receive disbursement at commencement and mid-point of program year.

**Cost of Education**
The Cost of Education or educational budget is an annual approximation of the expenses that the student will incur for the particular academic year. All the items of the educational budget relate to the student's program of studies, academic year, resident status, board or non-board, single or married, etc. These education budgets are the foundation for determining the financial students’ awards.

**Applying for Financial Aid**

**Application Procedure**: The applicant must complete the following documents by the specified deadline date:

1. **All Students**:
   a. Complete the [FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA)](link).
   b. Submit [PHSU required forms](link) to the Office of Student Financial Aid by deadline date.

2. **New Entrance Students**:
   a. You must fulfill the Entrance Counseling and Master Promissory Note prior to the disbursement of the student loan funds. If you cannot access the website, please arrange a personal interview with a staff member of the OSFA.

In addition to these basic criteria, students must meet the specific requirements of each source of financial aid:

1. Must be a U.S. citizen or eligible non-citizen.
2. Must be enrolled at least half-time.
3. If currently enrolled, must maintain satisfactory academic progress according to the norms established by the University.
4. Cannot be in DEFAULT to any federal loan program or OWE ANY REFUND to any federal grant program at any previously attended institution.
5. Male students between the ages of 18 to 26 years, who are not presently a member of the armed forces, must register with the Selective Services. ([www.sss.gov](http://www.sss.gov)).
6. Have a valid Social Security Number.
7. Not be convicted of an illegal drug offense.
8. Sign a statement on the Free Application for Federal Student Aid (FAFSA) certifying that the federal funds received will be used only for educational purposes.
9. Foreign students must present a copy of their citizen documents or permanent resident visa. A foreign student soliciting a student loan, not having these documents, must provide documentation from the U.S. Department of Immigration and Naturalization and a co-signer that meets the citizenship requirements of the lending institution.
10. Demonstrate financial need for any need-based program

Financial Aid Available
Scholarships: There are several different scholarships available to the students from sources outside Ponce Health Sciences University. Some of these scholarships require a repayment commitment by the recipient, such as one year of obligated service for each year of scholarship received: ARMY, NAVY, AIRFORCE and NATIONAL HEALTH SERVICE CORPS.

The Ponce Health Sciences University allocates funds received from sources such; the Commonwealth of Puerto Rico ([Beca Ayuda Suplementaria](http://www.becaayuda.com/)); National Medical Fellowship, Inc., and others.

Institutional Scholarships to cover educational expenses are available for distribution. Annually Institutional funds are allocated to distribute among students. The scholarships committee integrated by faculty members of all programs selects the recipients, the total distribution exceed $100,000 annually. Actually some fund raising activities are been developed to increase availability of funds to this purpose.

To be considered for available scholarships, the student should request in writing in financial aid form.

Loans
The student applies for educational loans with our technical assistance. The interest rate of these loans is usually less than private loans. As of July 1st, the interest rate is set by the federal government annually. The most frequently processed loans are:

1. Federal Loan Changes
The Budget Control Act of 2011 was passed on August 2, 2011. Some of the provisions in the act impact federal student loan programs offered at Ponce Health Sciences University. These changes WILL NOT affect the amount of loan funding available. However, loan funding will become more expensive. Here are the key provisions affecting future federal graduate and undergraduate student loans:
   a. Graduate and Professional Students Only:
      Beginning July 1, 2012, all graduate and professional students will lose the interest subsidy on the Subsidized Stafford loan. The graduate Stafford loan program will become entirely unsubsidized, which means the loan will accrue interest while a student is in University. These changes will not affect the annual and aggregate borrowing limits. The maximum amount a student can borrow will remain at $20,500 per academic year.
b. Loss of “origination fee rebate” affecting Stafford, Grad PLUS:
Beginning July 1, 2012, the full fee will be charged.

c. Loss of interest rate reduction:
The last change is the loss of the .25% interest rate reduction if you pay your loans electronically while in repayment.

We recommend that students monitor their Federal Loan borrowing history online at http://www.nslds.ed.gov/nslds_SA/

2. Unsubsidized Stafford Loans
The fixed interest rate is established annually by the Federal Government, and the Federal Government does not pay the interest while the student is in the university. However, as an Institution participating in the previous HEAL program, the student of our MD, PsyD, MPH, PhD and DrPH programs may be eligible for an additional loan award.

3. Aggregate Amount of Loans
The medical student may obtain an aggregated $224,000.00 in Stafford Loans of which $65,500.00 can be Subsidized and $158,500.00 Unsubsidized. The other PHSU Graduate Programs have an aggregated limit of $138,500.00, of which $65,500.00 are Subsidized Stafford Loans. The aggregated debt limit includes ALL LOANS, both undergraduate and graduate levels.

4. Graduate Plus Loan
There are no fixed annual or aggregate loan limits. A graduate or professional student may be awarded a PLUS loan for up to the student’s cost of education minus other financial assistance.

Credit will be verified, interest begins to accrue upon disbursement. Interest rate and Origination fee are annual set by the Federal Government that is shared with the applicant during the application process on the website: studentloans.gov. Repayment begins immediately, but you may obtain a deferment while in university. PLUS loans have no grace period, so repayment begins upon graduation or withdrawal from the university.

5. Alternative Loans
There are several alternative loans programs for the health professional students. These are credit-based loans that may be used to supplement other types of financial assistance. The loan amounts vary from $10,000 to $20,000 or higher. The interest rate is variable, accrued while in university and usually based on the current “Prime Rate” plus a lender’s predetermined interest rate. Repayment may be up to 20 years. Alternative Loans sometimes provide funds to complete the remaining need after the student is awarded other financial aid. Due to the high interest rate that these loans represent, the student should seek these loans as a last resource to their financial need. The school does not have any prefer lender, therefore, openly processes those request presented by any of our students.

Graduate Assistantships/Fellowships
There are research assistantships provided by faculty members for externally funded research projects. One of these programs is the Minority Biomedical Research Support Program (MBRS) that may be available for participation. The program provides student support that includes salary and fringe benefits. Additional information may be requested at the Offices of the Deans, Program Directors, and/or faculty
Financial Aid Policies-General Policies

1. Awards will be made to those applicants that meet the Satisfactory Academic Progress policy of the University.

2. Students requesting consideration for institutional, state and or any other scholarship program must provide confidential parents’ economic information on their FAFSA (initial or renewal application), as well as, the PHSU application. Documentation to collaborate the parents’ information must be presented.

3. Cancellation of any loan may result if the student fails to sign the Master Promissory Note (MPN), the Disclosure Statement or any other document required by the lending institution.

4. Cancellation of an award may result if the student or parents misrepresent and or provide false or incorrect information on any document. Since PHSU uses the FAFSA for establishing the student’s aid eligibility, and allocates funds received from the U.S. Federal Government, any misrepresentation may be subject to sanctions under provisions of the United States Criminal Code.

5. The student provides authorization for funds to be accredited to the student’s account.

6. Tuition refund, also known as credit balance, will be made according to the PHSU Refund Policy for U.S. Dept. of Education Title IV and or Non-Title IV funds. According to policy and regulations PHSU will return credit balances within 14 days from the date of disbursement.

7. Students must report any information that modifies their financial data, such as change in personal and or family income, marital status, etc. If this update results in a change of eligibility and award, the Staff of OSFA shall communicate the same to the student.

Privacy of Information

All activities and or documents submitted on behalf of an applicant for financial aid are strictly confidential. Without the written consent of the applicant, no information is released to anyone according to the FERPA regulations adhered to at PHSU. If parents request non-disclosure, a student does not have accessibility to the documents submitted by the parents. PHSU does have the right to disclose information relevant to the determination of the financial aid for which a student has applied or received, and or the conditions set forth by the specific financial aid program.

Leave of Absence

One approved Leave of Absence (LOA) will be considered within any twelve-month period commencing with the first day of the leave. The student having an approved leave of absence is eligible for an “In-University Deferment” to allow delayed payment of educational loans. A student who takes an unapproved leave of absence is not given an “In-University Deferment”. The student not returning on the specified termination date of the leave of absence will have lost the “In-University Deferment” status and the “Six Months Grace Period” would have begun retroactively from the first day of the leave of absence.

Suspension of Eligibility for Drug-Related Offenses

If convicted of any offense involving the possession of a controlled substance, a student’s eligibility for Title IV Financial Student Aid Program will be denied for:

- One year after the first conviction
- Two years after the second conviction
- Indefinitely after the third conviction

If convicted of any offense involving the sale of a controlled substance, a student’s eligibility for Title IV Financial Student Aid Program will be denied for:

- Two years following the first conviction
- Indefinitely after the second conviction
Eligibility may be restored if the student partakes of an approved Federal Government Rehabilitation Program.

**Appeal Procedure**
Students whom are denied financial aid may appeal the decision as follows:
- Submission of a written request for an interview with the Director of OSFA to review the awarding process.
- If not satisfied with the explanation, the student is referred to the Vice President of Student Affairs for review of appeal, outcome and or any additional referral.

**Refund Policy**
Please refer to the PHSU REFUND POLICY section.

**Resource Links**
1. Guarantee Services
   - Pennsylvania Higher Education Assistance Agency
   - Great Lakes Educational Loan Services, Inc.
   - Sallie Mae
2. Scholarships/Grants
   - Financial Aid Information
   - Scholarship Services
   - Grants - Fellowships, etc
3. Government Information
   - Scholarships, loans, grants, etc.
   - Grants
4. Professional Health Organizations
   - Medicine
   - Public Health
   - Psychology
   - Biomedical Sciences

**Student Affairs**
The Office of Student Affairs (OSA) provides a variety of services for the entire student body to assist Ponce Health Sciences University fulfill their common goal: excellence in education.

The main goal of the Student Affairs Office is to assist the students in addressing many of their personal and psychological needs in order for them to concentrate their efforts in the learning task. The Office of Student Affairs is available to help the student with health care services, counseling, study and test taking strategies, post-graduate training, National Residency Matching Programs, students’ extracurricular activities and more.

The personnel from OSA are available to meet and provide the adequate resources to fulfill the student’s need.
Use and Management of Social Security Number Policy

PONCE HEALTH SCIENCES UNIVERSITY (PHSU) is committed to maintaining the privacy and confidentiality of Social Security numbers (SSNs). PHSU is cognizant of the risk the improper disclosure of SSNs can have on individuals who have entrusted the information to PHSU, including the risk of identity theft. The collection, management and display of SSNs be controlled, and that the use of a SSN as an identification number is limited. A SSN may not be used as a primary identifier in a University system and never be used on any public list.

- SSNs may only be requested in certain cases, such as when required by law or for business purposes with certain third party providers, with appropriate disclosure of its use.
- On-line and off-line systems that maintain SSN data must have adequate security controls implemented to protect its confidentiality and integrity.
- PHSU Primary ID (“UPI”) number will serve as the primary identification number for University students, faculty and staff. A UPI is assigned to all persons affiliated with the University, and is displayed on the University’s ID Card.

Violations of this policy are to be reported to the University’s Compliance Officer.

Scope

This policy sets forth the framework for PHSU’S collection, management and use of Social Security numbers (SSN) and is applicable to all PHSU units.

- This policy will not apply to clinical and patient systems maintained by PHSU that are required to use the SSN for billing and healthcare coordination purposes.
- SSNs are considered an identifier under the Health Insurance Portability and Accountability Act (HIPAA).

Requirements for Appropriate Use and Management of Social Security Numbers (“SSNs”)

1. Collection of SSNs for University records

1.1 SSNs may be collected and recorded when needed by federal or state governmental agencies or by outside third parties mandated to collect SSN information (example: health care providers, students loans, etc.).

1.2 PHSU employees authorized to collect SSNs may request a SSN during the execution of their duties if a primary means of identification, such as the UPI number, is not known or available.

1.3 PHSU employees may not collect SSNs, except for those purposes noted below.

Enrollment: Those wishing to enroll in academic offerings at the

1.3.1 PHSU- both credit and non-credit - may be required to provide a SSN for secondary identification purposes. IRS regulations require PHSU request a SSN as a Taxpayer ID number for use in tax reporting. In addition, any student applying for Financial Aid must provide a SSN to the University. If a person enrolling in PHSU academic offering - credit or non- credit - cannot provide a SSN, certain services, such as transcripts, enrollment verification, tax reporting, and financial aid may not be available to the individual, and the University cannot guarantee a complete academic record for the individual.
1.3.2 Immigration Law: A SSN may be collected as necessitated by immigration law or regulations.

1.3.3 Certification Exams/Cooperative Experiences/Internships: A SSN is required to be collected and reported for students who are taking certification exams if mandated by the certifying agency. Students participating in internships OR Coop experiences may also require the student to provide a SSN for the other entity.

1.3.4 Employment: Any person employed by PHSU must provide a SSN as the taxpayer ID number as directed by the IRS. This includes all employees, including part-time and student employees. Providing the SSN is a condition of employment. Applicants for employment must also provide a SSN, if requested, for mandatory background checks.

1.3.5 Employee Benefits: If required by a benefits provider, the SSNs of dependents may be collected to receive service. PHSU may also release an employee's SSN to benefit providers.

1.3.6 Payment for Personal or Professional Services: Any person providing services to PHSU as an independent contractor, invited speaker (honorarium) or research subject for which payment will be made, must provide a SSN as the taxpayer ID number per IRS regulations. These taxpayer ID numbers will be stored in the Finance Department as part of the vendor record.

1.3.7 Other Entities: The SSN may be released to entities outside PHSU where required by federal or state law, regulation or procedure, or if the individual grants permission.

2. Maintaining the Security and Privacy of SSNs

2.1 All records containing SSNs, whether on or off-line, will be considered confidential information and should be maintained appropriately to protect the confidentiality and integrity of this information.

2.2 PHSU will take reasonable precautions to protect SSNs for all individuals who provide it.

2.3 A SSN may not be used as a primary identifier in PHSU system.

2.4 If and when records including SSNs are no longer needed, disposal of the records must follow University information retention and destruction policies and procedures.

2.5 SSNs are considered to be confidential data and may not be used for purposes of data mining.

2.6 SSNs may not be used, in part or in whole, as a user ID or password for accessing a computer system or for generating any type of identifier.

2.7 SSNs in their entirety or in any portion may not be used nor posted where they can be exposed to the public, including time cards, class rosters, grade rolls, and bulletin board announcements.

2.8 SSNs may not be used as an identifier for the collection of data for research or academic purposes.

3 Security Controls for Computer Systems Maintaining SSNs

3.1 Systems storing SSNs must contain security controls that protect the integrity and confidentiality of this information. Controls must include:
3.1.1 Authorization controls that require a user ID and password and that restrict access to information on the system based on an individual's job responsibilities.

3.1.2 Network security controls, in which any system with SSNs must be protected by a network firewall and any other security control ordered by IT Department.

4 SSNs Shared with Third Parties

4.1 SSNs may not be shared with third parties, with the exceptions of:

4.1.1 As required or permitted by law.

4.1.2 With the consent of the individual.

4.1.3 Where the third party is an agent or contractor for the University and has demonstrated that controls are in place to prevent unauthorized distribution.

Sanctions

It shall be the responsibility of each unit/Department of PHSU to meet the requirements set forth in this policy. Violation of this policy may result in disciplinary action up to and including termination of employment. Violation may also result in civil and criminal penalties based on state and federal privacy statutes. PHSU acknowledges that a violation of this Policy is subject to administrative penalties from the Consejo de Educación Superior not less than $500 up to $5,000. (Law 186 for 2006, Article 2.)

Additional Information

For additional information about this policy, or to file a report, contact the University’s Compliance Officer.

Alumni

Alumni Association

The PHSU Alumni Association of graduates of former students often organizes social events, publish newsletters or magazine, and raise funds for the organization.

Leaders and Best

PHSU Alumni are spread thought out the state and nationwide, they are engaged in an array of high ranging position as innovative scientists, researchers, psychologists and outstanding physicians practicing their medical specialty and subspecialty while, taking part of the educational programs of many governmental and private institutions.

Make Gift Online

The PHSU Alumni financial support is key in the development of our mission in the education of our students and service to the community.

Update Your Alumni Record

To learn more about the PHSU Alumni Association and update your record, please email brivera@psm.edu
Student Activities

Eligibility for Extracurricular Activities
Students may organize extracurricular activities. However, written permission from the Office of Student Affairs must be obtained prior to the activity. The Vice President for Student Affairs will ascertain the good academic progress of the students involved, and Administration will give permission for the use of University Facilities.

Student Organizations
Any student organization at PHSU must be registered and approved by the Student Affairs Office before starting its operation or activities. The registry must include the following information: the name of the organization or group, its goals and objectives, the names of its board members with the respective positions, and a brief description of the requirements and procedures for enrollment or initiation. New organizations or groups may register at any time of the academic year as far as they present the required information. The information must be updated on a yearly basis, including the list of members.

Encouragement to participate in the organizations to meet individual and group needs, and interests is tempered by the need of the student to be in good academic standing.

Students Associations
The American Medical Student Association (AMSA) is an independent national organization of medical students. In individual schools AMSA plays an active role in student life through community service projects, workshops and speaker presentations. These activities help keep medical students aware of the world around them.

National membership in AMSA provides many advantages. Members receive The New Physician, AMSA's national magazine, each month. Other benefits include discounts on certain medical texts, availability of health and life insurance, and opportunities for students wishing to spend a few months working abroad. AMSA is open to all medical students and their participation is welcome.

Medical students have a place in organized medicine through student membership in the American Medical Association (AMA). Each accredited medical school in the U.S. can be represented in the AMA-Medical Students Section (AMA-MSS) by a delegate and alternate delegate, who are the voting members. Nevertheless, assemblies are open to all medical students, and any student may submit a resolution to AMA-MSS for consideration.

Alpha Omega Alpha (AOA) is the only national honor medical society in the world. Its goal can be expressed in a phrase: to recognize and perpetuate excellence in the medical profession. Organized nationally in 1902, the PHSU chapter was chartered in 1990.

Medical students, faculty, and alumni can be selected for AOA membership. Scholastic achievement, is a prime consideration, but is not the sole criterion for election. Integrity, leadership, and devotion to the welfare of one’s fellowman are important attributes. A maximum of one sixth of each graduating class may be inducted into the honor society. Membership may also be extended to faculty and alumni who have established themselves as local or national leaders in clinical practice, medical education or biomedical research.

Each year the honor society sponsors a variety of activities aimed at enriching educational environment such as the community service projects designed by its members to achieve the principle behind the society’s motto which is “worthy to serve the suffering”.

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Specialty Interest Groups have the purpose of helping the medical student learn more about the specialty as a career of choice. It also prepares the students for the resident matching process and promotes activities in the community. Some interest groups are Family Medicine, Surgery, Pediatrics, Internal Medicine, and others.

The Graduate Student's Association (GSA) is a fully autonomous student body that represents all graduate students to the community of Ponce Health Sciences University (PHSU). The GSA formally represents the interests, ideas, and suggestions of the graduate students and helps individual graduate students with specific problems related to all aspects of the graduate program. One of the main goals of the GSA is promote communication between the graduate students themselves, as well as between the school's administration and its various departments.

The PsyD Student Association was founded in 1999 as a forum for discussion of recent issues in Psychology. Its mission also includes support to the student body and community service.

PHSU Tuna: It is the first tuna of a School of Medicine in Puerto Rico and the Caribbean; it aims to create a group for any student of our institution who is interested in a space of brotherhood, music and service.

Student Government
Student Council: As the principal representative of the student body in administrative and academic matters the Student Council serves as an advisory group to the Administration and should facilitate the conveyance of information to the student body. As with all other advisory groups within the University the Student Council does not dictate policies. However, its recommendations can influence and impact administrative decisions.

Class Officers: Every class may select a President, Vice-president, Secretary, Treasurer and Public Relations Officer.

Each class elects its officers from among students in good academic standing. The list of class officer must be presented to OSA during the first months of academic year. It shall include the names, positions, telephones, e-mails and or other relevant information. Class Presidents have the responsibility to serve as intermediate between the University and their class only. Presidents do not represent the entire student body.

The Student Council and Class Officers should meet periodically with the officials at the Deanship of Students Affairs to facilitate close cooperation between the students and the administration.

The Presidents of each class and the Presidents of each student organization are ex-officio members of the Student Council.

Cultural, Social, and Sport Activities
All interested students can become members of the Cultural Extension Program sponsored by the Pontifical Catholic University of Puerto Rico (PUCPR). This program contains a variety of presentations including movies and concerts. The sports facilities at PUCPR may also be used for a fee set by PUCPR.

Several activities have been organized by the student organization such as: Welcome Party, Sport Tournament, Halloween Costume Party, Christmas Lighting, Table Tennis Tournament, Valentine's Day Party, Film Presentation, etc.
**Awards**

1. Each year students could be nominated, selected or elected to receive any award in the areas of academic performance, research and service to the community. Some of the awards might be: CIBA, McGraw-Hill, Merck Manual, SAEM, Scholarships, Dean List, Who's Who Among Students in American Universities and Colleges, among others. Also each department/program selects an outstanding member of the graduating class to be recognized at the Commencement Ceremony. The student is selected on the basis of overall scholarship and character demonstrated throughout their years of studies. It is the highest honor that can be conferred on a student by the faculty.

**ACADEMIC PROGRAMS AND COURSES**

**DOCTOR IN MEDICINE (MD)**

**Program Description**

The Medical Education Program at Ponce Health Sciences University (PHSU-SOM) is a 4-year program with emphasis in primary care, and duration of 166 weeks. It grants a doctor of medicine degree (MD degree). The Program consists of two years of pre-clinical (basic science) courses in the core disciplines of Gross Anatomy, Histology and Cell Biology, Biochemistry, Physiology, Pathology, Pharmacology, Microbiology/Immunology, and Neurosciences.

The pre-clinical years provide integration of clinical content and early clinical experiences through Pathophysiology, Introduction to Clinical Medicine, Behavioral Sciences and Basic Psychiatry. Longitudinal programs in Preventive and Community Medicine, Problem-Based Learning, Geriatrics, and Medical Ethics are integrated in the educational program of the first two years.

The third year provides the core clinical clerkships, Pediatrics, Internal Medicine, Obstetrics and Gynecology, Family Medicine, Psychiatry and Surgery. The fourth year complements these core clinical experiences with Internal Medicine, Emergency Medicine, Radiology, Surgical Subspecialties and Primary Care Selectives. Five months of elective rotations provide additional clinical experiences in several subspecialty fields.

A five-year MD Program is also available for students who need to proceed at a slower pace during the basic sciences.

**Mission**

To provide a culturally-competent medical education that generates high impact research and clinical services to the populations we serve. We will accomplish our mission by promoting diversity in our student and faculty bodies while offering a rich interdisciplinary environment that delivers an innovative, technology-driven health sciences curriculum that prepares students to be ethical practitioners and scientists.

**Vision**

To be recognized as a world leader in the delivery of bilingual culturally-competent medical education.
PHSU MD Educational Objective

I. Medical Knowledge: Medical student must demonstrate knowledge about established and evolving biomedical, clinical, epidemiological and socio-behavioral sciences as well as the application of this knowledge to patient care.

By the time of graduation, students are expected to:
1. Explain the normal structure and function of the body and of each of its major organ systems; as well as the molecular, biochemical, and cellular mechanisms that are important in maintaining the body’s homeostasis.
2. Explain the genetic, developmental, metabolic, toxic, microbiologic, autoimmune, neoplastic, degenerative, and traumatic causes of disease states and their pathogenesis.
3. Identify epidemiological and other factors that place individuals at risk for disease or injury, select appropriate tests for detecting risks, and determine preventive strategies for responding appropriately.
4. Interpret the results of commonly used diagnostic studies.
5. Formulate appropriate management strategies in the care for patients with common conditions, both acute and chronic, including pain and rehabilitation.
6. Describe the mechanisms by which therapeutic agents work, and apply the principles of pharmacology in patient care.

II. Patient Care: Students must be able to provide patient care that is compassionate, appropriate, and effective for the promotion of health and for the treatment of health problems.

By the time of graduation, students are expected to:
1. Demonstrate caring and respectful behaviors when interacting with patients and their families.
2. Obtain a complete and accurate medical history that covers all the essential aspects of the history taking in a patient-centered interview. Identify health issues and correlate with patient’s age, gender, cultural, spiritual beliefs, psychological and socio-economic status.
3. Perform a comprehensive and/or a problem-focused physical examination, including a mental status examination, and accurately interpret the findings.
4. Formulate, using clinical reasoning an initial diagnostic impression and differential diagnosis.
5. Recommend appropriate diagnostic studies and therapeutic management plan based on patient information and preferences, current scientific evidence and clinical judgment.
6. Perform or assist during routine technical procedures, including but not limited to: venous and arterial puncture; placement of an intravenous line, transurethral and nasogastric catheters, and suturing of simple wounds.
7. Recognize patients with life threatening conditions, with serious physical and or mental acute/chronic conditions in need of critical care, and institute appropriate initial therapy.
8. Counsel and educate patients care givers and families about patient’s condition and aspects of health promotion and prevention.
9. Solve clinical problems in the context of culture, psychological, socio-economic status and the spiritual-health beliefs and needs of the patient.
III. Interpersonal and Communication Skills: Students must demonstrate interpersonal and communication skills that result in the effective interchange of information and collaboration with patients, their families and health professionals.

By the time of graduation, students are expected to:
1. Develop a team relationship with patients and their families to provide patient centered care.
2. Use a patient centered approach with effective listening and communication skills during the medical interview.
3. Demonstrate effective oral and written communication skills in English and Spanish, with patients, their families and health professionals.
4. Document patient information in a comprehensive, timely and legible electronic or written medical record.
5. Demonstrate leadership skills as a member of a health care team and other professional groups.
6. Demonstrate effective interaction with colleagues and health care professionals to provide patient-centered care.

IV. Practice-based Learning and Improvement: Students must be able to investigate and evaluate their care of patients, appraise and assimilate scientific evidence, and continuously improve patient care based on constant self-evaluation and life-long learning.

By the time of graduation, students are expected to:
1. Demonstrate capacity to accept personal limitations and continuously improve one’s medical knowledge and clinical skills.
2. Identify the information resources and tools available to support life-long learning and self-improvement.
3. Review and incorporate the most current and relevant evidence based information in the diagnosis and management of patients.
4. Explain how to conduct clinical and translational research, its scientific and ethical principles and apply the results and evidence derived from those studies to patient care.

V. Systems-based Practice: Students must demonstrate an awareness of and responsiveness to the larger context and system of health care and the ability to effectively call on system resources to provide care that is of optimal value.

By the time of graduation, students are expected to:
1. Work effectively in various health care delivery systems.
2. Deliver patient care according to the regulations and resources of health care systems.
3. Advocate for quality patient care and assist patients in dealing with system complexities.
4. Promote cost-effective health care and optimal resources allocation.
5. Formulate appropriate management strategies for patients with clinical conditions that require short and long-term rehabilitation.
6. Identify and assess factors that place patients safety at risk and select appropriate interventions to minimize them.
7. Collaborate with colleagues, health care providers and other professionals to assess and coordinate patient care.
VI. Professionalism: Students must demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.

By the time of graduation, students are expected to:
1. Recognize ethical and legal dilemmas in medicine and demonstrate commitment to ethical principles.
2. Demonstrate sensitivity to the diversity of patient population, including, but not limited to differences in culture, social status, gender, sexual orientation, and health beliefs.
3. Demonstrate understanding of and respect for the roles of other health care professionals.
4. Demonstrate honesty, integrity and respectful behavior in all interactions with patients and families, peers, preceptors, members of the healthcare team and others.
5. Demonstrate compassionate treatment of patients, respect and sensitivity for their privacy and dignity.
6. Recognize the threats posed by conflicts of interest and advocate for patients’ interest over one’s own
7. Demonstrate respect for patient’s autonomy in decision making.

Admissions Requirements
The primary goal of the MD Program is to provide quality medical education. A strong foundation in the Basic Sciences is stressed so that students can obtain the most from their training in the clinical sciences. About seventy-six (76) students are admitted to the freshmen class each year on a competitive basis. It is mandatory that the students be fluent in both English and Spanish, (writing, reading, speaking and understanding) or their application will not be considered.

1. Bachelor Degree (BS or BA)
Ordinarily, four years of undergraduate education are necessary to prepare for entrance into medical school; however, special programs (e.g., combined baccalaureate-M.D. programs) may allow this to be reduced. General education that includes the social sciences, history, arts, and languages is increasingly important for the development of physician competencies outside of the scientific knowledge domain. Ponce Health Sciences University strongly suggests that applicants apply with a BA / BS completed at a college level institution accredited by the Council of Higher Education of PR or by a US accrediting organization. Candidates that have completed the degree (BA / BS) will be given preference. Within the studies of the degree all applicants are requested to have completed the following courses:

The courses required for admission are as follows (to be included in the BA / BS):

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Biology I &amp; II with Labs</td>
<td>8</td>
</tr>
<tr>
<td>General Chemistry I &amp; II with Labs</td>
<td>8</td>
</tr>
<tr>
<td>Organic Chemistry I &amp; II with Labs</td>
<td>8</td>
</tr>
<tr>
<td>Physics I &amp; II with Labs</td>
<td>8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
</tr>
<tr>
<td>Behavioral and Social Sciences*</td>
<td>6</td>
</tr>
<tr>
<td>Spanish</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>3</td>
</tr>
</tbody>
</table>

*Any of the following: Psychology, Sociology, Anthropology, Political Sciences, and/or Economics.
The English and Spanish requisites are direct language classes (grammar or literature). For the English courses, classes from other departments described as “intensive writing” may be considered as substitute.

In addition to the above requirements, we strongly recommend course work in Biochemistry, Cell Biology, Genetics, Microbiology, Liberal Arts and/or Humanities.

2. Fully bilingual in English and Spanish (read, write, speak and understand)
3. Minimum GPA of 2.7 (on a four-point scale) is required for applying; our average is 3.5.
4. Minimum SGPA of 2.7 (on a four-point scale) is required for applying; our average is 3.2.
5. Minimum MCAT score of 19 with no less than 5 in each part. The scores must be no more than three years old. Our average scores are: 21 for total score and 7 for each part (no more than three years prior to matriculation at PHSU). If your score is less than 19 you will not be considered.
6. Required immunizations prior to admission:
   a. Tdap booster
   b. MMR (2 doses)
   c. Hepatitis B (3 doses)
   d. Varicella (2 doses)
   e. Polio (if under 21 years old)

These requirements may vary according to CDC and the Advisory Committee on Immunization practices and Centers of Disease Control (CDC) recommendations.

Selection Criteria
When evaluating the applicants, the Medical Admissions' Committee selects the best of all candidates applying. We look for accepting students with integrity and maturity that show concern for others, leadership, and a positive attitude for working with people. Preference will be given to local residents, but US citizens from the mainland are also invited to apply.

The Medical Admission’s Committee evaluates applications considering several factors which include:

1. Academic Performance
2. MCAT scores
3. Applicant’s essay
4. Extracurricular activities
5. Life experiences
6. Experience in the health field (research, community work)
7. Interviews
8. Letters of Recommendation

Accepted applicants that are still completing the degree, must successfully complete all courses in progress at the academic level they had been performing at the time of application.

How to Apply
PHSU-SOM participates in the centralized application service provided by the American Medical Colleges Application Service (AMCAS), a division of the Association of American Medical Colleges (AAMC). The electronic web-based application is available at: www.aamc.org

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1 The MCAT changed its scoring system since April 2015. The Admissions committee is evaluating the equivalences to determine what the minimum score will be. Once a decision is made, it will be published.
The AMCAS application deadline is DECEMBER 15 of the year prior to the requested admission date. We do not use a secondary application but the following documents will be requested after the AMCAS application is received at the Admissions Office:

1. **US$100 Application Processing Fee** (Check or Money Order payable to Ponce Health Sciences University). Non-refundable.
2. **Official Transcript(s)** - You must send an official copy directly to the Admissions Office. These are besides the one(s) you sent to AMCAS. If at the present time you are enrolled in classes that are necessary to complete your degree or prerequisites, you must also send a transcript once you complete the courses or degree.
3. **Letters of Recommendation** (a minimum of three) - Your letter authors can forward your letters to AMCAS in one of the following ways:
   a. **AMCAS Letter Writer Application**: This application enables letter authors to upload PDF versions of letters to AMCAS rather than send letters via the mail.
   b. **Interfolio or Virtual Evals (VE)**
   c. **Regular Mail**: Make sure your letter author has a copy of the AMCAS Letter Request Form, which includes your AAMC ID and AMCAS Letter ID. Your letter writer should include this form when sending your letter in order to guarantee that your letter is correctly matched to your application.

The letters should provide input from people in responsible positions who can comment on your academic, employment or volunteer performance, advocacy experience, character and interests. For undergraduates, this often means professors, academic advisors or employers. Letters from people that really know you, rather than from people who have impressive titles, are the most valuable.

An **AMCAS CRIMINAL BACKGROUND CHECK** (Certiphi Screening) will be conducted once the applicant is accepted. If a criminal record appears in the results of the background check, the acceptance will be revoked.

Upon acceptance, all students are required to submit the following:

1. Written confirmation of acceptance and a deposit of $100.00 to secure your seat in the entering class.
2. Physical Exam
3. Evidence of up to date immunization certificate, including Hepatitis B.
4. Other documents will be notified as pertinent

Registration, orientation period and commencement of classes take place in the second half of July.

**Graduation Requirements**

To receive the MD degree, every student must fulfill the following requirements:

1. Have attended eight regular semesters (or equivalent of medical instruction in four or five separate years), have attended the practical instruction in all departments, and have satisfactorily completed all course work and examinations as required by the faculty.
2. Pass all required examinations.
   a. Taking and passing the USMLE Step 1 examination as a requirement for promotion to the second semester of the first clinical year (usually the third year). (Academic Senate Certification 2012-2)
b. Taking and approving the USMLE Step 2CK examination as a requirement for graduation (Academic Senate Certification 97-98-1 March 16, 1998)

c. Taking and passing a Clinical Practice Examination (CPX) to be given at the end of their Third Academic Year as a requirement for graduation.

3. Have shown a behavior considered acceptable to academic instructors and supervisors.
4. Have received the recommendation of the Medical University Faculty as presented to the Promotions Committee. The Committee reviews both cognitive and attitudinal aspects of performance. The decisions on each student are then submitted to the Dean for the corresponding administrative process.
5. Have settled all financial and library obligations with Ponce Health Sciences University.
6. Attend the commencement program.

USMLE Requirements

Comprehensive Basic Sciences Examination

All medical students must take the Comprehensive Basic Science Examination (CBSE) developed by the National Board of Medical Examiners (NBME), as a USMLE Step 1 performance indicator. The Associate Dean for Medical Education coordinates the administration of this test that is usually offered during the second semester of the last pre-clinical year. The test score, along with the students’ academic performance during the first years of medical studies will be used to assess the readiness of the student to take and pass the USMLE Step 1. Students who are qualified will be authorized to take the USMLE Step 1 during the summer before the commencement of the first clinical year. Students consider at risk to fail the USLE Step 1, will not be authorized to take the USMLE Step 1 during the summer. The offices of Medical Education and Students’ Affairs will provide support to all students in preparation to take and pass the examination.

It is the responsibility of the student to apply to take the USMLE Step 1 and to select the three months eligibility period, which we recommend it to be from June to August, and to request an eligibility period extension (September to November) if he/she is not authorized to take it during the summer. You can apply up to six months in advance of your requested eligibility period.

USMLE - Step 1

All medical students must take and pass the USMLE Step 1 examination before starting the second semester of the first clinical year, (Academic Senate Certification 2012-2). The examination must be scheduled no later than the second week of November. It is recommended that all students who are qualified take the exam during the summer, before the beginning of the course Introduction to Clinical Practice. Students will not be excused from scheduled academic activities to study for the examination.

Those students who pass the examination may register for the second semester of the first clinical year of the Medicine Program. Registration may only occur during the official registration dates published by the Registrars’ Office.

Those students who don’t take or fail the USMLE Step 1 or the score is not available by the commencement of the second semester of the first clinical year cannot enroll for this semester The exam must be repeated no later than the last week of June in order to receive the score on time to enroll for the next academic year. Registration may only occur during the official registration dates published by the Registrar’s Office.

Students have a maximum of three opportunities to pass the USMLE Step 1. Students who fail the USMLE Step 1 for the third time will be referred to Students’ Promotion Committee for consideration of dismissal from the medical education program.
USMLE-Step 2
The USMLE Step 2 has two components: Clinical Knowledge (CK) and Clinical Skills (CS). All medical students must take and pass the USMLE Step 2-CK component as a requirement for graduation. The CK examination must be scheduled no later than the end of the second clinical rotation of the fourth academic year. The last opportunity to take and pass the USMLE 2-CK examination to complete the requirement with the student’s graduating class will be the first week of April of the corresponding graduation year.

All MD students must take the Step 2-CS component as a requirement for graduation. The Step 2-CS examination must be scheduled no later than the end of the last week of November of the fourth/last academic year. All MD graduating students must take USMLE Step 2-CS in order to graduate; however a passing grade will not be required. Those students, who have not completed this graduation requirement with their corresponding graduation class, must take a Leave of Absence (LOA) according to student’s academic program and within the established time frame for the medical education program.

Clinical Practice Examination
1. All medical students are required to take and pass a Clinical Practice Examination (CPX) to be given at the end of their Third Academic Year.
2. Written feedback concerning individual performance will be provided to each student.
3. Students not meeting the acceptable level of performance will receive guided learning to overcome areas of low performance during one or more of the fourth year required clinical rotations. A modified version of the exam will be given after completion of the guided learning experience.
4. Satisfactory completion of this additional guided learning fulfills the requirement to pass this examination.

Grading System
Medicine program defines grades of courses based on the following system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>90-100</td>
<td>Honor</td>
</tr>
<tr>
<td>P</td>
<td>70-89</td>
<td>Pass</td>
</tr>
<tr>
<td>F</td>
<td>69 and below</td>
<td>Fail</td>
</tr>
<tr>
<td>E</td>
<td>Extended</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td></td>
</tr>
<tr>
<td>AW</td>
<td>Administrative Withdrawal</td>
<td></td>
</tr>
<tr>
<td>R</td>
<td>Repeated</td>
<td>Modifier to another grade</td>
</tr>
</tbody>
</table>

Satisfactory Academic Progress

Medical Education (MD)
A Satisfactory Academic Progress (SAP) policy has been established to ensure that medical students complete the academic program within the acceptable time frame and the minimally accepted quality of performance. This policy also ensures that the Student Financial Aid requirements set forth by federal regulations have been met. The SAP applies to all medical students enrolled in
Ponce Health Sciences University School of Medicine. Student’s academic progress is evaluated at least annually at the end of each academic year.

**General Requirements**

a) **Time Frame for completion of the Academic Program**
   
   A medical student will be allowed a maximum time frame of two semesters of enrollment beyond the standard required for the completion of the program. Summer enrollment is considered part of the academic year for the purpose of this measure.

   For transfer students, the total years for completion of a degree include those years accredited on admission to MD Program.

<table>
<thead>
<tr>
<th>Program</th>
<th>Standard</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor of Medicine - Four Year Program</td>
<td>4 years</td>
<td>5 years</td>
</tr>
<tr>
<td>Doctor of Medicine - Five Year Program</td>
<td>5 years</td>
<td>6 years</td>
</tr>
</tbody>
</table>

b) **Completion of Program Requirements**

a) **Course Requirement**

   Students must complete all courses within the established time frame.

b) **Performance Requirement**

   A student must pass each course. Any student failing to meet this standard of performance will be referred to the Students Promotion Committee to determine the action to be taken.

c) **Medical Licensure Exam Requirement**

   A passing score for USMLE Step 1 is required to enroll for the second semester of the first clinical year. A passing score for USMLE Step 2 CK and taking the USMLE Step 2 CS are required for graduation.

d) **Professional Behavior Requirement**

   The students must conduct themselves in accordance with the norms for professional conduct set forth by the Ponce Health Sciences University and the corresponding accreditation agencies.

e) **Clinical Practice Examination (CPX)**

   All medical students are required to take and pass a Clinical Practice Examination (CPX) at the end of their first clinical academic year.

**Grade Requirement**

The Ponce Health Sciences University Medical Program does not measure academic progress by cumulative grade point average. In order to graduate, the student should pass all required and electives courses. Satisfactory Academic Progress will be reviewed on a yearly basis.

An “I” (Incomplete) grade will only be allowed under very special circumstances as determined by the professor. The student must complete the “I” (Incomplete) by the end of the following semester or an - “F” will be recorded for that course. The “I” (Incomplete) grades are part of the academic record as are the final grades.

**Academic Probation**

Any student failing to meet Ponce Health Sciences University medical program performance requirement will be referred to the School of Medicine Students Promotion Committee and placed on academic and financial aid probation. The following guidelines will be applied:

A. If the student fails one course, he/she should remediate the deficiency during the summer time.
B. If the student fails two or more courses or fails a course a second time, he/she may be considered for either repetition of courses or dismissal.

C. If the Students Promotion Committee determines that the student must repeat one or more courses during the summer or the next academic year, the student is considered in academic probation.

D. If the Students Promotion Committee determines to dismiss the student from the medical program, the student must be informed about his/her right to appeal.

E. If the dismissal decision is reversed by the due process, the student will be considered in academic probation.

Appeal Process for Academic Students

Students who are notified by the Associate Dean for Medical Education a decision of the Students Promotion Committee that he/she must repeat failed courses during the next academic year or to be dismissed from the medical program, have the right to appeal the decision within seven working days after receiving the notification.

The appeal or due process presented below must be followed.

The student will request reconsideration in writing to the School of Medicine Students Promotion Committee (SPC) and include all relevant documentation to support the request. The Committee will evaluate the reasons and evidence submitted to determine if they change their initial decision. The SPC has 48 hours to submit its decision to the Associate Dean for Medical Education, who will notify the decision to the student.

If the SPC sustains the adverse decision, the student has the right to appeal to the Dean of Medicine. The appeal must be submitted in writing within seven working days after receiving the notification. The Dean of Medicine will evaluate the appeal and the student’s academic record. The Dean can appoint a three member Ad-Hoc Committee to re-evaluate all evidence. Rejection of the appeal by the Dean is final.

If an Ad-Hoc Committee is appointed, they will notify the student in writing of the date and the time when the appeal will be evaluated. The Ad-Hoc Committee has forty-eight (48) hours to submit a recommendation to the Dean of Medicine. The Dean of Medicine will consider the Ad-Hoc Committee recommendation and make the final decision within forty-eight (48) hours.

Any decision will be reported to the student in writing. The decision made by the Dean of Medicine is final.

The same process described above will be followed in the case that the adverse decision made by the Committee is for non-academic reasons, such as unacceptable professional behavior. The Department Chairperson, the Associate Dean for Medical Education or the VP for Student Affairs will refer the case to the SPC. If the recommendation of the SPC is to dismiss the student, the appeal process described above may be activated.

In the event that an adverse decision is made due to non-academic reasons and the Dean of Medicine sustains the decision after the appeal process, the student may appeal to the Vice-President for Academic Affairs and then to the President.
Financial Aid Eligibility

Financial Aid eligibility is contingent upon satisfactory academic progress. Please refer to the institutional policy on Satisfactory Academic Progress published by the Office of Financial Aid.

Enforcement

The Office of the Vice President for Student Affairs shall have primary responsibility for overseeing this policy and will provide all medical students a copy of this document upon admission to Ponce Health Sciences University School of Medicine.

The President, Vice President of Academic Affairs and the Vice President for Student Affairs, as well as the Dean of Medicine, Associate Dean for Medical Education, Registrar and Financial Aid Director will receive all pertinent data to ensure proper enforcement of the policy here set forth.

Rev. May 20, 2015

Tuition and Fees

For more details of PHSU tuition and fees please refer to: http://psm.edu/our-programs.html

ALL TUITION AND FEES ARE PAYABLE ON OR BEFORE REGISTRATION.

Ponce Health Sciences University reserve the right to increase the tuition or other fees as deemed necessary.

Curriculum

Four Years Program

First Academic Period: Begins July; Duration, 40 weeks;

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANA 601</td>
<td>Gross Anatomy, Embryology and Imaging</td>
<td>9</td>
</tr>
<tr>
<td>BCH 612</td>
<td>Medical Biochemistry</td>
<td>9</td>
</tr>
<tr>
<td>ANA 605</td>
<td>Histology &amp; Cell Biology</td>
<td>5</td>
</tr>
<tr>
<td>MED 630</td>
<td>Clinical Correlation (PBL)</td>
<td>3</td>
</tr>
<tr>
<td>MED 635</td>
<td>Medical Ethics I</td>
<td>1</td>
</tr>
<tr>
<td>PHY 692</td>
<td>Physiology</td>
<td>7</td>
</tr>
<tr>
<td>FCM 719</td>
<td>Community Medicine I</td>
<td>1</td>
</tr>
<tr>
<td>FCM 720</td>
<td>Community Medicine II</td>
<td>2</td>
</tr>
<tr>
<td>PSY 610</td>
<td>Behavioral Science</td>
<td>2</td>
</tr>
<tr>
<td>MIC 642</td>
<td>Microbiology I</td>
<td>4</td>
</tr>
<tr>
<td>PHY 602</td>
<td>Neuroscience</td>
<td>4</td>
</tr>
<tr>
<td>IHD 919</td>
<td>Interprofessional Perspectives in Health Disparities</td>
<td>1</td>
</tr>
</tbody>
</table>

Second Academic Period: Begins July, Duration, 40 weeks;
Includes a 4 week period reserved for a USMLE review course (Skills Development Course)

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHA 781</td>
<td>Pharmacology</td>
<td>8</td>
</tr>
<tr>
<td>PSY 713</td>
<td>Basic Psychiatry</td>
<td>4</td>
</tr>
<tr>
<td>MIC 643</td>
<td>Infectious Disease</td>
<td>5</td>
</tr>
<tr>
<td>MED 732</td>
<td>Introduction to Clinical Skills I</td>
<td>4</td>
</tr>
<tr>
<td>MED 733</td>
<td>Introduction to Clinical Skills II</td>
<td>3</td>
</tr>
<tr>
<td>FCM 721</td>
<td>Family and Community Medicine I</td>
<td>3</td>
</tr>
<tr>
<td>FCM 722</td>
<td>Family and Community Medicine II</td>
<td>2</td>
</tr>
</tbody>
</table>
### Summer

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICP 080</td>
<td>Introduction to Clinical Practice</td>
<td>2</td>
</tr>
</tbody>
</table>

**Third Academic Period:** Begins July; Duration, 40 weeks

<table>
<thead>
<tr>
<th>Code</th>
<th>Clinical Clerkship</th>
<th>Weeks</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PED 872</td>
<td>Pediatrics</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>OBG 852</td>
<td>Obstetrics Gynecology</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>MED 833</td>
<td>Medicine</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>SUR 816</td>
<td>Surgery</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>PSY 813</td>
<td>Clinical Psychiatry</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>FCM 822</td>
<td>Family Medicine</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>PDV 918/919</td>
<td>Professional Development</td>
<td>Longitudinal 18 hrs. per semester</td>
<td>2</td>
</tr>
</tbody>
</table>

**Fourth Academic Period:** Begins July; Duration, 44 weeks

**Required Clerkships**

<table>
<thead>
<tr>
<th>Code</th>
<th>Clinical Clerkship</th>
<th>Weeks</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MED 934</td>
<td>General Internal Medicine</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>MED 973</td>
<td>Emergency Medicine</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>FCM/OB/PED/</td>
<td>Primary Care</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>MED 974</td>
<td>(Medicine, Peds, OB/GYN or Fam)</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>RAD 901</td>
<td>Clinical Radiology</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>Electives (5 x 4 weeks)</strong></td>
<td></td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>**<strong>Unscheduled time</strong></td>
<td></td>
<td>8</td>
<td>10</td>
</tr>
</tbody>
</table>

*All required rotations have to be taken in Ponce Health Sciences University clinical sites or affiliated institutions. Two required clerkships must be taken per semester.

**All off-campus electives must have the approval of the corresponding Department Chairperson and the Clinical Coordination Office. A maximum of five off-campus electives are allowed.

### Five Years Curriculum Sequence

#### First Year

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
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<tr>
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</tr>
<tr>
<td>MED 635</td>
<td>Medical Ethics I</td>
<td>1</td>
</tr>
</tbody>
</table>
Second Year

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANA 605</td>
<td>Histology &amp; Cell Biology</td>
<td>5</td>
</tr>
<tr>
<td>PHY 692</td>
<td>Physiology</td>
<td>7</td>
</tr>
<tr>
<td>FCM 721</td>
<td>Family and Community Medicine I</td>
<td>3</td>
</tr>
<tr>
<td>FCM 722</td>
<td>Family and Community Medicine II</td>
<td>2</td>
</tr>
<tr>
<td>MED 736</td>
<td>Medical Ethics II</td>
<td>1</td>
</tr>
<tr>
<td>MIC 642</td>
<td>Microbiology I</td>
<td>4</td>
</tr>
<tr>
<td>PSY 713</td>
<td>Basic Psychiatry</td>
<td>4</td>
</tr>
<tr>
<td>PHY 602</td>
<td>Neuroscience</td>
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</tr>
</tbody>
</table>

Third Year

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tr>
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<tr>
<td>MED 732</td>
<td>Introduction to Clinical Skills I</td>
<td>4</td>
</tr>
<tr>
<td>MED 733</td>
<td>Introduction to Clinical Skills II</td>
<td>3</td>
</tr>
<tr>
<td>MED 734</td>
<td>Fundamental Pathophysiology for Clinical Medicine</td>
<td>8</td>
</tr>
<tr>
<td>PAT 761</td>
<td>Pathology</td>
<td>10</td>
</tr>
<tr>
<td>SKD 090</td>
<td>Skills Development</td>
<td>4</td>
</tr>
<tr>
<td>PDV 918/919</td>
<td>Professional Development</td>
<td>2</td>
</tr>
</tbody>
</table>

Summer

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICP 080</td>
<td>Introduction to Clinical Practice</td>
<td>2</td>
</tr>
</tbody>
</table>

The fourth and fifth years are the regular clinical years of the MD Program.

Course Descriptions

Anatomy

ANA 601 Human Gross Anatomy, Embryology and Imaging
The Human Gross Anatomy, Embryology & Imaging course consists of a detailed study of the normal structure, development and organization of the human body. This course undertakes a regional approach rather than a systemic approach to Human Gross Anatomy, Embryology & Imaging is distributed into three block contents. Gross structures are studied in the laboratory by specimen dissection and demonstration. The radiology component of Gross Anatomy serves as the introduction to radiology and prepares the student for further development. Lectures stress the contribution of developmental events to gross anatomical organization and the correlation of this organization with clinically relevant conditions.
ANA 605 Histology and Cell Biology
Study of the many different aspects of the internal structure of cells, tissues and organs in the human body, presenting a comprehensive survey of many of their complex interrelationships. Lectures and laboratories sessions

**Biochemistry**

BCH 612 Medical Biochemistry
The Medical Biochemistry course is presented to medical and graduate students in their first year. It is a two-semester course that includes approximately 78 lectures in addition to small group discussions and review sessions.

The course is divided in essentially six units: Structural and functional relationships of proteins, Generation and storage from carbohydrate metabolism, Generation and storage from lipid metabolism, Nitrogen metabolism, Gene expression and control, and Medical Genetics. In this course, medical aspects are emphasized to build up the necessary background for future application in other basic sciences and clinical courses.

The course is delivered in the form of lectures and Small Group Discussions. One of the main intentions of the small group discussions is for the medical students to apply the biochemical concepts learned in lectures to understand the molecular basis of a given disease. PhD students, on the other hand, will be required to attend and participate of the discussions of research papers in relevant areas of modern Biochemistry. Credit: 13 (Value for MD), 9 credits for PhD.

**Emergency Medicine**

MED 973 Emergency Medicine – Fourth Year
The goal of this rotation is to learn the principles of addressing the undifferentiated emergency patient, acquiring the skills to recognize truly ill patients requiring further inpatient management from those who can be treated and discharged. The course will familiarize the student with Emergency and Admission Room procedures consisting of: history, physical examination, diagnostic measures, treatment when needed (emergency or otherwise) and disposition of case (home, hospitalization, outpatient clinics, office care). Pre-Requisite: 3rd year Clinical Clerkship, Duration: 4 weeks

**Family and Community Medicine**

Course (Pre-clinical)

FCM 719-720 Community Medicine
An interdisciplinary community medicine course (effective in 2001-2002) has been incorporated to the first year medical curriculum. This course involves the three-primary care disciplines: Family Medicine, Internal Medicine and Pediatrics. It has a didactic component in basic topics in community medicine and an experiential component. In the experiential component, the student is exposed to primary care physicians in their practice sites in the community. Each student visits a community preceptor at least three times per semester and conducts one-time visit to a family practitioner, internist or pediatrician throughout the year. Students also participate in community service activities. The course requires the students to develop a community project in conjunction with a service organization in the community. Selected practice sites are localized throughout the southern part of Puerto Rico, from Guayama to Mayaguez. Required for first year students.
FCM 721 Family and Community Medicine - Epidemiology, Biostatistics, and Interpretation of the Medical Literature
In this course the basic precepts of Epidemiology as applied to community diagnosis and interpretation of the medical literature are introduced. Required for second year students.

FCM 722 Family and Community Medicine - Preventive Medicine
The basic concepts of Biostatistics are presented and are used, together with Epidemiology as the basis for interpreting the Medical Literature and the Practice of Evidence Based Medicine and Prevention. The Family and Community Medicine course is an integral part of the four-year longitudinal experience in Preventive Medicine. Required for second year students.

Courses (Clinical)

FCM 822 Third Year Family Medicine Clerkship
The Family and Community Medicine Clerkship is designed to introduce students to the role and identity of the family physician and demonstrate the family practice approach to the comprehensive care of common health problems in the ambulatory setting. Duration: Four weeks block rotation throughout the year.

FCM 974 Primary Care Selective in Family Practice
The Primary Care Selective in Family Practice is a four-week required rotation in the fourth year where the student chooses the working site from a varied selection of primary care physicians in the community.

The purpose of this course is to provide students an opportunity to enhance their clinical skills in primary care and to practice the delivery of health care in the office and/or hospital. This clinical rotation allows additional opportunity for the student to work in the ambulatory and/or inpatient service under the direct supervision of a Primary Care Physician.

Faculty for the Primary Care Selective is drawn from the fields of General Internal Medicine, General Pediatrics, and Family Practice. Students can select from diverse clinical practice sites in urban, suburban, and rural settings. At each site, students will see patients under the supervision of one or more clinical preceptors. Each student, however, will be assigned a principal preceptor who is responsible for overseeing the student’s learning experience, and coordinating the evaluation.

The student is expected to participate with a preceptor in all daily practice related activities in the ambulatory, hospital, or other community settings.

Clinical activities during the rotation may also involve assessing patients in a variety of other health care settings including private homes, schools, nursing homes, shelters, emergency rooms. Duration: Four weeks block rotation throughout the Year

Medicine

ICP 080 Introduction to Clinical Practice (Second Year - Summer Course)
This is a required learning experience for medical students after two years of Basic Sciences.

The purpose is to give the medical students the basis of clinical practice, including record management, universal precautions, legal aspects of the practice of medicine and progress note writing among others. The students will learn the principles of evidence-based medicine and practice literature searching, critical appraisal of the medical literature and its clinical applications. An intensive course of electrocardiograph is offered, at the end of which the student is to have basic
electrocardiograph knowledge that will help him in his clinical experiences and his future growth in this field.

Learning activities are didactic presentations and workshops, hands on experiences and independent study. Duration: 2 weeks

MED 833 Third Year Internal Medicine Clerkship
To help achieve Medicine Department's objectives, each student will be assigned to a Health Care Teaching Unit which consists of an Attending Physician, a Medical Resident, Intern and 2-3 students to provide Health Care to a number of inpatients (7-10 patients/Health Care Teaching Unit).

The student will be assigned two patients per week for complete work ups. They will be directly supervised by the Resident and Attending Physician. The student's work up will be corrected and final copy signed by the medical resident and attending physician before it is made part of the Hospital Record. Progress notes written by the student must be counter signed by residents before being official. Students are expected to have a minimum of two new patients per week. Duration: 8 weeks rotation at two different sites.

MED 934 Fourth Year Internal Medicine Clerkship
Students will be assigned to one of the Health Care Teaching Units at each hospital he/she will perform as an intern under the direct supervision of a medical resident and attending physician. Duration: 4 weeks

MED 974 Primary Care Selective in Internal Medicine
This course is a required 4-week rotation that must be completed in the fourth year. Although emphasis is on ambulatory care, students may have the opportunity to follow their assigned patients when inpatient care is required. Students are assigned to general internist clinical practices where they experience continuity of care of internal medicine patients. The student is exposed to health care systems (managed care), office management concepts, and practice guidelines with emphasis on clinical application of disease prevention. Emphasis is placed on evidence-based medicine and its application to clinical practice. Duration: 4 Weeks

RAD 901 Clinical Radiology
This is a four days per four weeks course in which senior medical students are exposed to clinical radiology via an apprentice model, based in the office and hospital practice of radiology faculty.

Students gain an understanding of the mechanism and radiographic manifestation of common pulmonary, cardiovascular, gastrointestinal, genitourinary, musculoskeletal, and neurologic problems. Course Duration: 4 weeks

Microbiology

MIC 642 General Microbiology
During the first year medical students learn about the most common pathogens involved in infectious diseases and their characteristics. It includes basic concepts of Immunology, Virology, Mycology, Bacteriology and Parasitology. Prerequisites: Admission to MD or PhD programs.

MIC 643 Infectious Diseases
In the second year they learn the clinical manifestations, laboratory diagnosis, and therapeutic alternatives for treating infectious diseases. It is our purpose to teach the basic knowledge of infectious diseases which is a very important part of the education of medical students and future physicians. Prerequisites: MIC 6420
Obstetrics and Gynecology

OBG 852 Obstetrics and Gynecology Clerkship-3rd Year
The Department of Obstetrics and Gynecology is one of the clinical departments of the Ponce Health Sciences University. It is composed of a core group of clinicians who are members of the academic staff of the medical school, in private practice and/or in the teaching staff at the Ob-Gyn residency program at the New San Lucas Hospital. Residents and Interns also participate in the teaching of students.

The principal goal of the department is to provide the students with the core knowledge and skills in Obstetrics and Gynecology that are essential to every primary care physician. Students interested in pursuing a career in Obstetrics and Gynecology is encouraged to enroll in senior electives that will facilitate their decision to apply for a residency in our specialty. Duration: Eight Week Rotation

OBG 974 Primary Care Selective in OB-GYN
The major objective of the senior rotations in our department is to assign the students a level of responsibility similar to a PGY-1 OB-GYN. We consider these students as acting interns and require them to perform as such.

Pathology

PAT 761 Pathology
General Pathology is the first part of the Pathology Course. It provides students an introduction of the study of disease. Particular emphasis is given to basic general pathologic reactions to noxious stimuli.

The second part of the course includes systemic pathology. It is coordinated with the didactic presentations of basic sciences, clinical departments and the Pathophysiology Course. Clinical laboratory diagnosis is integrated with the systemic pathology. This affords the opportunity for a close correlation in the teaching of disease entities. The didactic lectures are completed with gross and microscopic organ review, clinical laboratory exercises, and small and large group discussions.

Pediatrics

PED 872 Third Year Pediatric Clerkship
The purpose of this clerkship is to provide a solid core of pediatric knowledge and skills, an appreciation of the spectrum of growth and development, and a logical approach to the care of children in both illness and health, which can be applied in whatever field of medicine you enter.

The care of individual patients requires the application of all these skills. The student is expected to recognize and manage common pediatric acute and chronic health problems.

Also, skills in record documentation and writing prescriptions must be developed. A student must have well developed interpersonal skills that facilitate communication, and must also demonstrate attitudes, behaviors and beliefs that serve to promote the patient’s best interest. Duration: Four Weeks
PED 974  Primary Care Selective in Pediatrics
This elective allows the student to participate in the care of pediatric patients in a setting where primary care pediatrics is practiced. Students will assume the care of pediatric patients in the ambulatory and inpatient settings of primary and secondary community hospitals, under the supervision of an academic physician.

Health promotion and disease prevention strategies are emphasized. Experiences in the care of acute and chronic pediatrics problems are provided with opportunities for continuity of care between inpatient and outpatient hospital settings. The elective also provides opportunities to perform pediatric procedures such as venipunctures, suprapubic taps and lumbar punctures. Duration: Four Weeks

Pharmacology

PHA-781 Pharmacology (5.5)
A two-semester lecture/small group discussion course designed to provide students with a basic understanding of drug actions in order to assure appropriate clinical utilization of pharmacological agents. To facilitate study, drugs are organized into classifications according to their primary clinical usage. A prototype from each class of drugs is examined in detail. The study of each class of drugs includes the pharmacokinetic, pharmacodynamics, clinical uses and toxicity. Each lecture topic is provided with learning objectives that have been developed with reference to the nationally generated learning objectives. Small group discussion sessions and computer-based activities are utilized to enhance problem solving and independent learning skills. Computerized Assisted Instruction exercises are part of small group discussions. These allow integration between pharmacological concepts and appropriate computer programs that complement the experience. Each exercise includes specific learning objectives.

Physiology

PHY 692 Physiology
The course consists of approximately 147 lectures hours, laboratory and computer exercises, group discussions, plus examinations (including NBME subject exam in Physiology). The content of the course is designed for medical students, but is also a required course for graduate students in the Biomedical Sciences. Areas to be covered will include: cell and muscle, cardiovascular, respiratory, renal, acid-base balance, gastrointestinal, endocrinology, and reproduction. Clinical examples that illustrate the physiological principles are given.

PHY 602 Neuroscience
The general objective of the course is to give students a knowledge-base of the central nervous system that they will use when learning how to diagnose and treat neurological disorders. This includes knowledge of membrane potentials, synaptic function, transmitter, sensory and motor system and higher cognitive function. In addition, wet-laboratories reinforce laboratory skills and knowledge of brain structure, epilepsy and the neurological exam. Perhaps our most important objective is to make neuroscience fascinating and accessible to the students, so that they do not develop a “fear” of neuroscience that is often seen in medical resident.
**Professional Development**

**PDV 918/919 Professional Development**

This course is designed to enhance the educational experiences of medical students during the first clinical year. It reinforces professionalism, cultural competence, and civic development. It helps the student to develop the skills necessary to compete successfully for positions in medical residency programs, participate in research projects, and be exposed to the health system requirements for the eventual development of a successful medical practice.

**Psychiatry and Human Behavior**

**PSY 610 Human Behavior**

This course is designed to teach medical students the basic principles of behavioral and social science as these relate to the physician's professional role. It provides the medical students with the opportunity to perceive man in a holistic way, with emphasis in the different areas of behavior. Duration: First year, first semester, 32 hours

**PSY 713 Psychiatry**

The student will build on the knowledge acquired in the first year and amplify his/her knowledge integrating psychopathology, classification of psychiatric disorders (DSM-IV, ICD-10CM), diagnosis, therapeutic options, and current psychiatric issues. Pre-requisites: Behavioral Science 610. Duration: 56 Hours

**PSY 813 Clerkship Psychiatry**

The student will integrate previously learned material and skills in a clinical setting and participate actively in the evaluation and treatment of patients during their 4 week rotations at the medical school's outpatient clinics. Pre-requisites: Behavioral Science (610) and Basic Psychiatry (713). Duration: 4 Week

**Surgery**

**SUR 816 Clinical Clerkship in Surgery**

Pre-requisites: Satisfactory completion of the second year curriculum in accordance with the institutional guidelines for students' promotion including Pathophysiology and Introduction to Clinical Medicine courses. The clerkship will be offered as a full-time course during an eight (8) weeks period.

The clinical clerkship in surgery offers educational experiences combined with clinical encounters with hospitalized and ambulatory patients under supervision. Each student is assigned to a member of the teaching staff of the Department of Surgery for two four (4) weeks period on a one-on-one basis.

The setting in a tertiary and/or secondary hospital will provide the student with in-patient and out-patient clinical encounters necessary to develop data gathering skills, technical skills, case presentation skills, and clinical problem solving skills. Each student will complete history and physical examination, an assessment plan and a treatment plan in at least two (2) new patients per week.
Interpersonal skills, professional attitudes and educational attitudes will be developed and evaluated through direct observation of the student by the proctor in the hospital and ambulatory settings and in the classroom.

This clerkship is offered at Damas Hospital and Saint Luke’s Hospital in Ponce, which are tertiary type hospitals with accredited resident programs. In addition, students may occasionally rotate through other affiliated secondary hospitals such as Dr. Pila Hospital, San Cristobal Hospital and Oncologic Hospital in Ponce and Southern Medical Center in Yauco.

**Medical Ethics**

MED 635 Medical Ethics I
MED 734 Medical Ethics II
The course is scheduled as a block of 18 contact hours during the last week of the first academic year and another block of 7 hours at the beginning of the second academic year, for a total 25 contact hours. Activities include a combination of lectures, assigned readings and small group case discussions covering different subjects within the four main areas of medical ethics, namely: ethical issues of scientific research, ethical issues of the doctor-patient relation, beginning-of-life ethical issues and end-of-life ethical issues.

**Problem-Based Learning**

MED 630 Clinical Correlation (PBL)
Problem Based Learning Program is an active, student-centered learning process in which students, not faculty members, are primarily responsible for the learning. A PBL group consists of six or seven students and a facilitator who is a faculty member. The group meets for two hours every week using the problem based learning process to work through specially designed cases. The goal of the course is to develop self-directed learning skills, integrating lecture material, and teaching problem solving skills exposing the students to relevant clinical problems that strengthen their clinical reasoning skills.

**Interprofessional Perspectives in Health Disparities**
IHD 919 Interprofessional Perspectives in Health Disparities
This course is designed to provide a general overview of gaps in health outcomes associated with health disparities. A special emphasis will be given to the social determinants of health such as race/ethnicity, social class, socioeconomic status, sex, sexuality, nationality, and migration status. The course will focus on the impact of health disparities’ impact at multiple system’s levels (e.g. Individual, patient-clinician, healthcare system, etc.).

Credits: 15 hours/1 credit

**Introduction to Clinical Skills**

MED 732 Introduction to Clinical Skills I/
MED 733 Introduction to Clinical Skills II
The ICS courses is a two semester course, in which students learn and practice skills needed for obtaining a comprehensive Medical History and Physical Examination in adult and pediatric patients. The students also learn when and how to perform a focused history and physical examination, how to use problem solving skills in the diagnosis of clinical problems and how to present clinical cases in oral and written formats.
For both semesters, the course includes didactic activities in the form of lectures, in order to provide the theoretical framework required for medical history taking and physical examinations of adult and pediatric patients. Didactic activities are supplemented with assigned readings from Barbara Bates, Guide to Physical Examination and History Taking, 8th Edition.

**Fundamental Pathophysiology for Clinical Medicine**

**MED 734  Fundamental Pathophysiology for Clinical Medicine**
The course is offered during the first and second semesters of the second year. The course is integrated with Pathology, Microbiology and Introduction to Clinical Skills. In view of this, the schedule is variable. Clinical Correlations are offered on previously chosen Friday Afternoons.

**Skills Development**

**SKD 090 Skills Development**
Ponce Health Sciences University (PHSU) requires that all medicine students take and pass the United States Medical Licensing Examination Step 1 (USMLE Step 1) to be promoted to the second semester of the first clinical year. In order to help the students to meet this requirement, PHSU has established the Skills Development Course (SKDC). The SKDC provides the students a four-week protected time period, at the end of the second semester of the second year of medical studies (third year in the five year program), for independent study in preparation to take and pass the USMLE Step 1.

**SKD 091 Basic Science Review Course:**
Basic Sciences Review Course I (SKD 091) is an elective design to help medical students who did not take or pass the USMLE Step 1 by the end of the first clinical year. As in Skills Development course (SKD 090), the main objective is to provide students a protected time to participate in an independent and a comprehensive review of the basic science subjects. The course provides a semester for independent study in preparation to re-take and pass the USMLE Step 1.

**MASTER OF SCIENCES IN MEDICAL SCIENCES (MSMS)**

Program Description
The Master of Science in Medical Sciences (MSMS) is an integrated, multidisciplinary interdepartmental program in the basic medical sciences that is designed to provide trainees with a broad-based one-year core curriculum followed by a comprehensive examination leading to the Masters (MS) degree.

PHSU is committed to the development of independent, competitive and well-trained professionals with strong interpersonal communication skills. The major goals of the MS Program in Medical Sciences are to further develop students who have the necessary skills and knowledge to pursue competitive research and academic careers.

The program is limited to graduates holding a bachelor's degree and may be used to:

Supplement an undergraduate record with an enhanced science preparation in order to become eligible for admission to any of the health fields professions.
Enhance the student’s possibilities of being accepted into the Ponce Health Sciences University (PHSU) Medical Education (MD) Program by demonstrating added competence in the required sciences.

Program Goal
The major goal of the MSMS is to further develop students who have the necessary skills and knowledge to pursue competitive research and academic careers.

Admissions Requirements
1. All applicants are requested to have a bachelor’s degree. The courses required for admission are as follows (to be included in the bachelor’s degree):

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Biology I &amp; II with labs</td>
<td>8</td>
</tr>
<tr>
<td>General Chemistry I &amp; II with labs</td>
<td>8</td>
</tr>
<tr>
<td>Organic Chemistry I &amp; II with labs</td>
<td>8</td>
</tr>
<tr>
<td>Physics I &amp; II with labs</td>
<td>8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6</td>
</tr>
<tr>
<td>Behavioral and Social Sciences</td>
<td>6</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>Spanish</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>3</td>
</tr>
</tbody>
</table>

2. In addition to the above requirements, we strongly recommend course work in Cell Biology, Genetics, Microbiology, Liberal Arts and/or Humanities.
3. Fully bilingual in English and Spanish (read, write, speak and understand).
4. Minimum GPA of 2.7 on a four point scale is required for applying.
5. Minimum Science GPA of 2.7 on a four-point scale is required for applying.
6. The completion of a graduate degree in science or health allied field may be used to substitute the GPA and science GPA of the bachelor’s degree.
7. MCAT score or equivalent.

How to Apply
Application for Admission to the Master of Science in Medical Sciences can be downloaded or obtained personally at our Admissions Office.

Applicants must submit the following documents:

- Official transcript from all undergraduate and graduate schools attended.
- Three letters of recommendation written by individuals familiar with the applicant’s professional work and skills.
- Certificate of No Penal Record
- Application processing fee of $50
- Curriculum Vitae (CV)
Upon acceptance, we require a Health Certificate from the Department of Health of PR, a physical exam and evidence of up to date immunization record that must include Varicella, Td Adult (no more than 10 years), MMR and Hepatitis B.

Graduation Requirements
Master’s students must register for, and pass a comprehensive qualifying examination based on the required course work. To be eligible for the comprehensive exam a student must have achieved a minimum 3.00 GPA for 34 credits with no more than 6 credits of C grades and no F grades. Courses with F grades must be repeated and replaced with grades of B or better.

Grading System
The grading system for MSMS is as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100% - 87%</td>
</tr>
<tr>
<td>B</td>
<td>86% - 77%</td>
</tr>
<tr>
<td>C</td>
<td>76% - 67%</td>
</tr>
<tr>
<td>F</td>
<td>Failed (below 67%)</td>
</tr>
<tr>
<td>E</td>
<td>Extended</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
</tr>
<tr>
<td>NP</td>
<td>Not Pass</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>AW</td>
<td>Administrative Withdrawal</td>
</tr>
</tbody>
</table>

Satisfactory Academic Progress
A Satisfactory Academic Progress (SAP) policy has been established to ensure that student of Master of Sciences in Medical Sciences complete the academic program within the acceptable time frame and the minimally accepted quality of performance.

General Requirements
1. Time Frame for completion of the Academic Program
   A student of Master of Sciences in Medical Sciences will be allowed a maximum time frame of two semesters of enrollment beyond the standard required for the completion of the program. Summer enrollment is considered part of the academic year for the purpose of this measure.

<table>
<thead>
<tr>
<th>Program</th>
<th>Standard</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Sciences in Medical Sciences</td>
<td>1 year</td>
<td>2 years</td>
</tr>
</tbody>
</table>

   a. Definition of Full Time
      Students with an academic load of six credits or more per semester will be considered Full Time Masters students.
   b. Definition of Half Time
      Students with an academic load of three to five credits per semester will be considered Half Time Masters students.
   c. Definition of Part Time or Less Than Half Time
      Students with an academic load less than three credits per semester will be considered Part Time Masters students or Less Than Half Time student.
2. Completion of Program Requirements
   a. Course Requirement
      Students must complete all courses within the established time frame. The Program requires a minimum of 40 credits for graduation.
   b. Performance Requirement
      A student must maintain a minimum 3.00 point GPA in a scale of 4.00 point by the end of the year. Any student failing to meet 3.00 point GPA standard of performance or failing any course will be referred to the Student Promotion Committee.
   c. Comprehensive Qualifying Examination Requirement (CQX)
      A Comprehensive Qualifying Examination must be taken at the end of the academic year. The maximum time allowed to take this examination is three attempts within one year according to the program time frame. A passing score for CQX is required for graduation.
   d. Professional Behavior Requirement
      The students must conduct themselves in accordance with the norms for professional conduct set forth by the Ponce Health Sciences University and the corresponding accreditation agencies. Satisfactory Academic Progress is required for financial aid eligibility.

Grade Requirement
In order to graduate, the student should complete all requirements and maintain a minimum grade point average of 3.00 point in a scale of 4.00 point by the end of the year and pass the CQX. Satisfactory Academic Progress is required for financial aid eligibility.

1. A grade of “F” in any course or student with less than 3.00 points GPA will be referred to the Student Promotion Committee (SPC).
2. A grade of “F” in any of the courses or a cumulative GPA less than 3.00 is not allowed. Any F grade must be repeated. No more than 2 failures are allowed in the Master Program.
3. A student repeating a course or with a GPA less than 3.00 is considered in academic probation.
4. If the student fails to obtain a 3.00 point GPA or better after repeating course(s), he/she will be considered for dismissal from the academic program.
5. Courses with “F” grades will remain on record after they are successfully repeated, but the new grade(s) will be used to compute the grade point average.
6. Grade of “P” (Pass) or “NP” (No Pass) is applicable to the Comprehensive Qualifying Examination. A grade of “NP” requires repetition. The maximum time allowed to take this examination is three attempts. In case of a third “NP” grade, the student will be considered for dismissal from the academic program.
7. An “I” (Incomplete) grade will only be allowed under very special circumstances as determined by the faculty member. The student must remove the “I” (Incomplete) by the end of the following semester or an administrative “F” will replace it.
8. A student with less than 3.00 points GPA or has No-Pass grade in the CQX is not in satisfactory academic progress and is considered in academic probation.
9. If the dismissal decision is reversed by due process, the student will not be considered in SAP and will be placed on academic probation for one semester.

Professional Behavior Requirement
The students should conduct themselves in accordance with the norms for professional conduct set forth by the Ponce Health Sciences University. In case of unacceptable professional behavior, the corresponding Dean or the Program Chairperson will refer the case to the Promotions Committee. If the recommendation of the Student Promotion Committee is to dismiss the student, the student has the right to follow the appeal process.
Appeal Process
Students who are notified by the Associate Dean of Medical Education a decision of the Students Promotion Committee (SPC) that he/she must repeat failed courses during the next academic year or to be dismissed from the master’s program, have the right to appeal the decision within seven working days after receiving the notification.

The appeal or due process presented below must be followed.

The student will request reconsideration in writing to the School of Medicine SPC and include all relevant documentation to support the request. The Committee will evaluate the reasons and evidence submitted to determine if they change their initial decision. The SPC has 48 hours to submit its decision to the Associate Dean for Medical Education, who will notify the decision to the student.

If the SPC sustains the adverse decision, the student has the right to appeal to the Dean of Medicine. The appeal must be submitted in writing within seven working days after receiving the notification. The Dean of Medicine will evaluate the appeal and the student’s academic record. The Dean can appoint a three member Ad-Hoc Committee to re-evaluate all evidence. Rejection of the appeal by the Dean is final.

If an Ad-Hoc Committee is appointed, they will notify the student in writing of the date and the time when the appeal will be evaluated. The Ad-Hoc Committee has forty-eight (48) hours to submit a recommendation to the Dean of Medicine. The Dean of Medicine will consider the Ad-Hoc Committee recommendation and make the final decision within forty-eight (48) hours.

Any decision will be reported to the student in writing. The decision made by the Dean of Medicine is final.

The same process described above will be followed in the case that the adverse decision made by the Committee is for non-academic reasons, such as unacceptable professional behavior. The Department Chairperson, the Associate Dean for Medical Education or the VP for Student Affairs will refer the case to the SPC. If the recommendation of the SPC is to dismiss the student, the appeal process described above may be activated.

In the event that an adverse decision is made due to non-academic reasons and the Dean of Medicine sustains the decision after the appeal process, the student may appeal to the Vice-President for Academic Affairs and then to the President.

Financial Aid Eligibility
Financial Aid eligibility is contingent upon satisfactory academic progress. Please refer to the institutional policy on Satisfactory Academic Progress published by the Office of Financial Aid.

Enforcement
The Office of the Vice President for Student Affairs shall have primary responsibility for overseeing this policy and will provide all medical students a copy of this document upon admission to Ponce Health Sciences University School of Medicine.

The President, Vice President of Academic Affairs and the Vice President for Student Affairs, as well as the Dean of Medicine, Associate Dean for Medical Education, Registrar and Financial Aid Director will receive all pertinent data to ensure proper enforcement of the policy here set forth.
Tuition and Fees
For more details of PHSU tuition and fees please refer to: http://psm.edu/our-programs.html

ALL TUITION AND FEES ARE PAYABLE ON OR BEFORE REGISTRATION.

Ponce Health Sciences University reserve the right to increase the tuition or other fees as deemed necessary.

Curriculum

**Semester I**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCM 6121</td>
<td>Biochemistry and Medical Genetics†</td>
<td>Year course</td>
</tr>
<tr>
<td>ANM 6011</td>
<td>Gross Anatomy, Embryology &amp; Imaging†</td>
<td>Year course</td>
</tr>
<tr>
<td>PHM 6921</td>
<td>Physiology†</td>
<td>Year course</td>
</tr>
<tr>
<td>ANM 6051</td>
<td>Histology and Cell Biology†</td>
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<tr>
<td>BSM 7750</td>
<td>Seminar</td>
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**Semester II**

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<td>ANM 6012</td>
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<td>PHM 6922</td>
<td>Physiology†</td>
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<tr>
<td>MIM 6420</td>
<td>Microbiology I†</td>
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<tr>
<td>PHM 6020</td>
<td>Neuroscience†</td>
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<tr>
<td>MEM 6350</td>
<td>Medical Ethics†</td>
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</table>

Comprehensive Qualifying Exam (CQX)

Total Credits 40

† Equivalent courses as those taken by medical students in their first year of basic sciences. Rev 8/14

Course Descriptions

**ANM 6011-6012 Human Gross Anatomy, Embryology and Imaging**
The Human Gross Anatomy, Embryology & Imaging course consists of a detailed study of the normal structure, development and organization of the human body. This course undertakes a regional approach rather than a systemic approach to Human Gross Anatomy, Embryology & Imaging is distributed into three block contents. Gross structures are studied in the laboratory by specimen dissection and demonstration. The radiology component of Gross Anatomy serves as the introduction to radiology and prepares the student for further development. Lectures stress the contribution of developmental events to gross anatomical organization and the correlation of this organization with clinically relevant conditions.
ANM 6051 Histology and Cell Biology
Study of the many different aspects of the internal structure of cells, tissues and organs in the human body, presenting a comprehensive survey of many of their complex interrelationships. Lectures and laboratories sessions.

BSM-7750 Seminar
Attendance and participation in the Graduate Seminar is mandatory. Each student must make a formal presentation of an experienced teacher. Emphasis is on application of educational concepts from modern educational theory.

BCM 6121-6122 Medical Biochemistry
The Medical Biochemistry course is presented to medical and graduate students in their first year. It is a two-semester course that includes approximately 78 lectures in addition to small group discussions and review sessions.

The course is divided in essentially six units: Structural and functional relationships of proteins, Generation and storage from carbohydrate metabolism, Generation and storage from lipid metabolism, Nitrogen metabolism, Gene expression and control, and Medical Genetics. In this course, medical aspects are emphasized to build up the necessary background for future application in other basic sciences and clinical courses.

The course is delivered in the form of lectures and Small Group Discussions. One of the main intentions of the small group discussions is for the medical students to apply the biochemical concepts learned in lectures to understand the molecular basis of a given disease. PhD students, on the other hand, will be required to attend and participate of the discussions of research papers in relevant areas of modern Biochemistry.

MEM 6350 Medical Ethics I
The course is scheduled as a block of 18 contact hours during the last week of the first academic year. Activities include a combination of lectures, assigned readings and small group case discussions covering different subjects within the four main areas of medical ethics, namely: ethical issues of scientific research, ethical issues of the doctor-patient relation, beginning-of-life ethical issues and end-of-life ethical issues.

MIM 6420 General Microbiology
During the first year medical students learn about the most common pathogens involved in infectious diseases and their characteristics. It includes basic concepts of Immunology, Virology, Mycology, Bacteriology and Parasitology.

PHM 6921-6922 Physiology
The course consists of approximately 147 lectures hours, laboratory and computer exercises, group discussions, plus examinations (including NBME subject exam in Physiology). The content of the course is designed for medical students, but is also a required course for graduate students in the Biomedical Sciences and MSMS. Areas to be covered will include: cell and muscle, cardiovascular, respiratory, renal, acid-base balance, gastrointestinal, endocrinology, and reproduction. Clinical examples that illustrate the physiological principles are given.
PHM 6020 Neuroscience
The general objective of the course is to give students a knowledge-base of the central nervous system that they will use when learning how to diagnose and treat neurological disorders. This includes knowledge of membrane potentials, synaptic function, transmitter, sensory and motor system and higher cognitive function. In addition, wet-laboratories reinforce laboratory skills and knowledge of brain structure, epilepsy and the neurological exam. Perhaps our most important objective is to make neuroscience fascinating and accessible to the students, so that they do not develop a “fear” of neuroscience that is often seen in medical resident.

Doctor of Philosophy in Biomedical Sciences (PhD)

Program Description
The Doctor of Philosophy Degree (PhD) in Biomedical Sciences is an integrated, interdepartmental program in the basic biomedical sciences that seeks to provide students with a broad-based two-year core curriculum followed by advanced courses and dissertation research leading to a PhD degree. The Program reflects the interest of the Institution to promote the formation of professionals in the biomedical sciences.

The degree is awarded after successful completion of an interdisciplinary core curriculum in the biomedical sciences, which includes Histology, Biochemistry, Microbiology, Physiology, Pharmacology, and electives in special topics. Students must also complete an original research project that significantly contributes to the scientific knowledge in a particular field.

Program Goals
The major goal of the PhD Program in Biomedical Sciences is to develop scientists in the biomedical field who have the necessary skills and knowledge to pursue competitive research and academic careers. By the time of graduation, students are expected to:

1. Knowledge: Students must demonstrate knowledge about established and evolving biomedical sciences as well as the application of this knowledge to research.
   a. Demonstrate general knowledge in the basic sciences including Biochemistry, Histology, Microbiology, Pharmacology, and Physiology.
   b. Demonstrate advanced knowledge in thesis research area.

2. Research: Students must be able to examine and evaluate scientific questions, and literature as a constant independent and life-long learning process.
   a. Develop analytical capacities in order to be able to independently formulate hypotheses, design experimental approaches, analyze data effectively, provide critical evaluations, and reach reasonable conclusions.
   b. Develop basic and advanced technical research skills through intensive participation in hands-on courses, research activities and workshops.
   c. Demonstrate proficiency in carrying out competitive and independent research

3. Professionalism: Students must demonstrate a commitment to carrying out professional responsibilities and to abide by ethical principles.
   a. Demonstrate a commitment to carry out professional responsibilities based on ethical principles.
b. Demonstrate honesty, integrity and respectful behavior in all research, courses and career training activities.

4. Communication Skills: Students must demonstrate interpersonal and communication skills that result in the effective interchange of information
   a. Demonstrate scientific writing and grantsmanship skills, so that they are able to develop and publish manuscripts from their research findings, design basic research protocols, and submit proposals for funding.
   b. Exhibit communication and networking skills through the presentation of experimental results at scientific forums in the area of expertise.
   c. Develop professional values and collaborative skills.

5. Teaching and Mentoring: Students must share their knowledge and provide support and advice to peers in ethical, scientific and professional principles.
   a. Demonstrate proficiency in the instruction, advising, and evaluation of students.
   b. Develop written and oral presentation skills.

Admissions Requirements
The applicant must comply with the following:
1. Have completed a bachelor’s degree from an accredited institution with a minimum of 35 credits in sciences including the following courses:

   Course Title                        | Credits
   -------------------------------------|--------
   General Biology (2 semesters)       | 8      
   General Chemistry (2 semesters)     | 8      
   Organic Chemistry (2 semesters)     | 8      
   Calculus (1 semesters)              | 3      
   Physics (2 semesters)               | 8      

2. Have a minimum overall GPA of 3.0 (on a four-point scale)
3. Have scored $\geq 700$ (or 278 new score) on the Graduate Record Examination (GRE) general subject test with 2.5 in Analytical, no more than five years old.
4. Interview with members of the Admissions Committee
5. Complete a writing sample
6. Submit the following documents:
   a. Official undergraduate transcript of all universities attended.
   b. Three letters of recommendation written by professors or by individuals familiar with the applicant’s professional work and skills.
   c. CV/resume
   d. Official GRE scores, no more than 5 years old ([www.gre.org](http://www.gre.org))
   e. Certificate of No Penal Record
   f. Application Processing Fee of US$100.00 (non-refundable)

Upon acceptance, all students are required to submit the following:
1. Written confirmation of acceptance and a non-refundable deposit of $100.00 to secure the seat in the entering class.
2. Physical Exam (using a form provided by the Admissions Office)
3. Evidence of up to date immunization record (must include Varicella, Td Adult, MMR and three doses of Hepatitis B).
Other documents will be notified as pertinent.

**How to Apply**

Application for Admission to the PhD in Biomedical Sciences can be downloaded or obtained personally at our Admissions Office. Application **deadline is April 15**.

**Graduation Requirements**
The Doctor of Philosophy Degree (PhD) in Biomedical Sciences is awarded after achieving a high degree of scholarship and the successful completion of an original research project which is a significant contribution to the scientific knowledge in a particular field. The general requirements for the degree are as follows:

1. Students must complete all courses within the established time frame. The Program requires a minimum of 70 credits.
2. Course Work - Completion of all courses in the study program with a minimum general grade index of 3.00.
3. Approval of the Qualifying Exam, prepared by the basic sciences faculty covering the core course material.
4. Presentation of a research proposal in the presence of the student graduate committee.
5. Engaging in a research program under supervision of a research mentor, and preparing an acceptable dissertation.
7. Publish as co-author any part of the thesis in any peer-reviewed journal.

Requirements for the PhD degree must be completed no later than 8 calendar or academic years for a full-time student in the doctoral program.

**Grading System**
All courses and grades obtained will appear on the student's academic record, including elective courses taken at other institutions.

All departments establish evaluation criteria for the successful completion of courses taught by the department. These criteria are made available to the students at the beginning of the course. The criteria the number of examinations, quizzes, laboratory exercises, grading procedures, and practical tests with their weight.

The grading system for graduate students is as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100% - 87%</td>
</tr>
<tr>
<td>B</td>
<td>86% - 77%</td>
</tr>
<tr>
<td>C</td>
<td>76% - 67%</td>
</tr>
<tr>
<td>F</td>
<td>Failed (below 67%)</td>
</tr>
<tr>
<td>E</td>
<td>Extended</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
</tr>
<tr>
<td>NP</td>
<td>Not Pass</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>AW</td>
<td>Administrative Withdrawal</td>
</tr>
</tbody>
</table>
Satisfactory Academic Progress

A Satisfactory Academic Progress (SAP) policy has been established to ensure that Biomedical Sciences students complete the academic program within the acceptable time frame and the minimally accepted quality of performance. This policy also ensures that the Student Financial Aid requirements set forth by federal regulations have been met. The SAP applies to all PhD Biomedical students enrolled in Ponce Health Sciences University. Student’s academic progress is evaluated annually at the end of each academic year.

General Requirements
1. Time Frame for Completion of the Academic Program

A student will be allowed a maximum time frame of three (3) years of enrollment beyond the standard of five (5) years required for the completion of the Program. Summer enrollment is considered part of the academic year for the purpose of this measure.

The total credits for completion of a degree include those graduate courses accredited on admission to the Program.

<table>
<thead>
<tr>
<th>Program</th>
<th>Standard</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral Program in Biomedical Sciences</td>
<td>5 years</td>
<td>8 years</td>
</tr>
</tbody>
</table>

a. Definition of Full Time
Students with an academic load of six credits or more per semester will be considered Full Time doctoral students. A student solely enrolled in Thesis Research or Doctoral Dissertation will also be considered a Full Time student.

b. Definition of Half Time
Students with an academic load of three to five credits per semester will be considered Half Time doctoral students.

c. Definition of Part Time or Less Than Half Time
Students with an academic load less than three credits per semester will be considered Part Time doctoral students or Less Than Half Time student.

2. Completion of Program Requirements
a. Course requirement
Students must complete all courses within the established time frame. The PhD in Biomedical Sciences requires a minimum of 70 credits.

b. Performance requirement
A student must complete each academic year with a minimum grade point average of 3.00. Any student failing to meet this standard performance will be on probation and referred to the Students Promotion Committee to determine the action to be taken.

c. Qualifying examination requirement
A Qualifying Examination must be taken upon completion of the second academic year or completion of the basic course work. The maximum time allow to take this
examination is three years. A passing score in the exam is a requirement for candidacy to the Doctoral Degree.

d. Doctoral dissertation requirement
   A Doctoral Dissertation according to the established guidelines with oral defense is required for graduation.

e. Professional behavior requirement
   Students must conduct themselves in accordance with the norms for professional conduct set forth by Ponce Health Sciences University and the corresponding accreditation agencies.

Grade Requirement
The Ponce Health Sciences University does not measure academic progress by cumulative grade point average. In order to graduate, the student should complete all requirements and maintain a minimum grade point average of 3.00. Satisfactory Academic Progress is required for financial aid eligibility and will be reviewed on a yearly basis.

1. The student may have up to two courses with C in record, but one must be repeated and obtain a minimum of B.
2. Repeated courses with “C” grades will remain on record, but the new grade will be used to compute the grade point average.
3. A grade of “F” in any course will be referred to the Students Promotion Committee (SPC).
4. Graduate courses not offered at PHSU may be taken at other institutions with permission and approval from the Associate Dean of Biomedical Sciences and the Vice President of Academic Affairs.
5. Grades of “P” (Pass) or “NP” (not pass) are applicable to thesis research/dissertation and graduate seminars. When the research/dissertation activity requires more than one semester for its completion, the student receives a notation of “In Progress” (IP) for each semester and until the research/dissertation is completed.
6. A grade of “I” (incomplete) will only be allowed under special circumstances. The student must remove the incomplete by the following semester or it will be replaced by the grade of “F”. The “I” (Incomplete) grades are part of the academic record as are the final grades.
7. A student with a reversed dismissal is not in satisfactory academic progress and is considered both on academic and financial aid probation.

Appeal Process for Academic Affairs
Students who are notified of the decision of the Students Promotion Committee by the Program’s Associate Dean that he/she must repeat failed courses during the next academic year or to be dismissed from the program, have the right to appeal the decision within seven working days after receiving the notification.

The appeal or due process presented below must be followed.

The student will appeal in writing to the Students Promotion Committee (SPC) and include all relevant documentation to support the request. The Committee will evaluate the reasons and evidence submitted to determine if they change their initial decision. The SPC has 48 hours to submit its decision to the Program’s Associate Dean, who will notify the decision to the student.
If the SPC sustains the adverse decision, the student has the right to appeal to the Dean of Health Sciences. The appeal must be submitted in writing within seven working days after receiving the notification. The Dean of Health Sciences will evaluate the appeal and the student’s academic record. The Dean can appoint a three member Ad-Hoc Committee to re-evaluate all evidence. Rejection of the appeal by the Dean is final.

If an Ad-Hoc Committee is appointed, they will notify the student in writing of the date and the time when the appeal will be evaluated. The Ad-Hoc Committee has forty-eight (48) hours to submit a recommendation to the Dean of Health Sciences. The Dean of Health Sciences will consider the Ad-Hoc Committee recommendation and make the final decision within forty-eight (48) hours.

Any decision will be reported to the student in writing. The decision made by the Dean of Health Sciences is final.

The same process described above will be followed in the case that the adverse decision made by the Committee is for non-academic reasons, such as unacceptable professional behavior. The Program Associate Dean, the Dean of Health Sciences or the VP for Student Affairs will refer the case to the SPC. If the recommendation of the SPC is to dismiss the student, the appeal process described above may be activated.

In the event that an adverse decision is made due to non-academic reasons and the Dean of Health Sciences sustains the decision after the appeal process, the student may appeal to the Vice-President for Academic Affairs and then to the President.

Financial Aid Eligibility
Financial Aid eligibility is contingent upon satisfactory academic progress. Please refer to the institutional policy on Satisfactory Academic Progress published by the Office of Financial Aid.

Enforcement
The Office of the Vice President for Student Affairs shall have primary responsibility for overseeing this policy and will provide all health sciences students a copy of this document upon admission to Ponce Health Sciences University.

The President, Vice President of Academic Affairs and the Vice President for Student Affairs, as well as the Dean of Health Sciences, the Program Associate Dean, Registrar and Financial Aid Director will receive all pertinent data to ensure proper enforcement of the policy here set forth.

Tuition and Fees
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Curriculum
<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BCH 611</td>
<td>Biochemistry and Medical Genetics&lt;sup&gt;a&lt;/sup&gt;</td>
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<tr>
<td>PHY 701</td>
<td>Physiology&lt;sup&gt;a&lt;/sup&gt;</td>
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<tr>
<td>BSG 671</td>
<td>Laboratory Rotation</td>
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**First Year Semester II**

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<tr>
<td>PHY 701</td>
<td>Physiology&lt;sup&gt;a&lt;/sup&gt;</td>
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<tr>
<td>MIC 601</td>
<td>Microbiology I&lt;sup&gt;a&lt;/sup&gt;</td>
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**Summer I**

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<tbody>
<tr>
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**Second Year Semester I**

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<td>BSG 776</td>
<td>Proposal Writing</td>
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<td>BSG 675</td>
<td>Ethics</td>
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<td>DEP 676</td>
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**Second Year Semester II**

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<tr>
<td>BSG645</td>
<td>Biostatistics</td>
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**Summer II**

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**Third Year Semester I**

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<td>DEP 771</td>
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**Third Year Semester II**

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<th>Course Title</th>
<th>Credits</th>
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<td>0</td>
</tr>
<tr>
<td>BSG 775</td>
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<td>1</td>
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<tr>
<td></td>
<td>Special/Advanced Topics &amp; Electives&lt;sup&gt;b&lt;/sup&gt;</td>
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#### Fourth Year Semester I

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<th>Description</th>
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<tbody>
<tr>
<td>DEP 799</td>
<td>Thesis Research</td>
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<tr>
<td></td>
<td>Special/ Advanced Topics &amp; Electives</td>
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#### Fourth Year Semester II

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEP 799</td>
<td>Thesis Research</td>
<td>0</td>
</tr>
<tr>
<td>BSG 775</td>
<td>Seminar</td>
<td>1</td>
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</table>

#### Fifth Year Semester I

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEP 799</td>
<td>Thesis Research</td>
<td>0</td>
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#### Fifth Year Semester II

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dissertation</td>
</tr>
</tbody>
</table>

**TOTAL CREDITS** 70

*a* Same courses as those taken by medical students.

*b* Subject to student’s needs

*c* Thesis research credits (12 in total) granted after successful completion of the dissertation.
Course Descriptions

ANA 615 Histology and Cell Biology (5)
Study of the many different aspects of the internal, structure of cells, tissues and organs in the human body presenting a comprehensive survey of many of their complex interrelationships.

BCH 611 Biochemistry and Medical Genetics (9)
The course is divided in essentially six units: Structural and functional relationships of proteins, Generation and storage from carbohydrate metabolism, Generation and storage from lipid metabolism, Nitrogen metabolism, Gene expression and control, and Medical Genetics. In this course, medical aspects are emphasized to build up the necessary background for future application in other basic sciences and clinical courses. The course is delivered in the form of lectures and Small Group Discussions. PhD students attend and participate of the discussions of research papers in relevant areas of modern Biochemistry.

BSG 645 Biostatistics (3)
The course introduces the fundamentals of statistics applied to research including basic statistical principles, calculation of summary statistics, and various test of statistical significance. Additional emphasis is placed on complex statistical concepts such as sampling strategies, sample size estimates, and non-parametric tests.

BSG 675 Ethics in Research (2)
This course will examine the issues regarding ethical conduct in the practice of research and reporting of results. Such a course is currently required by the NIH, for all of its trainees and fellows. The format will be discussion of case studies and other relevant readings.

BSG 772 Proposal Writing (3)
Proposal writing is designed to expose graduate students to basic principles of scientific writing and grantsmanship skills. This course includes didactic and practical learning activities that assist students in developing skills to plan and write clear, effective, and fundable grants.

BSG 775 Graduate Seminar (4)
Weekly seminar series features locally, nationally and internationally renowned researchers in a variety of fields. All graduate students are required to attend and fill out the seminar evaluation form. Students register a total of 4 credits for BSG 775. Two of the credits are based on attendance to the seminars and two credits are based on attendance and presentations by registered students. *Attending students:* It is expected that all registered students will attend all presentations. Grade will be based on attendance to all seminars and completion of the evaluation form. Absences will be dealt with at the discretion of the Associate Dean of Biomedical Sciences. *Presenting students:* Students will present two seminars for 1 credit each. One seminar focuses on a presentation of a scientific paper and the other on their research. It is expected that students presenting seminars will have invested the effort necessary to insure that the presentation meets the evaluation criteria. Students have to schedule the presentation at the office of the Biomedical Sciences Program.

DEP 671/672/673 Rotations (4)
The laboratory rotations provide the student with the opportunity to explore potential thesis research projects and to be able to make an informed decision about the laboratory in which he/she wishes to do thesis work. This course is designed to introduce students to new techniques and concepts and to expose students to the creative aspects of experimental design. Students are responsible for contacting the faculty with whom they are interested in rotating. After the first year, students enroll in laboratory research (DEP 676, 4 credits) to continue research work in the selected laboratory.
DEP 771 Teaching Practicum (2)
This course will consist of theoretical discussions and practical exercises. Through these activities basic teaching skills will be developed. Guidelines for organizing lecture material, teaching small group discussions, preparation of visual aids, constructing examination questions, and self-evaluation will be discussed.

DEP 799 Thesis Research (12)
The research work of the student allows the presentation of his/her doctoral dissertation. A total of 12 credits will be awarded after the student approves his/her final examination. Enrollment in research is required during all semesters in which the student is conducting his/her work. At the end of each semester he/she will receive an evaluation of IP (In Progress) until the satisfactory completion of the dissertation.

MIC 601 Microbiology I (4)
An introductory course covering the areas of immunology, basic microbiology concepts, basic medical parasitology, medical virology, medical mycology and microbial genetics. Includes the basic biology, physiology, cell structure of microorganisms, as well as host parasite relationships.

PHY 701 Physiology (7)
This course presents a comprehensive study of human physiology from the cellular to the whole body level. Emphasis is placed on the application of physiologic concepts to the solution of scientific or medical problem solving.

PHA-791 Pharmacology (8)
This course is oriented to obtain a complete survey of introductory medical pharmacology. Consists of 80 lectures, 4 laboratory exercises, and 15 small group discussion sessions. This course is objective oriented and provides the students with learning objectives for each lecture topic.

DOCTORAL PROGRAM IN CLINICAL PSYCHOLOGY (PsyD)

Program Description
The doctoral degree in Clinical Psychology (PsyD) has its theoretical foundations in the Biopsychosocial model and aims at preparing Health Services Psychologist. To reach its goals, the program adscribes to the Practitioner/Scholar model of training in professional psychology. The program’s curriculum is competency-based emphasizing on the development of the clinical competencies used by practicing and academically oriented Clinical Psychologist, and these are consonant with APA accreditation standards. The curriculum is implemented in a lock-step manner allowing students to acquire these clinical competencies in a graded and sequential manner. Therefore, the student progresses from an entry level through an intermediate level up to the advanced level of competencies achieved upon completing the academic program and the one-year full-time clinical internship.

Program Goals
The goals of the PsyD Program are:

1. To develop in our students an in-depth understanding of the psychological (cognitive, affective, and motivational), biological and socio-cultural bases of normal and abnormal behavior that serves as the foundation of clinical practice.
2. To prepare clinical psychologists for the ethical delivery of empirically supported psychotherapeutic interventions, assessment, diagnosis, consultation, education, supervision, and management when assuming the contemporary roles of the profession while adopting a life-long commitment to professional growth based upon the evolving scientific knowledge and expanding scope of practice.

Admissions Requirements
Every candidate for admission to the program needs to satisfy the following minimal requirements:

1. Bachelor’s degree (BS/BA)
   Present evidence of the successful completion of a bachelor’s degree from a college level institution accredited by the PR Council of Education or by a US accrediting organization with a minimum of 15 credits in psychology including the following courses:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Abnormal Psychology (Psychopathology)</td>
<td>3</td>
</tr>
<tr>
<td>Experimental Psychology or Research Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

2. GPA - 3.0 or above (on a four-point scale)
3. GRE - 600 (279 new score) or above or EXADEP- 500 score or above, no more than five years old. www.ets.org
4. Submit the following documents:
   a. Official transcript from all institutions attended (undergraduate and graduate)
   b. Three letters of recommendation written by professors or individuals familiar with the applicant’s professional work and skills using the format provided with the application form.
   c. Official scores of GRE or EXADEP www.ets.org
   d. Certificate of No Penal Record (Criminal Background Check)
   e. A non-refundable $100 (USD) application fee

Applicants with master’s degrees in Psychology, Psychiatric Nursing, Social Work, Counseling or other mental health related fields, are accepted. The same admission requirements still apply. Up to 24 credits may be transferred from other graduate programs or from a master’s degree. The following requirements will guide (but not restrict) the evaluation process of those courses submitted for approval:

1. Courses need to be relevant to the field of Clinical Psychology
2. The student must have approved the course with a minimum of a “B” grade.
3. The student must demonstrate in an objective manner, or through formal written and/or oral examination, that he/she has the skills expected of such courses.

It is the student’s responsibility to provide the course description from the official catalog of the institution in which the courses were taken.

PHSU has a number of courses and practicum that are not substituted with courses or practicum transferred from other institutions, unless the student demonstrates specific competencies in such areas. However, many of the elective courses may be waived based upon the number of credits transferred. This will allow students who enter with a Master’s degree to complete the academic
portion of the program faster, allowing them more time to work on their Dissertation or Case Study and to complete the 12 months internship.

Upon acceptance, all students are required to submit the following:

1. Written confirmation of acceptance and a non-refundable deposit of $100.00 to secure the seat in the entering class.
2. Physical Exam (using a form provided by Admissions Office)
3. Evidence of up to date immunization record (must include Varicella, Td Adult, MMR and three doses of Hepatitis B).
4. Other documents will be notified as pertinent.

Selection Criteria
When evaluating the applicants, the Admissions Committee selects the best candidates applying. The Committee looks for accepting students of integrity and maturity that show concern for others, leadership potential, character, academic achievements, motivation, emotional stability, evidence of research experience, good performance in the group and individual interviews, adequate GRE or EXADEP scores, good recommendation letters and an aptitude for working with people.

How to Apply
Application for Admission to the PsyD Program in Clinical Psychology can be downloaded or obtained personally at our Admissions Office.

Graduation Requirements
The requirements to obtain the Psychology Doctorate degree are:

1. Approve all required and elective courses, as well as all practicum and seminars while maintaining a good standing in the University. A minimum of 86 credits is needed to satisfy the academic requirements. Additionally, the student will complete all required clinical training hours and a 2000 hours pre-doctoral internship. The doctoral dissertation and the pre-doctoral internship do not carry credit value as they are computed by the hour
2. Successfully complete 1100 hours of clinical practice during the first 6 semesters of the program as follows:
   a. 2 hours per week for 25 weeks of the first and second semester of the first year attending PSY 581/582 for a total of 50 hours per semester
   b. 2 hours each week of the first and second semester of the second year attending didactic sessions (PSY 683 / 685) and 8 hours per week of direct clinical contact during 25 weeks for a total of 250 hours semester.
   c. 2 hours each week of the first and second semester of the second year attending didactic sessions (PSY 786 / 787) and 8 hours per week of direct clinical contact during 25 weeks for a total of 250 hours semester.
3. Approve the Comprehensive Examination offered by the end of the second year and the Clinical Practice Examination (CPX) to be taken by the end of the third year.
4. Complete 2000 hours of a doctoral internship. The internship may be completed in 40 hours per week during a 12 month period (Full Time) or 20 hours per week in a 24 month period (Half Time).
5. Present a research project (doctoral dissertation) directly related to the field of Psychology, preferably, on a topic related to Professional Psychology, or an Intensive Case Study.

Grading System
All courses and grades obtained will appear on the student’s academic record, including transferred courses from other institutions.

The Program has established evaluation criteria for the successful completion of courses. These criteria are made available to the students at the beginning of the course. The grading system for graduate students is as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100% - 90%</td>
</tr>
<tr>
<td>B</td>
<td>89% - 80%</td>
</tr>
<tr>
<td>C</td>
<td>79% - 70%</td>
</tr>
<tr>
<td>F</td>
<td>Fail (below 70%)</td>
</tr>
<tr>
<td>E</td>
<td>Extended</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
</tr>
<tr>
<td>NP</td>
<td>Not Pass</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>AW</td>
<td>Administrative Withdrawal</td>
</tr>
</tbody>
</table>

In order to graduate, the student should complete all requirements and maintain a minimum grade point average of 3.00. Satisfactory Academic Progress is required for financial aid eligibility and will be reviewed on a yearly basis.

Satisfactory Academic Progress

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. This policy also ensures that the Student Financial Aid requirements set forth by federal regulations are met.

Scope
This policy applies to all Clinical Psychology (Psy.D) Doctoral Students enrolled at Ponce Health Sciences University (PHSU).

General Requirements

Time Frame for completion of the Academic Program

A Clinical Psychology Doctoral Student will be allowed a maximum time frame of three years of enrollment beyond the standard required for the completion of the program (five years). Summer enrollment is considered part of the academic year for the purpose of this measure.

The total years for completion of a degree include those graduate courses accredited on admission to our program.
<table>
<thead>
<tr>
<th>Program</th>
<th>Standard</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Psychology Doctorate</td>
<td>5 years</td>
<td>8 years</td>
</tr>
</tbody>
</table>

**Definition of a full time:** Students with an academic load of 6 credits or more per semester will be considered full time doctoral students. Students registered in doctoral dissertation are also considered full time students.

**Definition of half time:** Students with an academic load of 3 to 5 credits per semester will be considered half time students.

**Definition of less than half time:** Students with an academic load of less than 3 credits per semester will be considered less than half time or part-time students.

**Completion of Program Requirements**

**Course Requirement**

Students must complete all courses within the established time frame. The Program requires a total of 86 credits.

**Performance Requirement**

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 Students Promotion Committee.

**Comprehensive Examination Requirement**

A Comprehensive Examination must be taken upon completion of the second academic year. A passing score in the exam is a requirement for candidacy to the Doctoral Degree.

**Clinical Practice Examination (CPX)**

Approval of the Clinical Practice Examination is required upon completion of the last academic year before the Clinical Internship.

**Doctoral Dissertation Requirement**

A Doctoral Dissertation with oral defense is required for graduation.

**Professional Behavior Requirement**

The students should conduct themselves in accordance with the norms for professional conduct set forth by Ponce Health Sciences University, the corresponding accreditation agencies, and the Clinical Practice Manual of the Psy.D. Program.

**Grade Requirement**

In order to graduate, the student should complete all requirements and maintain a minimum grade point average of 3.00. Satisfactory Academic Progress is required for financial aid eligibility and will be reviewed on a yearly basis.

- A grade of "C" in any of the Clinical Courses (as identified in the program’s catalog) is not allowed. Any “C” grade in the Clinical Courses must be repeated.
- No more than two courses can be repeated in the entire program.
- Repeated courses with "C" grades will remain on record, but the new grade will be used to compute the grade point average.
- A grade of “F” in any course will result in referral to the Students Promotion Committee and considered for dismissal based on overall academic performance.
• Grades of “P” (Pass) or “NP” (Not Pass) are applicable to dissertation. When the dissertation activity requires more than one semester for its completion, the student receives a notation of “In Progress” (IP) for each semester and until the dissertation is completed.

• Grades of “P” (Pass) or “NP” (Not Pass) are applicable to Practica and Internship. A grade of “NP” requires repetition. In case of a second “NP” grade in the same practicum or internship, the student will be referred to the Students Promotion Committee with a recommendation for dismissal.

• An “I” (Incomplete) grade will only be allowed under very special circumstances as determined by the professor. The student must remove the “I” (Incomplete) by the following semester or an administrative “F” will replace it.

Academic Probation and Financial Aid Eligibility
A student failing to meet the grade requirements will be placed on academic probation for one semester, but will be eligible for financial aid. At the end of the semester, if the student has not regained SAP, he/she loses financial aid for the following semester.

If the student is dismissed, but the dismissal decision is reserved by the due process, the student loses financial aid until SAP is reestablished.

Appeal Process for Academic Probation
Students notified that they are to be dismissed from the Psy.D. program, have the right to appeal the case in writing to PHSU President within seven working days after receiving the notification.

The Appeal or Due Process for Dismissal presented below must be followed.

The President will evaluate the appeal and the student’s academic record. Rejection of the appeal by the President is final. If the President has a reasonable doubt about the student’s capacity or academic record, he/she can appoint a three member Ad-Hoc Committee to re-evaluate all evidence.

The Ad-Hoc Committee will notify the student in writing of the date and the time when the case will be heard. The Ad-Hoc Committee has forty-eight (48) hours to submit the report.

The President will consider the Ad-Hoc Committee recommendation, and makes the final decision within forty-eight (48) hours. Any decision will be reported to the student in writing. All decisions made by the President are final.

The same process described above will be followed in cases of unacceptable professional behavior. The corresponding Dean will refer the case to the Promotions Committee. If the recommendation of the Promotion Committee is to dismiss the student, the appeal process described above will be activated.

Reinstatement of Financial Aid
Financial Aid eligibility is contingent upon satisfactory academic progress. It is the student’s responsibility to request reinstatement of financial aid.

Enforcement
The Office of Student Affairs shall have primary responsibility for overseeing this policy and will provide all students upon admission to Ponce Health Sciences University, a copy of this document.
The President, the VP for Academic Affairs and the VP for Student Affairs, as well as the Registrar and Financial Aid Director will receive all pertinent data to ensure proper enforcement of the policies set forth.

Tuition and Fees
For more details of PHSU tuition and fees please refer to: http://psm.edu/our-programs.html

ALL TUITION AND FEES ARE PAYABLE ON OR BEFORE REGISTRATION.

Ponce Health Sciences University reserve the right to increase the tuition or other fees as deemed necessary.

Curriculum

First Year Semester I - Foundation

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 511</td>
<td>Fundamentals of Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>PSY 512</td>
<td>Neuroanatomy Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>PSY 515</td>
<td>Human Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY 522</td>
<td>Psychology of Personality</td>
<td>3</td>
</tr>
<tr>
<td>PSY 581</td>
<td>Introduction to Clinical Practice</td>
<td>0</td>
</tr>
<tr>
<td>PSY 625</td>
<td>Test Construction</td>
<td>2</td>
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First Year Semester II

<table>
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<tr>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSY 523</td>
<td>Cognitive Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 527</td>
<td>History of Psychological Thought</td>
<td>2</td>
</tr>
<tr>
<td>PSY 514</td>
<td>Neurobiology &amp; Psych of Emotion &amp; Mot</td>
<td>2</td>
</tr>
<tr>
<td>PSY 573</td>
<td>Ethics in Professional Psychology</td>
<td>2</td>
</tr>
<tr>
<td>PSY 541</td>
<td>Fundamentals of Clinical Psychopathology</td>
<td>2</td>
</tr>
<tr>
<td>PSY 582</td>
<td>Fundamentals of Clinical Interventions &amp; Emergency Psychology</td>
<td>0</td>
</tr>
<tr>
<td>PSY 686</td>
<td>Intro to Psychological Assessment and Testing</td>
<td>2</td>
</tr>
<tr>
<td>PSY 518</td>
<td>Principles of Psychoneuroimmunology</td>
<td>1</td>
</tr>
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</table>

Second Year Semester I - Psychopathology and Assessment

<table>
<thead>
<tr>
<th>Code</th>
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</thead>
<tbody>
<tr>
<td>PSY 620</td>
<td>Applied Research for Psychologists</td>
<td>2</td>
</tr>
<tr>
<td>Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>PSY 660</td>
<td>Behavior Modification: Theory &amp; Practice</td>
<td>2</td>
</tr>
<tr>
<td>PSY 652</td>
<td>Cognitive Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PSY 681</td>
<td>Cognitive Assessment Practicum.</td>
<td>0</td>
</tr>
<tr>
<td>PSY 645</td>
<td>Mood and Anxiety Disorders</td>
<td>3</td>
</tr>
<tr>
<td>PSY 683</td>
<td>Psychotherapeutic Techniques</td>
<td>0</td>
</tr>
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**Second Year Semester II**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>PSY 662</td>
<td>Cognitive and Cog-Behavioral Therapy</td>
<td>2</td>
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<tr>
<td>PSY 658</td>
<td>Projective Assessment of Personality</td>
<td>4</td>
</tr>
<tr>
<td>PSY 623</td>
<td>Qualitative/Quantitative Methods and Descriptive Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 663</td>
<td>Dynamically Oriented Short-term Psychotherapy</td>
<td>2</td>
</tr>
<tr>
<td>PSY 688</td>
<td>Practicum Projective Personality Assessment</td>
<td>0</td>
</tr>
<tr>
<td>PSY 685</td>
<td>Conceptualization and Intervention Planning</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Comprehensive Examination</td>
<td></td>
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<tr>
<td>Total</td>
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</table>

**Third Year Semester I - Intervention**

<table>
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<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 872</td>
<td>Program Development, Administration and Consultation in Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>PSY 724</td>
<td>Research Practicum: Data Collection &amp; Data Analysis</td>
<td>0</td>
</tr>
<tr>
<td>PSY 767</td>
<td>Family Therapy and Systemic Interventions</td>
<td>2</td>
</tr>
<tr>
<td>PSY 648</td>
<td>Psychopath Disorders Children and Adolescents</td>
<td>2</td>
</tr>
<tr>
<td>PSY 786</td>
<td>General Clinical Practice: Integration I</td>
<td>0</td>
</tr>
<tr>
<td>PSY 731</td>
<td>Racial, Ethnic, and Cultural Diversity</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
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**Third Year Semester II**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 766</td>
<td>Group Processes and Group Psychotherapy</td>
<td>2</td>
</tr>
<tr>
<td>PSY 747</td>
<td>Personality and Psychotic Disorders</td>
<td>3</td>
</tr>
<tr>
<td>PSY 717</td>
<td>Clinical Psychopharmacology</td>
<td>2</td>
</tr>
<tr>
<td>PSY 655</td>
<td>Objective Personality Assessment</td>
<td>2</td>
</tr>
</tbody>
</table>
PSY 787 or General Clinical Practice: Integration II or  
PSY 888 or Advanced Clinical Practicum: Health Psychology  
PSY 789 Advanced Clinical Practicum: Child School Psych.  
Clinical Practice Examination

Total 9

**Fourth Year Semester I - Elective Professional Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 832</td>
<td>Social Bases of Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSY</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>PSY</td>
<td>Elective</td>
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<tr>
<td>PSY</td>
<td>Elective</td>
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<tr>
<td>PSY 826</td>
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**Fourth Year Semester II**

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<tr>
<th>Code</th>
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</thead>
<tbody>
<tr>
<td>PSY 773</td>
<td>Supervision and Consultation</td>
<td>3</td>
</tr>
<tr>
<td>PSY 836</td>
<td>Psychology of Gender (recommended Elective)</td>
<td>2</td>
</tr>
<tr>
<td>PSY</td>
<td>Elective</td>
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<tr>
<td>PSY</td>
<td>Elective</td>
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<tr>
<td>PSY 826</td>
<td>Doctoral Dissertation</td>
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</table>

Number of coursework credits: 86

**Fifth Year Semester Internship I and II**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 900</td>
<td>Doctoral Internship</td>
<td>2,000</td>
</tr>
</tbody>
</table>

**Course Descriptions**

**PSY 511 Fundamentals of Neuroscience (3 credits)**
Starting with a general exploration of the intrauterine development of the neural tube and crest, the course explores the anatomical and physiological foundation of the nervous system within a developmental context. It provides a general overview of the chemical basis of behavior. The lectures will mostly address normal neurological development and functioning but will make reference of the clinical implications of various endogenous and exogenous abnormalities such as genetic and neurodevelopmental variations and morphological abnormalities. The sensory, motor
and arousal systems will be examined in detail as well as those subcortical and cortical functions most related to psychological and behavioral processes.

**PSY 512 Neuroanatomy Laboratory (2 credits)**
To be taken concomitantly with PSY 511.
The laboratory experience will allow the student to observe the morphological characteristics of the CNS including the spinal cord and its projections, the cranial nerves, the brain stem and peripheral vasculature of the brain. The student will observe the internal structure of the brain at the same time that such information is provided through PSIC 511. Special attention will be given to those hypothalamic, Limbic and cortical zones that sub-serve the major neurocognitive and neurobehavioral functions.

**PSY 514 Neurobiology and Psychology of Emotion and Motivation (2 credits)**
This course explores the basic dimensions involved in the understanding of emotional processes: neurobiological, cognitive/psychological and social. It begins with an analysis of the neural structures that underlie and subserve emotional processes. Once this information is mastered, the student is exposed to the main psychological theories that explain the interaction between appraisal of external situations and the biological (emotional) reactions to the nervous system to such evaluations. The classical as well as the contemporary theories of emotion will be explored. The course also explores the neurobiology of motivation and the behavioral manifestations of motivated behavior. The main psychological theories of motivation are also explored within a historical perspective. The course will also explore the neurobiological and psychological relationships between emotion and motivation.

**PSY 515 Human Growth and Development (3 credits)**
This is one of the core theoretical courses of the program that also provides an opportunity for the student to develop competencies in the assessment of diverse developmental milestones and neurodevelopmental functions in infants and children. The course begins with a presentation of the process of birth and of the clinical methods utilized to assess normal development during the perinatal stage. It follows with a description of the normal progression of the basic areas including motor, sensory, language, cognitive, social and emotional, throughout the different stages of development; from childhood to senescence.

**PSY 518 Principles of Psychoneuroimmunology (1 credit)**
Psychoneuroimmunology emerges as a science that attempts to provide a scientific explanation to the issue of mind/body relationships. In this sense, it proposes, studies and explains the existing communication between diverse body systems that are responsible for maintaining the equilibrium that allows for a harmonic and healthy functioning of the human body. Students will explore the area of psychoneuroimmunology through a review of the principal concepts on the topic, of the scientific literature and through the most current areas of research. The effect of stress upon the immune system is examined. Specific psychological and CBT techniques utilized by the field of psychoneuroimmunology to treat patients with stress and immune disorders are introduced as well. HIV is explored as an example of a condition that through psychological intervention the Psychologist can impact the psychoneuroimmunological status of the person treated.

**PSY 522 Psychology of Personality (3 credits)**
The three main areas of interest of the field of Personology will be covered through this course. Emphasis is given to the holistic theories of personality and their clinical application. However, many of the issues studied by Trait Psychologist and constructs utilized to describe and explain human behavior by Social Psychologist and Social Learning Theorists will be addressed also including: locus of control, attribution, neuroticism, field dependence, etc. Other concepts emanating from depth and personality-developmental psychology will be discussed in detail. The course attempts to develop the capacity to apply such theories and construct to everyday life and to clinical situations.
During the process of learning about human personality, the student will become familiarized with a number of scales and tests that are utilized to measure various personality variables.

**PSY 523 Cognitive Psychology (3 Credits)**
The study of the diverse psychological systems that allows the human being to gather information/knowledge from his/her internal and external world is the main focus of this course. The psychology of sensation, perception, cognition, psycholinguistic and information processing provide the experimental and theoretical background to the study of the following topics: attention, thinking, problem solving, language and memory. The student is exposed to the main concepts of each area, to the main research methods utilized to examine hypothesis and to the practical application for clinical practice of such body of knowledge.

**PSY 527 History of Psychological Thought. (2 Credits)**
This course provides a survey of the history of Psychology with emphasis on the philosophical, scientific, sociopolitical and cultural background of each psychological era/movement. The manifestation of the innate vs. environmentalist approaches throughout history will serve as the frame of reference to the analysis of theories and school of thought. Specific philosophical and scientific issues germane to clinical practice will be discussed including the history of the mind-body dualism. Principles of the Philosophy of Science as they apply to psychological thought, theory building and psychometrics will be presented.

The course will end with an overview of the systems that have most impacted the field of psychology during the last few decades including: humanism, cognitive, systems theory, cybernetics, constructivism, etc.

**PSY 531 Psychocultural Analysis of Puerto Rican and Contemporary Societies (2 Credits).**
Relying on the anthropological literature on Puerto Rican culture, this course will engage the student in an in-depth exploration of the historical antecedents and current manifestations of this Caribbean culture. The worldviews of both Traditional and Technologically- oriented components of the culture will be analyzed in the context of clinical practice and treatment planning. The impact of the Transculturation process with its resultant deepening of the bicultural trend of contemporary Puerto Rican society will serve as the frame of reference for understanding current social and cultural issues. The process of migration to USA with its impact on those Puerto Ricans who migrate, will be utilized to further understand the principles of Multicultural Counseling within a psychocultural and “world views” context.

**PSY 541 Fundamentals of Clinical Psychopathology (2 credits)**
This course provides the foundation for the rich sequence of courses on psychopathological conditions in children, adolescents, adults and the elderly. It starts with a presentation and analysis of the theories about normality found within the literature and implicit within many psychometric scales and instruments. It follows with an analysis of the experience of stress, loss, trauma, dissociation and other non-pathological human experiences that reflect the borderline between normalcy and psychopathology. It concentrates on the techniques utilized to assess psychopathology within clinical settings with special and detailed attention to the Mental Status Evaluation. The main concepts utilized in the field of psychopathology will be explained. The student will learn the meaning of symptoms, signs and syndromes as these related to normal and abnormal dynamics of both organic and psychological nature. The course ends with an exploration of the Adjustment Disorders, of DSM-IV “V” codes, of the DSM IV culture-bound syndromes (e.g. nervous breakdown) and of the milder forms of psychological dysfunction.
PSY 573 Ethics in Professional Psychology (2 Credits)
All professional activity performed by a Clinical Psychologist involves other individuals who are part of society and who is probably served by an organization. Many ethical situations involve conflictive decision making which intends to protect all participants of the issue. Such interactions and the need to safeguard the needs and rights of those being served in the professional context will be a major component of this course. The nature and types of ethical dilemmas will be examined from a conceptual as well as from an applied perspective. The course will gear around multiple cases that by themselves illustrate the different ethical issues that are most confronted in clinical practice.

PSY 581 Introduction to Clinical Practice (50 hrs.) Year I: First Semester
This is the first of a series of practicum designed to foster in the student the development of practical clinical skills. Through multiple exercises, the student will learn most of the basic skills needed to conduct initial interviews and to begin a therapeutic intervention. The practicum focuses on the development of an in-depth understanding of all the main components of the clinical interview. It develops full awareness of the different dynamics of the Patient-Clinician relationship. The ethical handling of records and of confidential information will be addressed throughout the semester. The students will master basic skills in the logical and sequential organization of clinical data so that the information obtained through interviews may become meaningful and useful for clinical intervention.

PSY 582 Fundamentals of Clinical Interventions and Emergency Psychology Year I: Second Semester (50 hrs.)
The course focuses on a detailed discussion of all major psychiatric/psychological emergencies that usually present to the emergency room or outpatient settings. A detailed discussion of suicide/aggression focuses on both psychological and social aspects that complicate this extreme emergency. Emphasis will be placed on psychological interventions, theoretical background and the medical management of emergencies associated to alcohol and substance abuse as well as major psychiatric disorders that may present for evaluation in the emergency room setting. The students practice their interviewing and intervention skills through the standardized patient program.

PSY 620 Applied Research for Psychologists (2 credits)
This course will provide the foundation for the acquisition of practical research skills. The course expands from the selection of a definable problem, through the literature search, to the elaboration of hypothesis and initial methodological considerations. After learning about the basic principles and the specific steps utilized to conduct applied psychological research, the student will be able to write the introductory section of his/her research project.

PSY 623 Qualitative/Quantitative Methodology and Descriptive Statistics (3 Credits) Prerequisite: PSY 620
As a continuation of PSY 620, the student will obtain a more detailed exposure to psychological research methods through this course. Qualitative and quantitative approaches will be compared and contrasted. The type of statistics applicable to the analysis of data is discussed. The students will utilize statistical computer programs to process data and obtain statistical values. By the end of the course the student will be able to write the methodology section of his/her research project.

PSY 625 Test Construction (2 credits)
This course provides the student with a more in-depth exposure to the process of test construction and validation. It intends to foster a better understanding of the psychometric properties of psychological tests and to develop specific skills in the adaptation of different psychometric instruments to populations different from the one for which the test was constructed and standardized.
PSY 645 Mood and Anxiety Disorders (3 credits) Prerequisite: PSY 541
This course focuses on the different types of mood/affective disorders including depression, mania, anger and its multiple clinical and syndromal manifestations. It provides the student with an organized clinical frame of reference to diagnose and differentiate these conditions and the theoretical background necessary to understand its etiology and clinical course. Implications for psychodiagnosis and treatment will be explored. The major theories explaining depression and some of the other affective disorders will be introduced including Beck Cognitive Theory, Freud’s conceptualization of Morning, Attachment theories of depression, Learned Helplessness paradigm from Learning theories and others.

The role of anxiety in our lives will provide the foundation for the analysis of the more disturbing anxiety-related syndromes that frequently presents in clinical practice. Generalized Anxiety Disorder, Phobias, Panic Attacks, PTSD, Obsessive Compulsive Disorders, Somatoform disorder and other Anxiety-related syndromes will be explored throughout the course. Clinical manifestations, differential diagnosis and the somatic and psychological treatment approaches to these syndromes will be emphasized. The Neurophysiology of anxiety will be explored together with the somatic interventions utilized to control it.

PSY 648 Psychopathological Disorders in Children and Adolescents (2 credits)
Prerequisite: PSY 541
A general exploration of the different psychological and neurodevelopmental disorders of childhood and adolescence including Autism, ADHD, elimination and eating disorders, behavioral disorders, affective and anxiety disorders. The main theoretical positions available about each condition will be presented to assist the student to gain an adequate understanding of the underlying dynamics of each condition, in addition of their clinical manifestation.

PSY 652 Cognitive Assessment (3 Credits) Prerequisite: PSY 625
After exploring some of the basic theoretical and psychometric issues surrounding the “intelligence” construct, the course will examine the evaluation of intelligence and other cognitive functions and academic achievement. The main instruments presented are: Wechsler scales (Pre-School, Child, Adult), Test of Non Verbal Intelligence II and K-ABC. Through this course and its concurrent Cognitive Assessment Practicum, the student will acquire the necessary skills to ethically and competently administer these test and other psychometric instruments. The course will also concentrate on the scientific method of hypothesis generation, on the type of inferences that may be drawn from these tests and on the different models of data interpretation available through the scientific psychometric literature.

PSY 655 Objective Personality Assessment (2 Credits) Pre-requisite PSY 652 and PSY 654 or taken concurrently
The different types of Objective Personality tests have made a significant impact on the practice of Professional Psychology as they have become an important component of the Psychologist’s assessment techniques. This course will provide the basic knowledge and skills necessary to administer, score and interpret some of the most commonly utilized non projective personality assessment techniques. The main emphasis of the course will be on the MMPI-2 and the Millon Health and Personality Inventories.

PSY 658 Projective Assessment of Personality: (4 Credits) Prerequisites: PSY 522, 541 and 652
Projective techniques constitute an important component of the Clinical Psychologist armamentarium of diagnostic tests. The newer Rorschach system is one of the most widely utilized of these techniques. This course will focus on the Rorschach method as perceptual-cognitive problem-solving tasks with an incomparable projective potential.
Learning the administration and scoring of the Rorschach will be the main objective of the course. The thematic techniques (TAT, CAT) and various Paper-Pencil projective techniques will be presented as secondary and/or alternate personality assessment methods.

**PSY 660 Behavior Modification: Theory and Practice (2 credits)**
This course serves as an adjunct to the Cognitive and Cognitive-Behavioral Therapy course also to be taken during the first semester of the second year. Its main goal is the development of an advanced understanding of the multiple ways in which behavior may be altered through interactions with the environment. Students will be able to gain a solid working knowledge of Learning Theories as they apply to real life contexts and to clinical settings. The course will introduce the student to the different theoretical traditions of the field. The student will learn the principles of Applied Behavioral Analysis. They will also learn about other technological advances of the field based on Respondent/Classical and Social Learning approaches. By the end of the course the student will be able to design a behavior modification program for a particular problem or situation.

**PSY 662 Cognitive and Cognitive-Behavioral Therapy (2 Credits)**
CBT has become one of the main therapeutic approaches utilized by Professional Psychologists. Backed by an impressive body of scientific research, CBT serves as the intervention backbone for many other subspecialties in the field of Clinical Psychology including Health Psychology, Addiction Psychology, Child Therapy, and others. Based upon the extensive literature on Learning Theories, Cognitive Psychology and Behavior Modification, the most effective Cognitive and Cognitive Behavioral therapeutic modalities will be presented throughout this course; e.g. Cognitive Therapies, Rational Emotive Therapy, Multi-modal therapy, Cognitive-Developmental Therapy. Some of the techniques emphasized during the course are: Systematic Desensitization, Behavior Rehearsal, Cognitive Restructuring, and Cognitive Restructuring. Multiple behavior and cognitive assessment techniques will be demonstrated and fully covered.

**PSY 663 Dynamically-Oriented Short-Term Psychotherapy (2 Credits)**
Short Term psychotherapy (brief psychotherapy, time-limited psychotherapy) is focused from a variety of philosophical perspectives. But all share in common the emphasis on the practicality of rapid conflict resolution. During the course, we will include several of these approaches to short term psychotherapy in the belief that an effective psychotherapy must have two components. First, the therapist must be knowledgeable and skilled in the techniques. Second, the therapist must have a varied armamentarium, so as to match the approach to the patient’s specific needs.

**PSY 681 Cognitive Assessment Practicum (30 hrs.)** To be taken concomitantly with PSY 652
Supervised practice in the administration, correction and interpretation of cognitive assessment instruments. The student will acquire the necessary skills to ethically and competently administer this tests.

**PSY 683 Psychotherapeutic Techniques (250 hrs.)**
Students will be placed in a community practicum site during the first semester of the second year. Once per week, the students will meet with their practicum supervisor to discuss cases and relevant issues related to their experience. They will attend the didactic component of the practicum to acquire therapeutic skills based upon the Learning Psychotherapy system. Multiple exercises will be performed by the student in the process of developing a solid and coherent set of readily accessible therapeutic competencies. The student will also share their experiences at their practicum sites and will learn how to integrate the skills learned in class to the work being done with patients.
PSY 685 Conceptualization and Intervention Planning (250 hrs.) Prerequisite: PSY 683
This is the practicum experience for the second semester of the second year. Once per week, the students will meet with their practicum supervisor to discuss cases and relevant issues related to their experience. At the didactic level this practicum will attempt to develop in the student, conceptualization and intervention planning techniques. Therefore, the student will develop the capacity to understand clinical cases and to develop a coherent intervention plan through these didactic experiences and case presentations. To achieve these clinical skills the student will be able to integrate the theoretical knowledge and the skills accumulated from previous practica and theoretical courses with the experiences they are having at their practicum site.

PSY 686 Introduction to Psychological Assessment and Testing (2 credits)
This is the first of the sequence of practica offered for the development of assessment and testing skills. The first portion of the practicum focuses on the basic attitudes and skills needed to conduct an assessment. The practicum follows with a presentation of the common assessment techniques with special emphasis on the utilization of data gathering instruments including interview schedules and outlines, assessment scales and brief paper and pencil, thematic and projective techniques.

PSY 688 Practicum Projective Personality Assessment (30 hrs.) To be taken concomitantly with PSY 654.
It is the main purpose of this one semester practicum to familiarize the student with the most commonly utilized projective techniques, with primary emphasis on the Rorschach. Most of the time available will be devoted to the development of competencies handling the Rorschach Comprehensive System as developed by John Exner and his associates. The student will also learn the administration, scoring and interpretation of various thematic tests such as the TAT and the CAT. The Hutt Adaptation of the Bender Gestalt will be utilized also, emphasizing its psychodiagnostic more than its neuropsychological characteristics. These tests serve to complement the Rorschach and will be presented as part of the standard personality battery that the student will learn to utilize through this practicum.

PSY 717 Clinical Psychopharmacology (2 credits)
The initial portion of the course provides an introduction to pharmacodynamics and pharmacokinetics. It explores the main neurotransmitter systems of the brain and the role they play on normal and abnormal behavior. The rest of the course focuses on the basic pharmacological properties and clinical action of the main psychotropic medication including: Antidepressants (SSRI, Tricyclics and newer agents), Anxiolytics (with emphasis on Benzodiazepines), hypnotics, mood stabilizers, high and low potency neuroleptics (emphasis on the newer generation of antipsychotic medication).

PSY 724 Research Practicum: Data Collection and Data Analysis (0 credit).
Prerequisite: PSY 623
Students will acquire skills in collection of data for research purposes. The practicum will help students to develop the skills needed to analyze data utilizing descriptive and inferential statistical techniques such as Chi-square, Correlation techniques, Student t-test, Analysis of Variance and other techniques according to their particular type of research projects. Through this practicum, the student will learn to use SPSS and other software designed to analyze quantitative and qualitative data.
PSY 731 Racial, Ethnic, and Cultural Diversity (3 credits)
The main goal of this course is to provide a broad view of issues involving the role of psychologist in areas such as Culture, Race, Gender, Sexual/Political Orientation, Religion/Spirituality, and Age, among others. The student will be exposed to theory, research, practice, professional issues, challenges, and potential solutions to issues involving marginalized individuals or groups. Through lectures, guest speakers, class presentations, and group reflections students will have the opportunity to be exposed to or learn about themes such as: disability, religion, spirituality, social class, the elderly, sexual orientation and gender, ethnicity, race and culture.

PSY 747 Personality and Psychotic Disorders (3 credits) Prerequisite: PSY 645
Through this course the student will be guided through the exiting literature on Personality Disorders to read the theories that best illustrate these complex clinical syndromes. Through this approach the student will be able to compare various approaches to the diagnosis, understanding and treatment of the different types of personality disorders including borderline, antisocial, narcissistic, avoidant, schizoid, schizotypal, and others. Various general theoretical orientations created to facilitate the understanding and clinical work with PD patients will also receive special attention including those of Shapiro, Millon, Kernberg and others. The student will obtain a detail understanding of psychotic processes based upon their readings, the lectures provided and upon the examination of recorded interviews with psychotic patients. This will allow the student to obtain an in-depth understanding of the different manifestations of psychotic symptoms. The main types of psychotic disorders will be presented with emphasis on Schizophrenia, Affective Psychosis, Brief Reactive Psychosis and Paranoia.

PSY 766 Group Processes and Group Psychotherapy (2 Credits)
Basic psychological processes of small groups are initially explored as a foundation to introduce the main theoretical approaches to group therapy. The course provides an in-depth examination of the steps usually conducted to determine the type of group to form and the selection process. The different stage of development of the therapeutic group follows together with the manner in which the different curative factors of group therapy are activated and maintained during treatment. The role of the therapist is emphasized throughout each topic.

PSY 767 Family Therapy and Systemic Interventions (2 Credits)
A brief review of the history of Family Therapy will provide the initial approach to the course and to the analysis of the different types of family therapies. Special attention will be given to structural, systemic, strategic and trans-generational orientations. The student will learn specific Family Therapy techniques needed to assess families (genograms, joining techniques, etc.), will learn to elaborate treatment plans and to organize and conduct family sessions.

PSY 773 Supervision and Consultation (3 credits)
This course explores the historical context and the philosophy of supervision. It analyzes the major supervision models and their application to psychotherapeutic and educational/training settings. The differences between the supervisor and consultant role will be explored in the context of the relationship with the supervisee and the consultee. Most common consultation settings for psychologists such as schools and organizations will be emphasized, exploring contemporary strategies and techniques such as coaching and mediation. Students will be given the opportunity to supervise at least one student in their initial clinical practice. Their supervisory work will be monitored and supervised by the course professor. The student will provide a written report on the experience. Other work related to supervision and consultation may be required depending upon the opportunities available in the community and with different organizations.
PSY 786 General Clinical Practice: Integration I (250 hrs.) Prerequisite: PSY 685
During the first semester of the third year the student will be placed in a community site to gain additional clinical experience. They will also have a two-hour didactic session where they will share their experiences with the cases they see at their practicum site. Through these discussions, the student will develop the capacity to integrate multiple sources of information to help the clients served. The student will integrate information obtained through interview with data obtained through tests, together with their personal experience with client. Through this integration, they will be able to develop a more comprehensive understanding of the clinical cases they are treating at their practicum site.

PSY 787 General Clinical Practice: Integration II (250 hrs.) Prerequisite PSY 786
During the second semester of the third year the student will met with their practicum coordinator to further explore ways of integrating clinical material in such a way as to allow them to gain better understanding of cases and to elaborate comprehensive and realistic treatment plans. During this practicum, the student will develop further competencies in the utilization of Empirically Validated Procedures (EVP). Cases will be presented and discussed with the intention of further delineating clinical syndromes utilizing psychometric and historical information together with patient’s response to the intervention. This module will also help the student to gain a broader perspective of the context in which treatment occurs, being this learning objective consonant with their third year academic program. They This entails the capacity to integrate different types of treatment modalities including child therapy and systemic interventions, family therapy, advanced psychopathology as well as theoretical information obtained through the other courses of the third year program. Therefore, the student will learn to integrate knowledge from multiple sources within the field of psychology and mental health with the information obtained from the patients being served at the practicum sites, to derive a deeper understanding of their professional roles and of the intervention strategies available within our understanding of EVP.

PSY 789 Advanced Clinical Practicum: Child and School Psychology. May be taken instead of PSY 787. Requires authorization
This is the module that follows the course on Psychoeducational Assessment and Professional Consultation in Academic Settings. The main focus of this practicum is to assist students in integrating the knowledge obtained in that course and in the child psychopathology course to the actual work with students in academic settings. Placements will be in school throughout the southern part of the island.

PSY 826 Doctoral Dissertation (0 Credit)
The student will register in Psychology 826 during the 4th year and will meet regularly with his/her thesis advisor and other committee members. Through these meeting the student will be guided toward the completion of his/her dissertation project.

PSY 832 Social Bases of Behavior (3 credits)
Social Psychology is an area of psychology that fosters our understanding of how society influences the psychological, behavioral and biological dimensions of human beings. Individuals are socialized within particular contexts and this process manifests itself through his/her perceptions, cognitions, attitudes, emotions, embodiments, and behaviors. This course provides an overview of the contributions of Social Psychology to different areas of studies, particularly to Clinical Psychology. Special emphasis will be placed on philosophical, cultural, economic, and sociopolitical elements that have influenced its transformation through history. The study of Social Psychology is essential for the understanding of individual and collective phenomena, which is an indispensable tool for mental health professionals. In this course students will explore Social Psychology’s theory and practice.
Also, they will identify and reflect on the advantages and obstacles that social psychologists face as agents of social change. This will be done with special emphasis of the implications for clinical practice and research.

**PSY 836 Psychology of Gender (2 credits)**
An exploration of adult personality development forms the foundation of this course with special reflection on gender differences as identified through relevant research and humanistic literature. The different stages of adult development will also serve as the foundation to explore the psychosocial and psycho-cultural issues that have affected adults in traditional and contemporary societies. The course will address the following topics, among others: choosing life styles and sexual orientation - the GLBT movement; multilateral and multigenerational relationships and connectedness; social roles, work and community; marriage, pregnancy, mothering and fatherhood, health and health psychology of women and men. Gender issues, gender roles and gender differences will be of primary concern for this course. The psychotherapeutic implications of these issues will be addressed throughout the course.

**PSY 872 Program Development, Administration and Consultation in Mental Health (3 Credits)**
For this course each student will select a problem, a need or a social issue that he/she wants to address through some type of action program or project. Throughout the course, the student will learn how to define the problem so that a clear mission is articulated, how to write objectives and how to design the type of program that needs to be developed to address the particular need or interest. The student will be exposed to modern organizational and leadership/ supervisory theories. They will learn about Total Quality Management, about Learning Organizations and about the need to develop appropriate organizational policies and procedures to be an effective manager. The financial implications of the project will be explored as the student learns the basics of budgeting, identifying funding sources and the utilization of Management Information Systems. The student will incorporate these models to their particular project, according to the format for program development to be provided. The course will also touch on models of consultation frequently utilized when working with existing organizations.

**PSY 888 Advanced Clinical Practicum: Clinical Health Psychology. (250 hrs) Prerequisite: PSY 818 Requires authorization**
This is an elective practicum that allows students concentrating on Clinical Health Psychology to obtain specialized supervision for the experience they will be having during the semester. The student will be placed in one of the health facilities affiliated to the school through which they will have the opportunity to provide psychological services to medical patients. This Practicum will help the student integrate the theoretical knowledge obtained through the Clinical Health Psychology course with the experience they have at their practicum site.

**PSY 900 Doctoral Internship**
This is a 2000-hour per year intensive clinical experience. The student will be placed for 40 hours per week for 12 months (or 20 hours for 24 months) in a clinical setting where opportunities for further grow are abundant. Such work will be closely supervised given that this is the last experiential component of their program.
PROFESSIONAL CERTIFICATE IN FAMILY AND COUPLES THERAPY

Programs Description
This certificate program provides training in family and couples therapy. It is designed to enhance the assessment, intervention and consultation skills of professionals from the behavioral sciences, medicine and other health sciences holding at least a Master’s degree and professional license. Graduate students in a psychology doctoral program are allowed to register in the program.

Program Goals
The primary goals of the Certificate Program in Family and Couples Therapy are:

1. To develop or enhance the competencies of licensed mental health or health professionals in therapeutic interventions with couples and families.
2. To develop or enhance the competencies of licensed mental health or health professionals in the knowledge of systemic interventions and in the cultural, ethical and legal implications of couples and family therapy practice.

Admissions Requirements
1. Master in Art, Master in Science or MD degree from an institution of higher education
2. Professional License or registered in a Professional Psychology doctoral program.
3. Complete a personal interview with program faculty.
4. Submit the following documents:
   a. Official transcript from all graduate schools attended.
   b. Copy of professional license
   c. Two letters of recommendation written by individuals familiar with the applicant’s professional work and skills, using the format accompanying the application form.
   d. Certificate of No Penal Record
   e. Application processing fee of US$100.00, non-refundable

Graduate students in Clinical, Counseling, School Psychology, Social Work or Professional Psychology, may be admitted if they:

1. Provide evidence of one year of clinical practicum experiences.
2. Have at least two credits in Family Therapy
3. Sign an understanding stating that the Certificate will only be provided after completing their graduate program and submitting a copy of their professional license.

The Program Director and faculty members select ideal candidates for admissions. Candidates demonstrating high involvement or interest in the field of couples and family therapy who evidence mental and personal maturity and the sensitivity to the psychosocial needs of others are prime candidates for admissions. In evaluating the applicants, emphasis is placed upon the following:

1. Potential to work with individuals, analytical skills and understanding of ethical standards of the profession.
2. Motivation and emotional stability
3. Letters of recommendation (see previous description)
4. Interview with faculty member
Upon acceptance, all students are required to submit the following:

1. Written confirmation of acceptance and a non-refundable deposit of $100.00 to secure the seat in the entering class.
2. Physical Exam (using a form provided by the Admissions Office)
3. Evidence of up to date immunization record (must include Varicella, Td Adult, MMR and three doses of Hepatitis B).
4. Other documents will be notified as pertinent.

Degree Granted
Professional Certificate in Family and Couples Therapy

Graduation Requirements
1. Satisfactory completion of courses (21 credits)
2. Satisfactory completion of 100 hours of supervised practica

Grading System
- Pass (P) - 100 - 70
- No Pass (NP) - Less than 70
- E Extended
- I Incomplete
- IP In Progress
- P Pass
- NP Not Pass
- W Withdrawal
- AW Administrative Withdrawal

Satisfactory Academic Progress

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. This policy also ensures that the Student Financial Aid requirements set forth by federal regulations are met.

Scope
This policy applies to all students enrolled in the Professional Certificate Program in Family and Couples Therapy at Ponce Health Sciences University (PHSU).

General Requirements
A. Time Frame for completion of the Program

A Student will be allowed a maximum time frame of one year of enrollment beyond the standard required for the completion of the program (one year)

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<tr>
<th>Program</th>
<th>Standard</th>
<th>Maximum</th>
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<tr>
<td>Professional Certificate in Family and Couples Therapy</td>
<td>1 year</td>
<td>2 years</td>
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</table>
B. Completion of Program Requirements

1. Course Requirement
Students must complete all courses within the established time frame. The Program requires a total of 21 credits and 100 hours of clinical practice.

2. Performance Requirement
A student must complete each trimester with a Passing (P) grade.

3. Professional Behavior Requirement
The students should conduct themselves in accordance with the norms for professional conduct set forth by Ponce Health Sciences University.

Grade Requirement
In order to graduate, the student should complete all program requirements. An “I” (Incomplete) grade will only be allowed under very special circumstances as determined by the faculty. The student must remove the “I” not later than the following year.

Financial Aid Eligibility
A student failing to meet the program requirements will be dismissed. Students notified that they are to be dismissed from program, have the right to appeal the case in writing to the University President within seven working days after receiving the notification.

The Appeal or Due Process for Dismissal

The President evaluates the appeal and the student's academic record. Rejection of the appeal by the President is final. If the President has a reasonable doubt about the student's capacity or academic record, he/she can appoint a three member Ad-Hoc Committee to re-evaluate all evidence.

The Ad-Hoc Committee will notify the student in writing of the date and the time when the case will be heard. The Ad-Hoc Committee has forty-eight (48) hours to submit the report.

The President will consider the Ad-Hoc Committee recommendation, and make the final decision within forty-eight (48) hours. Any decision will be reported to the student in writing. All decisions made by the President are final.

The same process described above will be followed in cases of unacceptable professional behavior. The corresponding Dean will refer the case to the Promotions Committee. If the recommendation of the Promotion Committee is to dismiss the student, the appeal process described above will be activated.

Reinstatement of Financial Aid
Financial Aid eligibility is contingent upon satisfactory academic progress. It is the student's responsibility to request reinstatement of financial aid.

Enforcement
The Office of the VP for Student Affairs shall have primary responsibility for overseeing this policy and will provide all students upon admission to PHSU, a copy of this document.
Tuition and Fees

For more details of PHSU tuition and fees please refer to: [http://psm.edu/our-programs.html](http://psm.edu/our-programs.html)

ALL TUITION AND FEES ARE PAYABLE ON OR BEFORE REGISTRATION.

Ponce Health Sciences University reserve the right to increase the tuition or other fees as deemed necessary.

Curriculum

*Trimester I*

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<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
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<td>From the individual to the system: Introduction to systemic thinking</td>
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<tr>
<td>TFP 901</td>
<td>Theories and methods of family and couples therapy</td>
<td>3</td>
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<tr>
<td>TFP 902</td>
<td>Legal and ethical issues in family and couples therapy</td>
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*Trimester II*

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<td>TFP 903</td>
<td>Families and couples in transition and distress</td>
<td>4</td>
</tr>
<tr>
<td>TFP 905</td>
<td>Methods of intervention and practice in family and couples therapy I*</td>
<td>5</td>
</tr>
</tbody>
</table>

*Trimester III*

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TFP 906</td>
<td>Methods of intervention and practice in family and couples therapy II *</td>
<td>5</td>
</tr>
</tbody>
</table>

* Requires 50 hours of practica

Course Descriptions

**TFP 900-From the individual to the system: Introduction to systemic thinking (3 credits)**
This course provides an in depth examination of systemic thinking and the theories fundamental to the discipline of family therapy.

**TFP 901-Theories and methods of family and couples therapy (3 credits)**
This course presents an overview of the major models of family and couples therapy and discussions of the assessment methods of each model. The students will critically analyze the applicability of the models within the Puerto Rican and Latino American contexts. The student will analyze his/her own development within his/her family context.
TFP 902 - Legal and ethical issues in family and couples therapy (1 credit)
Exploration and discussions of ethical, legal, and professional issues involved in working with families and couples. The course examines laws, rules, and legal decisions relevant to families (e.g., child abuse, domestic violence). Discusses the role of the family therapist in legal courts and the basic principles for writing reports.

TFP 903 - Families and couples in transition and distress (4 credits)
Discussion and analysis of social problems in the cultural/family context and their interactions. Study the particulars of non-traditional families such as step families and gay families. Exploration of the impact upon families of situations such as violence, additions, losses, mental diseases, eating disorders, poverty and discrimination. Study and assessment of the appropriate systemic interventions to treat each condition. Discussion and analysis of common problems in couples’ relationships such as separation, divorce, sexuality, infidelity, communication problems, and others. It studies some appropriate interventions for each situation.

TFP 905 - Methods of intervention and practice in family and couples therapy I (5 credits)
In addition to require 50 hours of direct clinical practica with families and couples, this course includes a didactic component with emphasis on case presentations and intervention methods. Students assist families and couples in dyads and receive live supervision through the one way mirror.

TFP 906 - Methods of intervention and practice in family and couples therapy II (5 credits)
This second course requires 50 hours of supervised clinical practica and also includes a didactic component centered around the discussion of clinical cases. In this course students work individually with families and couples and receive live supervision.

DOCTOR OF PHILOSOPHY IN CLINICAL PSYCHOLOGY PROGRAM (PhD)

Program Descriptions
The PhD Clinical Psychology program is based on the Scientist-Practitioner model of professional psychology as articulated by the Boulder Conference of 1949 (Raimy, 1950). Further elaboration and updating of the model was accomplished through the National Conference on Scientist/Practitioner Education and Training for the Professional Practice of Psychology (Belar & Perry, 1992). The model aims at fostering the development of both research and clinical competencies in the training of Clinical Psychologists. Clinical Psychologists trained within the Scientist/Practitioner model use a scientific epistemology in their approach to the discipline of Psychology and orient their clinical work by the tenants of Evidence-Based Practice in Psychology (EBPP). The PhD Clinical Psychology program trains students to become Health Services Providers competent in addressing the needs of diverse populations and clientele. PhD students may concentrate their research training efforts on areas of interest in psychosocial issues or behavioral neuroscience

Program Goals
The program goals and objectives are based upon the Cube Model for competency development in professional psychology (Rodolfa, et al., 2005)

1. Prepare students to become competent clinical psychologists capable of integrating the knowledge, skills, attitudes, and values that serve as the foundation of clinical practice and capable of assuming an evidence-based scientific perspective of the profession.
2. Prepare clinical psychologists for the ethical delivery of evidence-based psychological services when assuming the contemporary roles of the profession in diverse clinical situations.

Admissions Requirements
Candidates for admission will satisfy the following requirements:

1. A bachelor’s degree from a college or university approved by the Council on Higher Education and/or by the corresponding regional accrediting agencies.
2. At least 15 credits in Psychology at the bachelor’s level including the following courses:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Experimental Psychology or Research Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

3. Submit an official transcript of all college level work completed and of all graduate courses taken. Failure to submit transcripts of any graduate or undergraduate work is considered a serious offense.
4. A minimal GPA of 3.00 in the last two years of undergraduate degree.
5. Results within the mean on the “Examen de Admisión a Estudios Postgraduados” (EXADEP) or in the Graduate Record Examination (GRE)
6. Two letters of recommendation from professors and or professionals familiar with the candidate’s performance in academic and work settings.
7. Certificate of good conduct from the Police Department.

Transfer of Credits Policy
PHSU will acknowledge prior academic learning experiences earned by students applying for admission to its PhD program. The following principles will apply in considering courses for transfer;

1. Most of the courses to be transferred from other institutions will serve to satisfy the elective requirements of the program.
2. The maximum amount of credits to be transferred is 24.
3. Students with prior graduate work in a field outside mental health may obtain credit for up to 18 credits depending on the nature of the program attended and the courses taken.
4. The following requirements will guide the evaluation process of those courses submitted for approval.
   a. Courses need to be relevant to the field of Clinical/Professional Psychology
   b. Course approved with at least a B grade are only considered for transfer.

It is the student’s responsibility to facilitate the course syllabus and the official catalog of the institution where the course (s) requested for transfer was/were taken.
The following courses will be considered for transfer from previous graduate work:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 832</td>
<td>Social Bases of Behavior</td>
</tr>
<tr>
<td>PSY 527</td>
<td>History of Psychological Thought</td>
</tr>
<tr>
<td>PSY 625</td>
<td>Test Construction</td>
</tr>
<tr>
<td>PSY 524</td>
<td>Cognitive and Affective Bases of Behavior</td>
</tr>
<tr>
<td>PSY 652</td>
<td>Cognitive Assessment</td>
</tr>
<tr>
<td>PSY 681</td>
<td>Cognitive Assessment Laboratory</td>
</tr>
<tr>
<td>PSY 662</td>
<td>Cognitive and Cognitive -Behavioral Therapy</td>
</tr>
<tr>
<td>PSY 573</td>
<td>Ethics in Professional Psychology</td>
</tr>
<tr>
<td>PSY 655</td>
<td>Objective Personality Assessment</td>
</tr>
<tr>
<td>PSY 731</td>
<td>Racial, Ethnic, and Cultural Diversity</td>
</tr>
<tr>
<td>PSY 766</td>
<td>Group Processes and Group Psychotherapy</td>
</tr>
<tr>
<td>PSY 717</td>
<td>Clinical Psychopharmacology</td>
</tr>
<tr>
<td>PSY 648</td>
<td>Psychopath Disorders Children and Adolescents</td>
</tr>
<tr>
<td>PSY 767</td>
<td>Family Therapy and Systemic Intervention</td>
</tr>
<tr>
<td>PSY 836</td>
<td>Psychology of Gender (Recommended Elective)</td>
</tr>
<tr>
<td>PSY 773</td>
<td>Supervision and Consultation</td>
</tr>
<tr>
<td>PHY 724</td>
<td>Cognitive Neurosciences</td>
</tr>
</tbody>
</table>

**Graduation Requirements**

The requirements for the PhD in Clinical Psychology degree are:

1. Approve all required and elective courses, as well as all practicum and seminars while maintaining a satisfactory academic progress. A minimum of 83 credits is needed to satisfy the academic requirements. The practicum, dissertation and internship do not carry credit value as they are computed by the hour.

2. Successfully complete 1100 hours of clinical practice as follows:
   a. 2 hours per week for 25 weeks of the first and second semester of the first year attending PSY 581/582 for a total of 50 hours per semester.
   b. 2 hours each week of the first and second semester of the second year attending didactic sessions (PSY 683 / 685) and at least 8 hours per week of direct clinical contact during 25 weeks for a total of 250 hours per semester.
   c. 2 hours each week of the first and second semester of the third year attending didactic sessions (PSY 786 / 787) and at least 8 hours per week of direct clinical contact during 25 weeks for a total of 250 hours per semester.

3. Successful completion of four semesters of research practical including PSY 622 & 623 that are required. Two additional research one-semester practica for which the student will chose from PSY 722 & 727 (psychosocial/clinical), or PSY 723 & 725 (Behavioral Neuroscience).

4. Approve the Comprehensive Examination offered at the end of the second year and the Clinical Practice Examination (CPX) to be taken during or after the end of third year.

5. Approval of Dissertation Proposal by the dissertation committee before submitting the internship application.

6. Complete 2000 hours of a doctoral internship. The internship may be completed in 40 hours per week during a 12-month period (Full Time) or 20 hours per week in a 24-month period (Half Time).
7. Approval of the doctoral dissertation, which must be related to the field of Psychology in general or to Professional Psychology in particular. A quantitative, data-gathering methodology is preferred.

8. The PhD-CPP also requires its students to submit the dissertation research project for publication in a peer-reviewed journal. The publication will consist of a stand-alone empirical article written according to the specifications set forth by the peer-reviewed journal chosen for the submission. This article is usually 25-30 pages (double space) in length (including references), and should conform to APA format. Students should familiarize themselves with the types of articles that appear in quality journals relevant to their area of research.

Number of contact credit-hours: Eighty three credit hours, plus applicable clinical and research practical, internship and dissertation

Grading System
All courses and grades obtained will appear on the student’s academic record, including transferred courses from other institutions.

The Program has established evaluation criteria for the successful completion of courses. These criteria are made available to the students at the beginning of the course. The grading system for graduate students is as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100% - 90%</td>
</tr>
<tr>
<td>B</td>
<td>89% - 80%</td>
</tr>
<tr>
<td>C</td>
<td>79% - 70%</td>
</tr>
<tr>
<td>F</td>
<td>Fail (below 70%)</td>
</tr>
<tr>
<td>E</td>
<td>Extended</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
</tr>
<tr>
<td>NP</td>
<td>Not Pass</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>AW</td>
<td>Administrative Withdrawal</td>
</tr>
</tbody>
</table>

In order to graduate, the student should complete all requirements and maintain a minimum grade point average of 3.00. Satisfactory Academic Progress is required for financial aid eligibility and will be reviewed on a yearly basis.

Satisfactory Academic Progress
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. This policy also ensures that the Student Financial Aid requirements set forth by federal regulations are met.

Scope
This policy applies to all Clinical Psychology PhD Students enrolled at Ponce Health Sciences University (PHSU).
General Requirements

A. Time Frame for completion of the Academic Program

A Clinical Psychology PhD Student will be allowed a maximum time frame of three years of enrollment beyond the standard required for the completion of the program (five years). Summer enrollment is considered part of the academic year for the purpose of this measure. The total years for completion of a degree include those graduate courses accredited on admission to our program.

<table>
<thead>
<tr>
<th>Program</th>
<th>Standard</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Psychology PhD</td>
<td>5 years</td>
<td>8 years</td>
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</table>

Definition of a full time: Students with an academic load of 6 credits or more per semester will be considered full time doctoral students. Students registered in doctoral dissertation are also considered full time students.

Definition of half time: Students with an academic load of 3 to 5 credits per semester will be considered half time students.

Definition of less than half time: Students with an academic load of less than 3 credits per semester will be considered less than half time or part-time students.

B. Completion of Program Requirements

1. Course Requirement
Students must complete all courses within the established time frame. The Program requires a total of 83 credits.

2. Performance Requirement
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 Student Promotion Committee.

3. Comprehensive Examination Requirement
A Comprehensive Examination must be taken upon completion of the second academic year. A passing score in the exam is a requirement for candidacy to the Doctoral Degree.

4. Clinical Practice Examination (CPX)
Approval of the Clinical Practice Examination is required upon completion of the last academic year before the Clinical Internship.

5. Dissertation Proposal
Approval of Dissertation Proposal by the dissertation Committee is required before submitting the application for internship.
6. Doctoral Dissertation Requirement
A Doctoral Dissertation with oral defense is required for graduation. The data obtained from the dissertation project will be organized in an article format, per APA publication guidelines, and submitted for publication to a peer-reviewed journal, with the approval of the Dissertation Committee.

7. Professional Behavior Requirement
The students should conduct themselves in accordance with the norms for professional conduct set forth by Ponce Health Sciences University, the corresponding accreditation agencies, and the Clinical Practice Manual of the Ph.D. Program.

Grade Requirement
In order to graduate, the student should complete all requirements and maintain a minimum grade point average of 3.00. Satisfactory Academic Progress is required for financial aid eligibility and will be reviewed on a yearly basis.

- A grade of “C” in any of the Clinical Courses (as identified in the program’s catalog) is not allowed. Any “C” grade in a Clinical Course means that the course must be repeated.
- No more than two courses can be repeated in the entire program.
- Repeated courses with "C" grades will remain on record, but the new grade will be used to compute the grade point average.
- A grade of “F” in any course will result in referral to the Students Promotion Committee and considered for dismissal based on overall academic performance.
- Grades of “P” (Pass) or “NP” (Not Pass) are applicable to dissertation. When the dissertation activity requires more than one semester for its completion, the student receives a notation of “In Progress” (IP) for each semester and until the dissertation is approved.
- Grades of “P” (Pass) or “NP” (Not Pass) are applicable to Practica and Internship. A grade of “NP” requires repetition. In case of a second “NP” grade in the same practicum or internship, the student will be referred to the Students Promotion Committee with a recommendation for dismissal.
- An “I” (Incomplete) grade will only be allowed under very special circumstances as determined by the professor. The student must remove the “I” (Incomplete) by the following semester.

Academic Probation and Financial Aid Eligibility
A student failing to meet the grade requirements will be placed on academic probation for one semester, but will be eligible for financial aid. At the end of the semester, if the student has not regained SAP, he/she loses financial aid for the following semester.

If the student is dismissed, but the dismissal decision is reversed by the due process, the student loses financial aid until SAP is reestablished.

Appeal Process for Academic Probation
Students notified that they are to be dismissed from the Ph.D. program, have the right to appeal the case in writing to the PHSU President within seven working days after receiving the notification.
The Appeal or Due Process for Dismissal presented below must be followed.

The President will evaluate the appeal and the student’s academic record. Rejection of the appeal by the President is final. If the President has a reasonable doubt about the student’s capacity or academic record, he/she can appoint a three member Ad-Hoc Committee to re-evaluate all evidence.

The Ad-Hoc Committee will notify the student in writing of the date and time when the case will be heard. The Ad-Hoc Committee has forty-eight (48) hours to submit the report.

The President will consider the Ad-Hoc Committee recommendation, and make the final decision within forty-eight (48) hours. Any decision will be reported to the student in writing. All decisions made by the President are final.

The same process described above will be followed in cases of unacceptable professional behavior. The corresponding Dean or will refer the case to the Promotions Committee. If the recommendation of the Promotion Committee is to dismiss the student, the appeal process described above will be activated.

Tuition and Fees

For more details of PHSU tuition and fees please refer to: http://psm.edu/our-programs.html

ALL TUITION AND FEES ARE PAYABLE ON OR BEFORE REGISTRATION.

Ponce Health Sciences University reserve the right to increase the tuition or other fees as deemed necessary.

Curriculum

First Year Semester I

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSY 522</td>
<td>Psychology of Personality</td>
<td>3</td>
</tr>
<tr>
<td>PSY 832</td>
<td>Social Bases of Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PSY 511</td>
<td>Fundamentals of Neuroscience</td>
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<td>PSY 541</td>
<td>Fundamentals of Clinical Psychopathology</td>
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<td>PSY 581</td>
<td>Introduction to Clinical Practice</td>
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<tr>
<td>PSY 512</td>
<td>Neuroanatomy Laboratory</td>
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First Year Semester II

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<td>Ethics in Professional Psychology</td>
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<tr>
<td>PSY 625</td>
<td>Test Construction</td>
<td>2</td>
</tr>
<tr>
<td>PSY 582</td>
<td>Fundamentals of Clinical Intervention &amp; Emergency Psychology</td>
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</tr>
<tr>
<td>PSY 686</td>
<td>Introduction to Psych Assessment and</td>
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<tr>
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<td>Credits</td>
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<tr>
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<td>------------------------------------------------------------------------------</td>
<td>---------</td>
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<tr>
<td>PSY 524</td>
<td>Cognitive and Affective Bases of Behavior</td>
<td>3</td>
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<tr>
<td>PSY 515</td>
<td>Human Growth and Development</td>
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<td>PSY 518</td>
<td>Principles of Psychoneuroimmunology</td>
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**Second Year Semester I**

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<td>PSY 621</td>
<td>Descriptive and Inferential Statistics</td>
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</tr>
<tr>
<td>PSY 652</td>
<td>Cognitive Assessment</td>
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<tr>
<td>PSY 681</td>
<td>Cognitive Assessment Laboratory</td>
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<tr>
<td>PSY 683</td>
<td>Psychotherapeutic Techniques</td>
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<td>PSY 622</td>
<td>Psychosocial/Clinical Research Practica I</td>
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<tr>
<td>PSY 728</td>
<td>Research Proposal Development and Funding Mechanisms</td>
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**Second Year Semester II**

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<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 527</td>
<td>History of Psychological Thought</td>
<td>2</td>
</tr>
<tr>
<td>PSY 662</td>
<td>Cognitive and Cognitive -Behavioral Therapy</td>
<td>2</td>
</tr>
<tr>
<td>PSY 626</td>
<td>Quantitative Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>PSY 655</td>
<td>Objective Personality Assessment</td>
<td>2</td>
</tr>
<tr>
<td>PSY 658</td>
<td>Projective Assessment of Personality</td>
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<tr>
<td>PSY 688</td>
<td>Practicum Projective Personality Assessment</td>
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</tr>
<tr>
<td>PSY 685</td>
<td>Conceptualization &amp; Intervention Planning</td>
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</tr>
<tr>
<td>PSY 623</td>
<td>Psychosocial/Clinical Research Practica II</td>
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**Third Year Semester I**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSY 731</td>
<td>Racial, Ethnic, and Cultural Diversity</td>
<td>3</td>
</tr>
<tr>
<td>PSY 726</td>
<td>Qualitative Research Methods</td>
<td>2</td>
</tr>
<tr>
<td>PSY 721</td>
<td>Advanced Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 786</td>
<td>General Clinical Practice: Integration I</td>
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</tr>
<tr>
<td>PSY 747</td>
<td>Personality and Psychotic Disorders</td>
<td>3</td>
</tr>
<tr>
<td>PSY 722 or PSY 723</td>
<td>Psychosocial/Clinical Research Practica III or Behavioral Neuroscience Research Practica I</td>
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### Third Year Semester II

<table>
<thead>
<tr>
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<th>Course Title</th>
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<tbody>
<tr>
<td>PSY 766</td>
<td>Group Processes and Group Psychotherapy</td>
<td>2</td>
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<td>PSY 717</td>
<td>Clinical Psychopharmacology</td>
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<tr>
<td>MPH 5601</td>
<td>Scientific Writing</td>
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<td>PSY 648</td>
<td>Psychopath Disorders Children and Adolescents</td>
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<td>PSY 767</td>
<td>Family Therapy and Systemic Interventions</td>
<td>2</td>
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<tr>
<td>PSY 787</td>
<td>General Clinical Practice: Integration II</td>
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<tr>
<td>PSY 727 / PSY 725</td>
<td>Psychosocial/Clinical Research Practica IV or Behavioral Neuroscience Research Practica II</td>
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<td>Clinical Practice Examination</td>
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### Fourth Year Semester I

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<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSY 773</td>
<td>Supervision and Consultation</td>
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<tr>
<td>PSY 729</td>
<td>Behavioral Neuroscience Research Practica III (elective)</td>
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<td>Elective</td>
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### Fourth Year Semester II

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<th>Code</th>
<th>Course Title</th>
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<td>PSY 836</td>
<td>Psychology of Gender (Recommended.Elective)</td>
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<tr>
<td>PSY 801</td>
<td>Teaching Psychology Laboratory</td>
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<tr>
<td>PHY 724</td>
<td>Cognitive Neurosciences (Rec. Elective)</td>
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<td>PSY 772</td>
<td>Program Development and Administration in Mental Health</td>
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<td>PSY</td>
<td>Elective</td>
<td>2</td>
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### Fifth Year Semester I - Internship

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**Fifth Year Semester II - Internship**

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* Internship: Option 1 = 2,000 hours full time, one year. Option 2 = half time, 1,000 hours per year, two years.

Total academic credits required for Ph.D. Degree = 83

**Course Descriptions**

**PSY 511 Fundamentals of Neuroscience**
Starting with a general exploration of the intrauterine development of the neural tube and crest, the course explores the anatomical and physiological foundation of the nervous system within a developmental context. It provides a general overview of the chemical basis of behavior. The lectures will mostly address normal neurological development and functioning but will make reference of the clinical implications of various endogenous and exogenous abnormalities such as genetic and neurodevelopmental variations and morphological abnormalities. The sensory, motor and arousal systems will be examined in detail. (3 credits)

**PSY 512 Neuroanatomy Laboratory**
The laboratory experience will allow the student to observe the morphological characteristics of the CNS including the spinal cord and its projections, the cranial nerves, the brain stem and peripheral vasculature of the brain. The student will observe the internal structure of the brain at the same time that such information is provided through PSIC 511. Special attention will be given to those hypothalamic, limbic and cortical zones that sub-serve the major neurocognitive and neurobehavioral functions. (0 credits) To be taken concomitantly with PSY 511.

**PSY 515 Human Growth and Development**
This is one of the core theoretical courses of the program that also provides an opportunity for the student to develop competencies in the assessment of diverse developmental milestones and neurodevelopmental functions in infants and children. The course begins with a presentation of the process of birth and of the clinical methods utilized to assess normal development during the perinatal stage. It follows with a description of the normal progression of the basic areas including motor, sensory, language, cognitive, social and emotional. Various developmental scales and psychometric instruments will be taught during the semester. (3 credits)

**PSY 518 Principles of Psychoneuroimmunology**
Psychoneuroimmunology emerges as a science and branch of medicine, which attempts to provide a scientific explanation to the issue of mind/body relationships. In this sense, it proposes, studies and explains the existing communication between diverse body systems that are responsible for maintaining the equilibrium that allows for a harmonic and healthy functioning of the human body. Students will explore the area of psychoneuroimmunology through a review of the principal concepts on the topic, of the scientific literature and through the most current areas of research. The effect of stress upon the immune system is examined. Specific psychological and CBT techniques utilized by the field of psychoneuroimmunology to treat patients with stress and immune disorders are introduced as well. HIV is explored as an example of a condition that through psychological intervention the Psychologist can impact the psychoneuroimmunological status of the person treated. (1 credit)
PSY 522 Psychology of Personality
The main personality theories are presented and analyzed through this course. The knowledge about the neurobiological substrate of human behavior gathered through the past decades will provide the foundation for the study of the biological basis of personality including temperament, genetic determinants of behavior, extraversion/ introversion dimensions, among others. After familiarizing the student with these concepts and with some of the relevant literature, the course enters into an in-depth exploration of orthodox psychoanalytic theory and into an overview of the main Neo-Freudian theories including Analytical and Individual Psychology of Jung and Adler. Horney’s theory is also explored. A general view of Object Relations theory is also provided related to the psychoanalytic movement including the main principles of Melanie Klein, John Bowlby and Margaret Mahler. The rest of the course explores Trait Psychology (Allport, Eysenck, Costa & McCrae), Behaviorism (Pavlov and Skinner) with special emphasis on Social Learning theories (Bandura), and Humanism (Rogers, Maslow and Kelly). The course attempts to develop in the student the capacity to apply those theories to everyday life and to clinical situations. During the process of learning about human personality, the student will write reports and will learn to use the NEO-PI to consolidate the theoretical knowledge obtained through class. (3 credits)

PSY 524 Cognitive and Affective Bases of Behavior
This course covers historical, philosophical and current research issues that have lead to the understanding of cognitive and emotional processes. After an examination of the historical roots of the concepts, the research endeavors that shaped both fields will be explored leading to the formulation of theory and to the current knowledge about both processes. The study of emotional process will include laboratory demonstration of the research methodology currently used in many laboratories to study one of the major areas of the field; fear conditioning and extinction. Likewise, current research trends in cognitive psychology will be explored. Both areas will be addressed from their biological, social and psychological perspective. The clinical application of the knowledge and theories on cognition and emotion will be presented wherever is applicable. (3 credits)

PSY 527 History of Psychological Thought
This course provides a survey of the history of Psychology with emphasis on the philosophical, scientific, sociopolitical and cultural background of each psychological era/movement. The manifestation of the innate vs. environmentalist approaches throughout history will serve as the frame of reference to the analysis of theories and school of thought. Specific philosophical and scientific issues germane to clinical practice will be discussed including the history of the mind body dualism. Principles of the Philosophy of Science as they apply to psychological thought, theory building and psychometrics will be presented.

The course will end with an overview of the systems that have most impacted the field of psychology during the last few decades including: humanism, cognitive, systems theory, cybernetics, constructivism, etc. (2 Credits)

PSY 541 Fundamentals of Clinical Psychopathology
This course provides the foundation for the rich sequence of courses on psychopathological conditions in children, adolescents, adults and the elderly. It starts with a presentation and analysis of the theories about normality found within the literature and implicit within many psychometric scales and instruments. It follows with an analysis of the experience of stress, loss, trauma, dissociation and other non-pathological human experiences that reflect the borderline between normalcy and psychopathology. It concentrates on the techniques utilized to assess psychopathology within clinical settings with special and detailed attention to the Mental Status Evaluation. The main concepts utilized in the field of psychopathology will be explained.
The student will learn the meaning of symptoms, signs and syndromes as these relate to normal and abnormal dynamics of both organic and psychological nature. The course ends with an exploration of the Adjustment Disorders, of DSM-IV “V” codes, of the DSM IV culture-bound syndromes (e.g. nervous breakdown) and of the milder forms of psychological dysfunction. (2 credits)

PSY 573 Ethics in Professional Psychology.  
All professional activities performed by a Clinical Psychologist involve other individuals who are part of society and who are probably served by an organization. Many ethical situations involve conflicting decision making which intends to protect all participants of the issue. Such interactions and the need to safeguard the needs and rights of those being served in the professional context will be a major component of this course. The nature and types of ethical dilemmas will be examined from a conceptual as well as from an applied perspective. The course will gear around multiple cases that by themselves illustrate the different ethical issues that are most confronted in clinical practice. (2 Credits)

PSY 581 Introduction to Clinical Practice.  
This is the first of a series of practicum designed to foster in the student the development of practical clinical skills. Through multiple exercises and after watching many hours of videotapes, the student will learn most of the basic skills needed to conduct initial interviews and to begin a therapeutic intervention. The practicum focuses on the development of an in-depth understanding of all the main components of the clinical interview. It teaches methods of recording and of analyzing data. It develops full awareness of the different dynamics of the Patient-Clinician relationship. The ethical handling of records and of confidential information will be addressed throughout the semester. The students will master basic skills in the logical and sequential organization of clinical data so that the information obtained through interviews may become meaningful and useful for clinical intervention. (50 hrs.) Year I: First Semester.

PSY 582 Fundamentals of Clinical Interventions and Emergency Psychology.  
The course focuses on a detailed discussion of all major psychiatric/psychological emergencies that usually present to the emergency room or outpatient settings. A detailed discussion of suicide/aggression focuses on both psychological and social aspects that complicate this extreme emergency. Emphasis will be placed on psychological interventions, theoretical background and the medical management of emergencies associated to alcohol and substance abuse as well as major psychiatric disorders that may present for evaluation in the emergency room setting. Year I: Second Semester (50 hrs.)

PSY 621 Descriptive and Inferential Statistics  
The course is designed as an entry level graduate course in statistics and covers inferential statistical techniques to solve applied research problems. Also, the course will provide knowledge and experience in the use of the SPSS program to resolve the basic descriptive and inferential statistical problems. (3 Credits)

PSY 622 Psychosocial/Clinical Research Practicum I  
This course is designed to provide students with a supervised research experience with a faculty member of the Clinical Psychology Program. The course will be divided in two main components: Lecture and Practicum. It is expected that the student will spend from four to ten hours per week on practicum activities. The primary objective of the research practicum is to strengthen students’ ability to synthesize different phases and components of psychological research related to health psychology, psychopathology, test development and standardization, among other areas.
Students will participate in the different aspects of the research projects assigned including: articulation of research questions, literature review, selection of sampling techniques, formulation of design strategies, development of data gathering instruments and other methods of data collection, data analysis, interpretation of results and research report writing.

PSY 623 Psychosocial/Clinical Research Practicum II
This course is a continuation of Research Practicum III centering on the development of clinical/social research competencies. Students will continue to gain supervised research experience with faculty members of the Clinical Psychology Program. Although some lectures will be provided on practical research issues, most of the time of this research practicum will be spent in developing skills with data collection, data analysis and development of research reports and/or publications. To accomplish these goals students will spend from four to ten hours per week on practicum activities. (0 Credits)

PSY 625 Test Construction
This course provides the student with a more in-depth exposure to the process of test construction and validation. It intends to foster a better understanding of the psychometric properties of psychological tests and to develop specific skills in the adaptation of different psychometric instruments to populations different from the one for which the test was constructed and standardized. (2 credits)

PSY 626 Quantitative Research Methods
This course is meant to give graduate students an overview of the two main types of scientific methods used in the field. The main goal of the course is to provide you the information necessary for you to be able to write the methodology section of your doctoral dissertation. (3 Credits)

PSY 645 Mood and Anxiety Disorders
This course focuses on the different types of mood/affective disorders including depression, mania, anger and its multiple clinical and syndromal manifestations. It provides the student with an organized clinical frame of reference to diagnose and differentiate these conditions and the theoretical background necessary to understand its etiology and clinical course. Implications for psychodiagnosis and treatment will be explored. The major theories explaining depression and some of the other affective disorders will be introduced including Beck Cognitive Theory, Freud’s conceptualization of mourning, attachment theories of depression, Learned Helplessness paradigm from Learning theories and others.

The role of anxiety in our lives will provide the foundation for the analysis of the more disturbing anxiety-related syndromes that frequently presents in clinical practice. Generalized Anxiety Disorder, Phobias, Panic Attacks, PTSD, Obsessive Compulsive Disorders, Somatoform disorder and other Anxiety-related syndromes will be explored throughout the course. Clinical manifestations, differential diagnosis and the somatic and psychological treatment approaches to these syndromes will be emphasized. The Neuropsychiology of anxiety will be explored together with the somatic interventions utilized to control it. (3 credits) Prerequisite: PSY 541

PSY 648 Psychopathological Disorders in Children and Adolescents
A general exploration of the different psychological and neurodevelopmental disorders of childhood and adolescence including Autism, ADHD, elimination and eating disorders, behavioral disorders, affective and anxiety disorders. The main theoretical positions available about each condition will be presented to assist the student in gaining an adequate understanding of the underlying dynamics of each condition, in addition to their clinical manifestation. (2 credits) Prerequisite: PSY 541
PSY 652 Cognitive Assessments
After exploring some of the basic theoretical and psychometric issues surrounding the “intelligence” construct, the course will examine the evaluation of intelligence and other cognitive functions and academic achievement. The main instruments presented are: Wechsler scales (Pre-School, Child, Adult), Test of Non-Verbal Intelligence II and K-ABC. Through this course and its concurrent Cognitive Assessment Practicum, the student will acquire the necessary skills to ethically and competently administer these tests and other psychometric instruments. The course will also concentrate on the scientific method of hypothesis generation, on the type of inferences that may be drawn from these tests and on the different models of data interpretation available through the scientific psychometric literature. (3 Credits). Prerequisite: PSY 625

PSY 655 Objective Personality Assessments
Objective personality tests have significantly influenced the contemporary practice of professional psychology. The appropriate and ethical use of validated self-report inventories of personality and emotional functioning has become critical in a health care climate where cost effectiveness and versatility of applications (e.g., outpatient, forensic, health care settings) are essential. This course will provide the basic knowledge and skills necessary to administer, score, and interpret some of the most commonly utilized non-projective personality assessment techniques including the MMPI-2, MMPI-2 RF the MCMI-III and the MBMD. Additionally, the psychometric, test construction, and research aspects of these instruments will be examined throughout the course. Special attention will be given to issues of test applicability considering culture and the context of the evaluation. (2 Credits). Pre-requisite PSY 652

PSY 658 Projective Assessment of Personality
Projective assessment techniques are frequently used in clinical contexts as a diagnostic tool. Three types of projective techniques are most popular within Psychology and have been subjected to different degree of empirical scrutiny. These are the inkblot, the thematic, and the paper and pencil tests. This course will focus on the thematic and paper and pencil tests. Students interested in exploring the Rorschach method have an opportunity to register in a course specifically designed to learn this technique. The thematic tests to be presented through the course are; TEMAS: Narrative/Personality Assessment of the Hispanic Child and Adolescent, Thematic Apperception Test, and the Children Apperception Test. The Koppitz method will be emphasized for the scoring and interpretation of the Draw a Person Test. Different scoring and interpretation systems will be presented for the Thematic and for the Paper and Pencil Tests. This approach will allow students to learn methods that are evidence based and are most likely to yield valid and reliable results. This course will present a multicultural and culturally competent framework for assessment of personality. (2 Credits) Prerequisite PSY 652

PSY 662 Cognitive and Cognitive-Behavioral Therapy
CBT has become one of the main therapeutic approaches utilized by Professional Psychologists. Backed by an impressive body of scientific research, CBT serves as the intervention backbone for many other subspecialties in the field of Clinical Psychology including Health Psychology, Addiction Psychology, Child Therapy, and others. Based upon the extensive literature on Learning Theories, Cognitive Psychology and Behavior Modification, the most effective Cognitive and Cognitive Behavioral therapeutic modalities will be presented throughout this course; e.g. Cognitive Therapies, Rational Emotive Therapy, Multi-modal therapy, Cognitive-Developmental Therapy. Some of the techniques emphasized during the course are: Systematic Desensitization, Behavior Rehearsal, and Cognitive Restructuring. Multiple behavior and cognitive assessment techniques will be demonstrated and fully covered. (2 credits)
PSY 681 Cognitive Assessment Practicum
Supervised practice in the administration, correction and interpretation of cognitive assessment instruments. The student will acquire the necessary skills to ethically and competently administer these tests. (30 hrs.) To be taken concomitantly with PSY652.

PSY 683 Psychotherapeutic Techniques
While placed in a community agency during the first semester of the second year the student will attend this practicum to acquire therapeutic skills based upon the Learning Psychotherapy system. Multiple exercises will be performed by the student in the process of developing a solid and coherent set of readily accessible therapeutic competencies. The student will also share their experiences at their practicum sites and will learn

PSY 685 Conceptualization & Intervention Planning
This is the practicum experience for the second semester of the second year. The student will be placed in a community practicum site during the semester. Once per week, the students will meet with their practicum coordinator to discuss relevant issues related to their experience. At the didactic level this practicum will attempt to develop in the student, conceptualization and intervention planning techniques. Therefore, the student will develop the capacity to understand clinical cases and to develop a coherent intervention plan through these didactic experiences and case presentations. To achieve these clinical skills the student will be able to integrate the theoretical knowledge and the skills accumulated from previous practica and theoretical courses with the experiences they are having at their practicum site. (250 hrs) Prerequisite: PSY 683

PSY 686 Introduction to Psychological Assessment and Testing
This is the first of the sequence of practica offered for the development of assessment and testing skills. The first portion of the practicum focuses on the basic attitudes and skills needed to conduct an assessment. The practicum follows with a presentation of the common assessment techniques with special emphasis on the utilization of data gathering instruments including interview schedules and outlines, assessment scales and brief paper and pencil, thematic and projective techniques. (2 credits)

PSY 688 Practicum Projective Personality
Through this practicum students will learn the administration, scoring and interpretation of the projective techniques presented through the Projective Assessment Course. The thematic techniques, especially the TEMAS (Tell-Me-AStory) test will be the main focus of the practicum. The practicum will prepare students to write personality assessment reports and for conducting high quality, ethically sensitive, feedback sessions. Assessment (30 hours) to be taken concomitantly with PSY 658.

PSY 717 Clinical Psychopharmacology
The initial portion of the course provides an introduction to pharmacodynamics and pharmacokinetics. It explores the main neurotransmitter systems of the brain and the role they play on abnormal behavior. The rest of the course focuses on the basic pharmacological properties and clinical actions of the main psychotropic medication including: Antidepressants (SSRI, Tricyclics and newer agents), Anxiolytics (with emphasis on Benzodiazepines), hypnotics, mood stabilizers, high and low potency neuroleptics (emphasis on the newer generation of antipsychotic medication). (2 credits)
PSY 721 Advanced Statistics
Advanced statistical design will address statistical procedures appropriate for the analysis of multivariate psychological data. Topics include: simple and canonical correlation, linear and multiple regression, discriminant analysis, multivariate analysis of covariance and factor analysis. Practical understanding of these techniques will be achieved through hands-on analysis of research questions using sample databases and computerized statistical packages. (3 Credits)

PSY 722 Psychosocial/Clinical Research Practicum III
This practicum is designed to provide students with a supervised research experience with a faculty member of the Clinical Psychology Program. The practicum will be divided in two main components: lecture/didactic activities and practicum/experiential hands-on opportunities. It is expected that the student will spend from six to ten hours per week on practicum related activities including direct research experiences. The primary objective of the research practicum is to strengthen students’ ability to comprehend the different phases and components of psychological research related to health psychology, psychopathology, test development, among other areas. Students will participate in different aspects of the research projects assigned including; articulation of research questions, literature review, selection of sampling techniques, formulation of design strategies, development of data gathering instruments and other methods of data collection. (0 Credits)

PSY 723 Behavioral Neuroscience Research Practicum I
This laboratory provides the students with an introduction to the methods employed by Behavioral Neuroscientists to examine the biological basis of various behaviors in animals and humans. The laboratory is divided in two main components: lectures and hands-on experience. Lecture will focus on the principles, philosophies and theories of the field and on the research techniques of the field. The practicum component of the laboratory will allow students to explore the techniques presented through lectures. Therefore, the main goal of this laboratory is to provide student hands-on experience on the procedures, methods and instrumentation used to study the main issues of relevance to the field of behavioral neuroscience. (0 Credits)

PSY 725 Behavioral Neuroscience Research Practicum II
This course provides the students the opportunity to design experiments related to the field of Behavioral Neuroscience. The students will gain experience in neuroscience experimentation, gather substantial data sets and develop skills in scientific report writing and presentation. The students will apply some of the techniques learned in the Behavioral Neuroscience Laboratory I. (0 Credits)

PSY 726 Qualitative Research Methods
Qualitative research is a multi-method approach to the study of social interactions in natural settings. It involves the collection and analysis of empirical information from multiple sources such as first-person accounts, life histories, visual records, semi-structured and open-ended interviews, informal and formal observations, biographical and autobiographical materials, among others. The researcher attempts to make sense of, or interpret, phenomena in terms of the meanings people bring to them. This course is intended to provide the basic knowledge of qualitative research. It will help students develop an understanding, knowledge, skills and comfort with qualitative research methods, as an additional alternative in psychological research. The qualitative paradigm will be presented as complimentary to quantitative methods, rather than contradictory and competitive. (2 Credits)

PSY 727 Psychosocial/Clinical Research Practicum IV
This course is a continuation of Research Practicum III centering on the development of clinical/social research competencies. Students will continue to gain supervised research experience with faculty members of the Clinical Psychology Program. Although some lectures will be provided on practical research issues, most of the time of this research practicum will be spent in developing
skills with data collection, data analysis and development of research reports and/or publications. To accomplish these goals students will spend from four to ten hours per week on practicum activities. (0 Credits)

**PSY 728 Research Proposal Development and Funding Mechanisms**
The purpose of this course is to guide students to write scientific research proposals for submission to funding agencies. The emphasis is on grant and fellowship funding opportunities most relevant to psychology researchers. The course will offer guidance on selecting a suitable research topic, organize and plan the project, identify a funding agency, write the proposal, and on how to manage the project once it is funded. The course also discusses the ethical responsibilities of the researcher, the proposal review process, and what alternatives are available once a research or a grant proposal is not approved for funding. (2 Credits)

**PSY 729 Behavioral Neuroscience Research Practicum III (0 Credits)**
Students willing to develop additional competencies in the field of neuroscientific research may elect to register in this practicum. This practicum is especially suited for conducting a dissertation research project related to neurosciences, under the supervision of a faculty member. Students will have an opportunity to begin to collect data and to refine their dissertation project. Students may also elect to use this learning experience to prepare a manuscript for publication after collecting pertinent data.

**PSY 731 Racial, Ethnic, and Cultural Diversity**
The technological advances of contemporary societies have brought human beings from diverse backgrounds closer together. Such demographic changes have urge psychologists and other mental health practitioners to increase their understanding of diversity issues. Contemporary, multicultural societies also require from psychologist a broader repertoire of clinical and psychotherapeutic interventions. This course addresses these critical needs of professional psychologists by exposing students to the theory and practice of multicultural psychology. (3 credits)

**PSY 747 Personality and Psychotic Disorders (3 credits) Prerequisite: PSY 645**
Through this course the student will be guided through the exiting literature on Personality Disorders to read the theories that best illustrate these complex clinical syndromes. Through this approach the student will be able to compare various approaches to the diagnosis, understanding and treatment of the different types of personality disorders including borderline, antisocial, narcissistic, avoidant, schizoid, schizotypical, and others. Various general theoretical orientations created to facilitate the understanding and clinical work with PD patients will also receive special attention including those of Shapiro, Millon, Kernberg and others. The student will obtain a detailed understanding of psychotic processes based upon their readings, the lectures provided and upon the examination of recorded interviews with psychotic patients. This will allow the student to obtain an in-depth understanding of the different manifestations of psychotic symptoms. The main types of psychotic disorders will be presented with emphasis on Schizophrenia, Affective Psychosis, Brief Reactive Psychosis and Paranoia.

**PSY 766 Group Processes and Group Psychotherapy (2 Credits)**
Basic psychological processes of small groups are initially explored as a foundation to introduce the main theoretical approaches to group therapy. The course provides an in-depth examination of the steps usually conducted to determine the type of group to form and the selection process. The different stage of development of the therapeutic group follows together with the manner in which the different curative factors of group therapy are activated and maintained during treatment. The role of the therapist is emphasized throughout each topic.
PSY 767 Family Therapy and Systemic Interventions (2 Credits)
A brief review of the history of Family Therapy will provide the initial approach to the course and to the analysis of the different types of family therapies. Special attention will be given to structural, systemic, strategic and transgenerational orientations. The student will learn specific Family Therapy techniques needed to assess families (genograms, joining techniques, etc.), will learn to elaborate treatment plans, and to organize and conduct family sessions. Evidence based interventions with families and couples will be discussed and contrasted with Classical models.

PSY 772 Program Development and Administration in Mental Health. (2 Credits).
Students will select a problem, a need, or a social issue that they want to address through some type of action program or project. Throughout the course, the student will learn how to define the problem so that a clear mission is articulated, how to write objectives and how to design the type of program that needs to be developed to address the particular need or interest. The student will be exposed to modern organizational and leadership theories. The financial implications of the project will be explored as the student learns the basics of budgeting, identifying funding sources and the utilization of Management Information Systems. The student will incorporate these models to their particular project, according to the format for program development to be provided.

PSY 773 Supervision and Consultation (3 credits)
This course explores the historical context and the philosophy of supervision. It analyzes the major supervision models and their application to psychotherapeutic and educational/training settings. The differences between the supervisor and consultant role will be explored in the context of the relationship with the supervisee and the consultee. Most common consultation settings for psychologists such as schools and organizations will be emphasized, exploring contemporary strategies and techniques such as coaching and mediation. Students will be given the opportunity to supervise at least one student in their initial clinical practice. Their supervisory work will be monitored and supervised by the course professor. The student will provide a written report on the experience. Every student will identify, analyze, and present in class a critical review of a research article published in the last 5 years, in a topic relate to clinical supervision or consultation.

PSY 787 General Clinical Practice: Integration II (250 hrs.) Prerequisite PSY 786
During the second semester of the third year the student will meet with their practicum coordinator to further explore ways of integrating clinical material in such a way as to allow them to gain better understanding of cases and to elaborate comprehensive and realistic treatment plans. During this practicum, the student will develop further competencies in the utilization of Empirically Validated Procedures (EVP). Cases will be presented and discussed with the intention of further delineating clinical syndromes utilizing psychometric and historical information together with patients’ response to the intervention. This module will also help the student to gain a broader perspective of the context in which treatment occurs, being this learning objective consonant with their third year academic program. This entails the capacity to integrate different types of treatment modalities including child therapy and systemic interventions, family therapy, advanced psychopathology as well as theoretical information obtained through the other courses of the third year program. Therefore, the student will learn to integrate knowledge from multiple sources within the field of mental health with the information obtained from the patients being served at the practicum sites, as well as learn to derive a deeper understanding of their professional roles and of the intervention strategies available within our understanding of EVP.

PSY 801 Teaching Psychology Laboratory. (30 Hours). Prerequisite: PSY 621 & PSY 721
While performing as Teacher Assistant (TA) for the Statistics, Methods, or other graduate psychology course, advanced PhD students will develop the necessary skills for teaching psychology in higher education. Students will have an opportunity to engage in research assistantship (data analysis) as part of the experience, in addition to performing as TA to one of the program’s faculty members,
especially, for the research professors. As TA, the student will provide lectures, will assist junior students in learning the appropriate use of SPSS and other statistical software programs, and will engage in additional teaching experiences related to psychology. All the activities will be supervised, discussed, and conducted with the course professor.

**PSY 826 Doctoral Dissertation (0 Credits)**
The student will register in Psychology 826 during the 4th year and will meet regularly with his/her thesis advisor and other committee members. Through these meetings the student will be guided towards the completion of his/her dissertation project.

**PSY 836 Psychology of Gender (2 credits)**
An exploration of adult personality development forms the foundation of this course with special reflection on gender differences as identified through relevant research and humanistic literature. The different stages of adult development will also serve as the foundation to explore the psychosocial and psychocultural issues that have affected adults in traditional and contemporary societies. The course will address the following topics, among others: Life styles and sexual orientation, the GLBT movement; multilateral and multigenerational relationships and connectedness; social roles, work and community; marriage, pregnancy, mothering and fatherhood, and health and gender. Gender issues, gender roles and gender differences and similarities will be of primary concern for this course. The psychotherapeutic implications of these issues will be addressed throughout the course.

**PSY 900 Doctoral Internship**
This is a 2000-hour per year intensive clinical experience. The student will be placed for 40 hours per week for 12 months (or 20 hours for 24 months) in a clinical setting where opportunities for further growth are abundant. Such work will be closely supervised given that this is the last experiential component of their program.

**PHY 724 Introduction to Cognitive Neuroscience**
This is a survey course that covers the following areas of Cognitive Neuroscience: brain evolution, perception, attention, memory, language, emotion, and consciousness. The objective of the course is to introduce students to the main issues in each field and guide further independent reading. (2 credits) Pre requisites: Medical Neuroscience Course, or PSY 511.

**MPH 5601 Scientific Writing**
This course concentrates on writing a research paper and on the effective presentation of scientific information in text, and figures. It emphasizes an approach oriented to the reader, addressing subjects such as: Writing tables, abstract introduction, methods, results, and discussion. Students will learn about the writing process by drafting and revising a manuscript bases on their own research. (3 Credits)

**MPH 7101 IRB Seminar**
This seminar will expose the student to the regulations for the protection of human and animal subjects in the context of the main types of research methodologies. The main ethical issues underlying the ethical execution of research projects will be initially considered. The regulations expressed in the report of the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, The Belmont report, will be considered and will serve as the foundation for the seminar, within the broader ethical perspective initially presented. Students will learn that all government and private institutions receiving funds from the DHHS (including NIH & NIMH) that support or engages in research with human subject adhere to these regulatory requirements guided by the ethical principles of the Belmont Report. (1 Credit)
MASTER OF SCIENCE IN SCHOOL/PSYCHOLOGY (Starting August 2016)

Program Description
The Master of Science (MS) in School/Clinical Psychology program of Ponce Health Sciences University (PHSU) is a Terminal Master Degree Program that will concomitantly provide students the foundations of the School and Clinical Psychology (S/CP) profession. The program will prepare its graduates to engage in competent practice of the profession, at the Master level.

As part of the program, students have an option of completing a concentration in Neuropsychology (NP) or in Neuroscience of Learning (NSL). With this MS in S/CP, students will be able to seek licensing in PR and in most states of USA. They may also pursue doctoral studies in School Psychology, Clinical Psychology, and Neuropsychology or in Clinical Neuropsychology. By acquiring the foundational competencies of School and Clinical Psychology students will master the Knowledge, Skills and Attitudes associated to the main competencies of Professional Psychology. These are: Biological Bases of Behavior, Social Bases of Behavior, Cognitive and Emotional Bases of Behavior, Human Growth and Development, Research and Statistics, Test Construction, Ethics and History of Psychology, and Psychology of Personality.

Program Goals
This MS program will also allow students to acquire most of the basic functional Knowledge, Skills and Attitudes of Clinical Psychology including; Psychopathology, Crisis Intervention, Evidence-Based Interventions, Psychological Testing and Evaluation. Students will master the foundational knowledge, skills and attitudes of the Neuropsychology or Neuroscience of Learning by learning about; Neurosciences, Cognitive Neuropsychology, Developmental Neuropsychology, Neuropsychological Assessment, Brain Based Learning, Learning Disabilities, among others.

Admissions Requirements
A bachelor’s degree from a college or university approved by the Council on Higher Education and/or by the corresponding regional accrediting agencies.

At least 15 credits in Psychology at the bachelor’s level including de following courses:

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<td>Developmental Psychology</td>
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<td>Statistics</td>
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<td>Experimental Psychology or</td>
<td></td>
</tr>
<tr>
<td>Research Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

1. Submit an official transcript of all college level work completed and of all graduate courses taken. Failure to submit transcripts of any graduate or undergraduate work is considered a serious offense.
2. A minimal GPA of 3.00
3. Results within the mean on the “Examen de Admisión a Estudios Postgraduados” (EXADEP) or in the Graduate Record Examination (GRE)
4. Two letters of recommendation from professors or professionals familiar with the candidate’s performance in academic and work settings.
5. Certificate of good conduct from the Police Department.
6. One-day interview process including written essays and taking an objective personality test.
7. Final interview with Program Director or designee and Coordinator of the Admissions Committee or designee.

Graduation Requirements
1. Students must complete all courses within the established time frame. The Program requires a total of 62 credits and 1,015 Clinical Practice contact hours.
2. Student should complete all requirements and maintain a minimum grade point average of 3.00 every semester.
3. The program requires approval of a Comprehensive Examination covering core areas of the field School/Clinical Psychology.
4. The students should conduct themselves in accordance with the norms for professional conduct set forth by Ponce Health Sciences University, the corresponding accreditation agencies, and the Clinical Practice Manual of the Psychology Program.

Grading System
All courses and grades obtained will appear on the student’s academic record, including transferred courses from other institutions.

The Program has established evaluation criteria for the successful completion of courses. These criteria are made available to the students at the beginning of the course. The grading system for graduate students is as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100% - 90%</td>
</tr>
<tr>
<td>B</td>
<td>89% - 80%</td>
</tr>
<tr>
<td>C</td>
<td>79% - 70%</td>
</tr>
<tr>
<td>F</td>
<td>Fail (below 70%)</td>
</tr>
<tr>
<td>E</td>
<td>Extended</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
</tr>
<tr>
<td>NP</td>
<td>Not Pass</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>AW</td>
<td>Administrative Withdrawal</td>
</tr>
</tbody>
</table>

Satisfactory Academic Progress
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. This policy also ensures that the Student Financial Aid requirements, set forth by federal regulations, are met.

Scope
This policy applies to Psychology Students enrolled in the Masters in Science in School/Clinical Psychology at Ponce Health Sciences University.
General Requirements

1. Time Frame for completion of the Academic Program

A School Psychology Student will be allowed a maximum time frame of 2.5 years of enrollment beyond the 2.5 years standard required for the completion of the program. Summer enrollment is considered part of the academic year for the purpose of this measure.

The total amount of years for completion of the degree includes those graduate courses accredited on admission to the School/Clinical Psychology Program.
   a. Definition of a full time: Students with an academic load of 6 credits or more per semester will be considered full time graduate students.
   b. Definition of half time: Students with an academic load of 3 to 5 credits per semester will be considered half time students.
   c. Definition of less than half time: Students with an academic load of less than 3 credits per semester will be considered less than half time or part-time students.

2. Completion of Program Requirements
   a. Course Requirement
      Students must complete all courses within the established time frame. The Program requires a total of 62 credits.
   b. Performance Requirement
      A student must maintain a minimum grade point average of 3.00 for every semester. A student failing to meet this standard of performance will be referred to the Students Promotion Committee.
   c. Comprehensive Examination Requirement
      The program requires approval of a Comprehensive Examination covering core areas of the field of School/Clinical Psychology.
   d. Professional Behavior Requirement
      The students should conduct themselves in accordance with the norms for professional behavior set forth by Ponce Health Sciences University, the corresponding accreditation agencies, and the Clinical Practice Manual of the School Psychology Program.

Grade Requirement

In order to graduate, the student should complete all requirements and maintain a minimum grade point average of 3.00. Satisfactory Academic Progress is required for financial aid eligibility and will be reviewed on a yearly basis.

1. No more than two courses may be approved with a grade of C.
2. Obtaining a grade of C in a third course will require that student repeat such course (s).
3. Repeated courses with "C" grades will remain on record, but the new grade will be used to compute the grade point average.
4. A grade of “F” in any course will result in referral to the Students Promotion Committee and considered for dismissal based on overall academic performance, including GPA in the program.
5. Grades of “P” (Passed) or “NP”(Not Pass) are applicable to Practica. A grade of “NP” requires repetition. In case of a second “NP” grade in the same practicum, the student will be referred to the Students Promotion Committee with a recommendation for dismissal.
6. An “I” (Incomplete) grade will only be allowed under very special circumstances as determined by the professor. The student must remove the “I” (Incomplete) by the following semester or an administrative “F” will replace it.
Appeal Process for Academic Affairs

Students who are notified by the Program’s Dean a decision of the Students Promotion Committee that he/she must repeat failed courses during the next academic year or to be dismissed from the program, have the right to appeal the decision within seven working days after receiving the notification.

The appeal or due process presented below must be followed.

The student will appeal in writing to the Students Promotion Committee (SPC) and include all relevant documentation to support the request. The Committee will evaluate the reasons and evidence submitted to determine if they change their initial decision. The SPC has 48 hours to submit its decision to the Program’s Dean, who will notify the decision to the student.

If the SPC sustains the adverse decision, the student has the right to appeal to the Dean of Health Sciences. The appeal must be submitted in writing within seven working days after receiving the notification. The Dean of Health Sciences will evaluate the appeal and the student’s academic record. The Dean can appoint a three member Ad-Hoc Committee to re-evaluate all evidence. Rejection of the appeal by the Dean is final.

If an Ad-Hoc Committee is appointed, they will notify the student in writing of the date and the time when the appeal will be evaluated. The Ad-Hoc Committee has forty-eight (48) hours to submit a recommendation to the Dean of Health sciences. The Dean of Health Sciences will consider the Ad-Hoc Committee recommendation and make the final decision within forty-eight (48) hours.

Any decision will be reported to the student in writing. The decision made by the Dean of Health Sciences is final.

The same process described above will be followed in the case that the adverse decision made by the Committee is for non-academic reasons, such as unacceptable professional behavior. The Program Dean, the Dean of Health Sciences or the VP for Student Affairs will refer the case to the SPC. If the recommendation of the SPC is to dismiss the student, the appeal process described above may be activated.

In the event that an adverse decision is made due to non-academic reasons and the Dean of Health Sciences sustains the decision after the appeal process, the student may appeal to the Vice-President for Academic Affairs and then to the President.

Financial Aid Eligibility

Financial Aid eligibility is contingent upon satisfactory academic progress. Please refer to the institutional policy on Satisfactory Academic Progress published by the Office of Financial Aid.

Enforcement

The Office of the Vice President for Student Affairs shall have primary responsibility for overseeing this policy and will provide all health sciences students a copy of this document upon admission to Ponce Health Sciences University.

The President, Vice President of Academic Affairs and the Vice President for Student Affairs, as well as the Dean of Health Sciences, the Program Dean, Registrar and Financial Aid Director will receive all pertinent data to ensure proper enforcement of the policy here set forth.
Tuition and Fees

For more details of PHSU tuition and fees please refer to: [http://psm.edu/our-programs.html](http://psm.edu/our-programs.html)

**ALL TUITION AND FEES ARE PAYABLE ON OR BEFORE REGISTRATION.**

Ponce Health Sciences University reserve the right to increase the tuition or other fees as deemed necessary.

Curriculum

**First Semester**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SCP 515</td>
<td>Lifespan Human Development</td>
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<tr>
<td>SCP 522</td>
<td>Psychology of Personality and of Individual Differences</td>
<td>3</td>
</tr>
<tr>
<td>SCP 686</td>
<td>Introduction to Psychological Assessment</td>
<td>2</td>
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<tr>
<td>SCP 581</td>
<td>Clinical Practice I</td>
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<tr>
<td>SCP 532</td>
<td>Social Bases of Behavior and Diversity</td>
<td>3</td>
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<td>SCP 625</td>
<td>Test and Measurement</td>
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**Second Semester**

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<tr>
<td>SCP 652</td>
<td>Intellectual Assessment</td>
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<td>SCP 681</td>
<td>Intellectual Assessment Practicum</td>
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</tr>
<tr>
<td>SCP 620</td>
<td>Research in Psychological Sciences</td>
<td>2</td>
</tr>
<tr>
<td>SCP 573</td>
<td>Professional Behavior and Ethics</td>
<td>2</td>
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<tr>
<td>SCP 582</td>
<td>Clinical Practice II</td>
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<tr>
<td>SCP 541</td>
<td>General Principles of Psychopathology</td>
<td>2</td>
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<tr>
<td>SCP 660</td>
<td>Behavior Modification: Theory &amp; Practice</td>
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**Third Semester**

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<tr>
<td>SCP 623</td>
<td>Research Methods and Statistics</td>
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<tr>
<td>SCP 649</td>
<td>Psychological Disorders in Children &amp; Adolescents</td>
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</tr>
<tr>
<td>SCP 688</td>
<td>Practicum Projective Assessment Techniques</td>
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<td>SCP 683</td>
<td>Clinical Practice III</td>
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<tr>
<td>SCP 755</td>
<td>Psychoeducational Assessment and Consultation</td>
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</tr>
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<td>SCP 767</td>
<td>Family Therapy and Systemic Interventions</td>
<td>2</td>
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<tr>
<td>SCP 766</td>
<td>Group Therapy</td>
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<td>SCP 658</td>
<td>Projective Assessment Techniques</td>
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### Fourth Semester - Neuropsychology Track

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<tr>
<th>Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>NPS 511</td>
<td>Biological Bases of Behavior: Neuroscience</td>
<td>3</td>
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<tr>
<td>NPS 512</td>
<td>Neuroscience Laboratory</td>
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<tr>
<td>NPS 524</td>
<td>Cognition and Emotion</td>
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<tr>
<td>NPS 851</td>
<td>Neuropsychological Assessment</td>
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<tr>
<td>SCP 786</td>
<td>Clinical Practice IV: Integration</td>
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### Fourth Semester - Neuroscience of Learning Track

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<td>NSL 0601</td>
<td>Brain-Based Learning</td>
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<tr>
<td>NSL 0502</td>
<td>Sensory and Sensory-Motor development: Implications for assessment and teaching</td>
<td>2</td>
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<tr>
<td>NSL 0512</td>
<td>Theoretical models of learning</td>
<td>2</td>
</tr>
<tr>
<td>NSL 0602</td>
<td>Neuropsychology of Learning Disorders: A Pragmatic Approach</td>
<td>2</td>
</tr>
<tr>
<td>NSL 0611</td>
<td>Design and administration of Neuroscience-Based learning environments</td>
<td>1</td>
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<tr>
<td>NSL or SCP</td>
<td>Directed Elective</td>
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</tr>
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### Fifth Semester

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<td>SCP 789</td>
<td>School Psychology Practicum</td>
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<tr>
<td>SCP 717</td>
<td>Psychopharmacology for Psychologists</td>
<td>2</td>
</tr>
<tr>
<td>SCP 772</td>
<td>Program Development</td>
<td>2</td>
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<td>Elective Courses</td>
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<td></td>
<td>Comprehensive Examination</td>
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### Electives

<table>
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<th>Course Title</th>
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<tr>
<td>SCP 847</td>
<td>Neuropathology</td>
<td>2</td>
</tr>
<tr>
<td>SCP 764</td>
<td>Evidence-Based Interventions or Children and Adolescents</td>
<td>2</td>
</tr>
<tr>
<td>SCP 865</td>
<td>Autism Spectrum Disorders</td>
<td>2</td>
</tr>
<tr>
<td>NSL 0612</td>
<td>Neurodevelopment alterations: learning and behavioral manifestations</td>
<td>3</td>
</tr>
</tbody>
</table>
Course Descriptions

NPS 511  Biological Bases of Behavior: Neuroscience
Starting with a general exploration of the intrauterine development of the neural tube and crest, the course explores the anatomical and physiological foundation of the nervous system within a developmental context. It provides a general overview of the chemical basis of behavior. The lectures will mostly address normal neurological development and functioning but will make reference of the clinical implications of various endogenous and exogenous abnormalities such as genetic and neurodevelopmental variations and morphological abnormalities. The sensory, motor and arousal systems will be examined in detail.

NPS 512  Neuroscience Laboratory
The laboratory experience will allow the student to observe the morphological characteristics of the CNS including the spinal cord and its projections, the cranial nerves, the brain stem and peripheral vasculature of the brain. The student will observe the internal structure of the brain at the same time that such information is provided through PSY 511. Special attention will be given to those hypothalamic, limbic and cortical zones that sub-serve the major neurocognitive and neurobehavioral functions.

SCP 515  Life Span Human Development
This is one of the core theoretical courses of the program that also provides an opportunity for the student to develop competencies in the assessment of diverse developmental milestones and neurodevelopmental functions in infants and children. The course begins with a presentation of the process of birth and of the clinical methods utilized to assess normal development during the postnatal stage. This presentation is followed by a description of the normal progression of the basic areas of developing importance for the work of psychologist including motor, sensory, language, cognitive, social and emotional. Various developmental scales and psychometric instruments will be taught during the semester.

SCP 522  Psychology of Personality
The main areas of interest of the field of Personology will be covered through this course. Emphasis is given to the holistic theories of personality and their clinical application. However, many of the issues studied by Trait Psychologist and constructs utilized to describe and explain human behavior by Social Psychologist and Social Learning Theorists will be addressed. The newer concepts on the neurobiological underpinnings of personality will also be presented and discussed based upon extant research. Other concepts emanating from depth and personality-developmental psychology will be discussed in detail. The course attempts to develop the capacity to apply such theories and construct to everyday life and to clinical situations. During the process of learning about human personality, the student will develop familiarity with a number of scales and tests that are utilized to measure various personality variables including the NEO-PI III.

CSP 532 Social Bases of Behavior and Diversity
Social Psychology is an area of psychology that fosters our understanding of how society influences the psychological, behavioral and biological dimensions of human beings. Individuals are socialized within particular contexts and this process manifests itself through his/her perceptions, cognitions, attitudes, emotions, embodiments, and behaviors. This course provides an overview of the contributions of Social Psychology to different areas of studies, particularly to Clinical Psychology. Special emphasis will be placed on philosophical, cultural, economic, and sociopolitical elements that have influenced its transformation through history. The study of Social Psychology is essential for the understanding of individual and collective phenomena, which is an indispensable tool for
mental health professionals. In this course students will explore Social Psychology’s theory and practice. Also, they will identify and reflect on the advantages and obstacles that social psychologists face as agents of social change. This will be done with special emphasis of the implications for clinical practice and research.

**SCP 541 General Principles of Psychopathology**
This course provides the foundation for the rich sequence of courses on psychopathological conditions in children, adolescents, adults and the elderly. It starts with a presentation and analysis of the theories about normality found within the literature and implicit within many psychometric scales and instruments. It follows with an analysis of the experience of stress, loss, trauma, dissociation and other non-pathological human experiences that reflect the borderline between normalcy and psychopathology. It concentrates on the techniques utilized to assess psychopathology within clinical settings with special and detailed attention to the Mental Status Evaluation. The main concepts utilized in the field of psychopathology will be explained. The student will learn the meaning of symptoms, signs and syndromes as these relate to normal and abnormal dynamics of both organic and psychological nature. The course ends with an exploration of the Adjustment Disorders, of DSM-V “V” codes, of the DSM V culture-bound syndromes (e.g. nervous breakdown) and of the milder forms of psychological dysfunction. Students will be introduced to the ICD-9 system of classification.

**SCP 573 Professional Behavior and Ethics**
All professional activities performed by a Clinical Psychologist involve other individuals who are part of society and who are probably served by an organization. Many ethical situations involve conflicting decision making which intends to protect all participants of the issue. Such interactions and the need to safeguard the needs and rights of those being served in the professional context will be a major component of this course. The nature and types of ethical dilemmas will be examined from a conceptual as well as from an applied perspective. The course will gear around multiple cases that by themselves illustrate the different ethical issues that are most confronted in clinical practice.

**SCP 581 Clinical Practice I**
This is the first of a series of practicums designed to foster in the student the development of practical clinical skills. Through multiple exercises students will learn most of the basic skills needed to conduct initial interviews and to begin a therapeutic intervention. The practicum focuses on the development of an in-depth understanding of all the main components of the clinical interview. It teaches methods on how to keep track and analyze data. It develops full awareness of the different dynamics of the Patient-Clinician relationship. The students will master basic skills in the logical and sequential organization of clinical data so that the information obtained through interviews may become meaningful and useful for clinical intervention.

**SCP 582 Clinical Practice II**
The course focuses on a detailed discussion of all major psychiatric/psychological emergencies that usually present to the emergency room or outpatient settings. A detailed discussion of suicide/aggression focuses on both psychological and social aspects that complicate this extreme emergency. Emphasis will be placed on psychological interventions, theoretical background and the medical management of emergencies associated to alcohol and substance abuse as well as major psychiatric disorders that may present for evaluation in the emergency room setting.
SCP 620  Research in Psychological Sciences
This course will provide the foundation for the acquisition of practical research skills. The course expands from the literature search, through the selection of a definable problem, to the elaboration of hypothesis and initial methodological considerations. The student can review research report and evaluate the entire articles and the specific steps utilized to conduct scientific research.

SCP 623  Research Methods and Statistics
As a continuation of PSY 620, the student will obtain a more detailed exposure to psychological research methods through this course. Qualitative and quantitative approaches will be compared and contrasted. The type of statistics applicable to the analysis of data obtained from these methods is discussed. The students will utilize statistical computer programs to process data and obtain statistical values. By the end of the course the student will be able to write the methodology section of his/her research project.

SCP 625  Test and Measurement
This course provides the student with a more in-depth exposure to the process of test construction and validation. It intends to foster a better understanding of the psychometric properties of psychological tests and to develop specific skills in the adaptation of different psychometric instruments to populations different from the one for which the test was constructed and standardized.

SCP 649  Psychological Disorders in Children and Adolescents
This course provides a general exploration of the different psychological and neurodevelopmental disorders of childhood and adolescence including Autism, ADHD, elimination and eating disorders, behavioral disorders, affective and anxiety disorders. The main theoretical positions available about each condition will be presented to assist the student in gaining an adequate understanding of the underlying dynamics of each condition, in addition of their clinical manifestation. The conditions will be explored based upon recent research literature and using both DSM-V and ICD-9 classification systems.

SCP 652  Intellectual Assessment
After exploring some of the basic theoretical and psychometric issues surrounding the “intelligence” construct, the course will examine the evaluation of intelligence and other cognitive functions and academic achievement. The main instruments presented are: Wechsler scales (Pre-School, Child, Adult), Test of Non Verbal Intelligence II and K-ABC. Through this course and its concurrent Cognitive Assessment Practicum, the student will acquire the necessary skills to ethically and competently administer these tests and other psychometric instruments. The course will also concentrate on the scientific method of hypothesis generation, on the type of inferences that may be drawn from these tests and on the different models of data interpretation available through the scientific psychometric literature.

SCP 658  Projective Assessment Techniques
Projective assessment techniques are frequently used in clinical contexts as a diagnostic tool. Three types of projective techniques are most popular within Psychology and have been subjected to different degree of empirical scrutiny. These are the inkblot, the thematic, and the paper and pencil tests. This course will focus on the thematic and paper and pencil tests. Students interested in exploring the Rorschach method have an opportunity to register in a course specifically designed to learn this technique. The thematic tests to be presented through the course are; Thematic Apperception Test and the Children Apperception Test.
The Koppitz method will be emphasized for the scoring and interpretation of the Draw a Person Test. Different scoring and interpretation systems will be presented for the Thematic and for the Paper and Pencil Tests. This approach will allow students to learn methods that are evidence based that are most likely to yield valid and reliable results.

SCP 660 Behavior Modification
This course serves as an adjunct to the Cognitive and Cognitive-Behavioral Therapy course also to be taken during the first semester of the second year. Its main goal is the development of an advanced understanding of the multiple ways in which behavior may be altered through interactions with the environment. Students will be able to gain a solid working knowledge of Learning Theories as they apply to real life contexts and to clinical settings. The course will introduce the student to the different theoretical traditions of the field. The student will learn the principles of Applied Behavioral Analysis. They will also learn about other technological advances of the field based on Respondent/Classical and Social Learning approaches. By the end of the course the student will be able to design a behavior modification program for a particular problem or situation.

SCP 681 Intellectual Assessment Practicum
Supervised practice in the administration, correction and interpretation of cognitive assessment instruments. The student will acquire the necessary skills to ethically and competently administer these tests.

SCP 683 Clinical Practice III
While placed in a community agency during the first semester of the second year the student will attend this practicum to acquire therapeutic skills based upon the Learning Psychotherapy system. Multiple exercises will be performed by the student in the process of developing a solid and coherent set of readily accessible therapeutic competencies. The student will also share their experiences at their practicum sites and will learn how to integrate the skills learned in class to the work being done with patients.

SCP 685 Clinical Practice IV
This is the practicum experience for the second semester of the second year. The student will be placed in a community practicum site during the semester. Once per week, the students will meet with their practicum coordinator to discuss relevant issues related to their experience. At the didactic level this practicum will attempt to develop in the student, conceptualization and intervention planning techniques. Therefore, the student will develop the capacity to understand clinical cases and to develop a coherent intervention plan through these didactic experiences and case presentations. To achieve these clinical skills the student will be able to integrate the theoretical knowledge and the skills accumulated from previous practica and theoretical courses with the experiences they are having at their practicum site.

SCP 686 Introduction to Psychological Assessment
This is the first of the sequence of courses offered for the development of assessment and testing skills. The first portion of the practicum focuses on the basic attitudes and skills needed to conduct an assessment. The practicum follows with a presentation of the common assessment techniques with special emphasis on the utilization of data gathering instruments including interview schedules and outlines, assessment scales and brief paper and pencil, thematic and projective techniques.

SCP 688 (To be taken concomitantly with SCP 658) Practicum Projective Assessment Techniques
Through this practicum students will learn the administration, scoring and interpretation of the projective techniques presented through the Projective Assessment Course.
The thematic techniques, especially the Thematic Apperception Test, the Children Apperception Test, as well as several paper and pencil projective techniques will be main focus of the practicum. Students will also acquire the basic skills for writing personality assessment reports and for conducting high quality, ethically sensitive, feedback sessions.

SCP 717  Psychopharmacology for Psychologists
The initial portion of this course provides an introduction to pharmacodynamics and pharmacokinetics. Following this initial presentation the course explores the main neurotransmitter systems of the brain and the role these play on normal and abnormal behavior. The remainder of the course focuses on the basic pharmacological properties and clinical actions of the main psychotropic medication including: Antidepressants (SSRI, Tricyclics and newer agents), Anxiolytics (with emphasis on Benzodiazepines), hypnotics, mood stabilizers, high and low potency neuroleptics (emphasis on the newer generation of antipsychotic medication).

SCP 755  Psychoeducational Assessment and Consultation
Most psychologists provide services to school age children under different circumstances and for different reasons. This course will prepare the student to respond and to intervene effectively in this type of professional setting. It will also provide advanced skills in psychological testing with children, integration of clinical data and methods of consultation in school settings. The student will learn about additional psychometric instruments and scales useful to address the type of referrals most frequently triggered by the learning problems of school age children. In accomplishing this, the course will examine theories of learning disability (language based, visual-spatial, etc.), neurodevelopmental conditions that interfere with academic performance, behavioral problems usually manifesting in academic settings and the law that regulate the delivery of special education services to qualified students. The dynamics of professional work in school setting will also be addressed in preparing students for a role in these community scenarios.

SCP 766  Group Therapy
Basic psychological processes of small groups are initially explored as a foundation to introduce the main theoretical approaches to group therapy. The course provides an in-depth examination of the steps usually conducted to determine the type of group to form and the selection process. The different stage of development of the therapeutic group follows together with the manner in which the different curative factors of group therapy are activated and maintained during treatment. The role of the therapist is emphasized throughout each topic.

SCP 767  Family Therapy
A brief review of the history of Family Therapy will provide the initial approach to the course and to the analysis of the different types of family therapies. Special attention will be given to structural, systemic, strategic and transgenerational orientations. The student will learn specific Family Therapy techniques needed to assess families (genograms, joining techniques, etc.), will learn to elaborate treatment plans, and to organize and conduct family sessions.

SCP 772  Program Development and Management
Students will select a problem, a need, or a social issue that they want to address through some type of action program or project. Throughout the course, the student will learn how to define the problem so that a clear mission is articulated, how to write objectives and how to design the type of program that needs to be developed to address the particular need or interest. The student will be exposed to modern organizational and leadership theories. The financial implications of the project will be explored as the student learns the basics of budgeting, identifying funding sources and the utilization of Management Information Systems. The student will incorporate these models to their particular project, according to the format for program development to be provided.
SCP 786  Clinical Practice V
During the first semester of the third year the student will be placed in a community site to gain additional clinical experience. They will also have a two-hour didactic session where they will share their experiences with the cases they see at their practicum site. Through these discussions, the student will develop the capacity to integrate multiple sources of information to help the clients served. The student will integrate information obtained through interview with data obtained through tests, together with their personal experience with clients. Through this integration, they will be able to develop a more comprehensive understanding of the clinical cases they are treating at their practicum site.

SCP 789  School Psychology Practicum
This is the module that follows the course on Psychoeducational Assessment and Professional Consultation in Academic Settings. The main focus of this practicum is to assist students in integrating the knowledge obtained in that course and in the child psychopathology course to the actual work with students in academic settings. Placements will be in school throughout the southern part of the island.

MASTER DEGREES IN PUBLIC HEALTH

Program Description
The MPH Program is established in response to the needs of our society. It provides a multidisciplinary program through education, research and community service to develop the skills of a public health professional necessary for the protection of health and prevention of disease of the individuals and communities. Students will be well prepared to improve the challenges of our health care such as improving the access of people suffering contagious diseases and work to reduce environmental hazards such as violence, drug use and abuse, accidents, etc.

PHSU will consider candidates for the MPH Program from different walks of life such as school teachers, news reporters, researchers, lawyers, physicians, health professionals, and others.

The Public Health Professionals will be able to work for the government, for private institutions, and/or for local or international companies which provide services to the community. These professionals face the challenge of protecting the public health of the present population and of future generations.

To accomplish this, PHSU has developed a 55-credits curriculum that will expose students to the basic concepts in public health, research and fieldwork experiences. Three tracks are offered: Epidemiology, Environmental and General, with the MPH first year being common to all tracks.

General Public Health - Is the science that studies how to protect and improve the health in communities through education and by promoting healthy life styles. It is in charge of developing public policies, educational programs and services as to avoid those public threats.

Epidemiology - The study of the relationships between the various factors that determine the frequency and distribution of diseases in human (and other animal population), the risks to contract them, the human susceptibility and how to prevent new incidences.

Environmental - Relates to the air we breathe, water we drink, and other complex environmental factors. These risks may cause sicknesses such as asthma, cancer, food poisoning, etc. It studies the impact the environment has on our health.
Program Goals
The Master in Public Health Program Goals are:

1. To offer a broad education to future health professionals, in which they can provide quality service and assume leadership roles in the education and practice of Public Health, both in the private and public sectors of the community.
2. To promote through research the determining factors that affect the health of the population, with the purpose of reducing the prevailing mortality rates.
3. To contribute to the improvement of the population’s health by providing high quality health care services, technical assistance and consulting services.
4. To provide academic activities in which the student will develop projects and programs geared at promotion health effectively and preventing disease in the community.
5. To prepare the Public Health professionals with the capacity to make fair decisions in different scenarios, taking into consideration the opinion of the community.

Admissions Requirements
Ponce Health Sciences University encourages its applicants to seek the broadest education available prior to their training in Public Health.

In evaluating the applicants, emphasis is placed upon integrity, character, academic achievements, motivation, emotional stability, GRE, EXADEP or MCAT scores, evidence of health care-related experience, interview reports, letters of recommendation and other information provided by the applicant. The applicant must:

1. Bachelor’s degree of a college level institution accredited by the PR Council of Higher Education or by a US Department of Education recognized accrediting organization.

Admission Requirements
Course Title | Credits
--- | ---
General Sciences | 6
Social Sciences | 6
Behavioral Sciences | 3
College Mathematics | 3

2. GPA - 2.50 is requested for applying, however our classes average is 3.2 (on a four-point scale)
3. EXADEP, GRE or MCAT examinations (no more than five years old)
4. Submit the following documents:
   a. Official transcript from all undergraduate and graduate institutions attended.
   b. Official GRE, EXADEP or MCAT scores (if the candidate does not hold a health professional degree).
   c. Three letters of recommendation
      i. Two of the letters of recommendation should provide input from people in responsible position who can comment on your academic, employment or volunteer performance, character and interest. For undergraduate this often means professors, academic advisors or employer.
      ii. The third letter must be of someone who is able to assess your advocacy experience. Letters from people that really know you, rather than from people
who have impressive titles, are the most valuable. All of them should be written using the format accompanying the application form.

d. Certificate of No Penal Record (Criminal Background Check)

Application fee - $100.00 non-refundable

Selection Criteria
The Admissions’ Committee selects the best candidates. The Committee looks for accepting students of integrity and maturity that show concern for others, leadership potential, character. In evaluating the applicants, emphasis is placed upon the following:

1. Potential to work with individuals, analytical skills and understanding of ethical standards of the profession.
2. Past experience in research projects or potential for the development of research skills.
3. Academic achievement (GRE, EXADEP, MCAT scores)
4. Motivation and emotional stability
5. Letters of recommendation (see previous description)
6. Interview
7. Writing skills sample - will be documented in the interview.

Upon acceptance, all students are required to submit the following:

1. Written confirmation of acceptance and a deposit of $100.00 to secure your seat in the entering class.
2. Physical Exam(using a form provided by the Admissions Office)
3. Evidence of up to date immunization record (must include Varicella, Td Adult, MMR and three doses of Hepatitis B).

Other documents will be notified as pertinent

How to Apply
Deadline to submit a complete application is May 30.

The Application for Admission to the Master in Public Health Program can be downloaded or obtained personally at our Admissions’ Office

Graduation Requirements
The Master of Public Health is an evening program that lasts two academic years of three trimesters per year and one summer trimester. To receive the degree of Master of Public Health (MPH), every student must fulfill the following requirements:

1. Satisfactorily complete the assigned curriculum requirements for the degree, with a GPA of 3.00 on a four-point grading scale:

<table>
<thead>
<tr>
<th>Graduation Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Courses Required</td>
<td>24</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>7</td>
</tr>
</tbody>
</table>
Free Electives 12
Fieldwork Experience 12
Total 55

2. Demonstrate a behavior acceptable to academic faculty and supervisors.
3. Satisfactorily meet all financial and library obligations.
4. Attend in person the rehearsal and commencement program at which time the degree is awarded.

Grading System
All courses and grades obtained will appear on the student's academic record, including elective courses taken at other institutions.

All departments establish evaluation criteria for the successful completion of courses taught by the department. These criteria are made available to the students at the beginning of the course. It indicates the number of examinations, quizzes, laboratory exercises, grading procedures, and practical tests with their weight. The grading system for graduate students is as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>80-89</td>
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<td>C</td>
<td>70-79</td>
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<td>F</td>
<td>Below 70</td>
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<tr>
<td>E</td>
<td>Extended</td>
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<tr>
<td>I</td>
<td>Incomplete</td>
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<tr>
<td>IP</td>
<td>In Progress</td>
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<tr>
<td>P</td>
<td>Pass</td>
</tr>
<tr>
<td>NP</td>
<td>Not Pass</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
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<tr>
<td>AW</td>
<td>Administrative Withdrawal</td>
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Satisfactory Academic Progress
Introduction
A Satisfactory Academic Progress (SAP) has been established to ensure that the MPH student completes the academic program for the MPH Degree within the acceptable time frame and with the required quality of performance. This policy also ensures that the student financial aid requirements set forth by federal regulations have been met.

Scope
This policy applies to all MPH students enrolled in Ponce Health Sciences University.

General Requirements
Time Frame for Completion of the Academic Program
The normal completion time of required course/field work in MPH Program is 2 years. Under unusual circumstances, a student may require a longer period of study, with a maximum time of 4 years.

Requirements for the Completion of the MPH Program

1. Course Requirement
Students must complete all courses within the established time frame.
2. **Performance Requirement**  
A student must maintain a minimum 3.00 point GPA in a scale of 4.00 point per year. Any student failing to meet 3.00 point GPA standard of performance or failing any course will be referred to the Student Promotion Committee.

3. **Grade Requirement**  
The Master of Public Health Program (MPH) measures academic progress by cumulative grade point average. In order to graduate, the student must complete all requirements and maintain a minimum grade point average of 3.00 GPA in scale of 4.00 point. Satisfactory Academic Progress is required for financial aid eligibility and will be reviewed on a yearly basis, at the end of each academic year. Summer enrollment is considered part of the academic year for the purpose of this measure.

- A grade of “F” in any of the courses or a cumulative GPA less than 3.00 is not allowed. Any F grade must be repeated. No more than 2 failures are allowed in the MPH Program.
- A student repeating a course or with a GPA less than 3.00 is considered in academic probation but still eligible for financial aid.
- If the student fails to obtain a grade of C or better in a repeated course, he/she will be referred to the Students Promotion Committee for a consideration of dismissal from the academic program.
- Courses with “F” grades will remain on record after they are successfully repeated, but the new grade(s) will be used to compute the grade point average.
- Grades of “S” (Satisfactory) or “NP” (No Progress) are applicable to Capstone Project. A grade of “NP” requires repetition. In case of a second “NP” grade in the same Capstone Project, the student will be referred to the Students Promotion Committee for a consideration of dismissal from the academic program. No more than 1 NP is allowed in the MPH Program.
- An “I” (Incomplete) grade will only be allowed under very special circumstances as determined by the faculty member. The student must remove the “I” (Incomplete) by the end of the following trimester or an administrative “F” will replace it.
- A student recommended for dismissal is not in satisfactory academic progress and is considered both in academic and financial aid probation.

**Professional Behavior Requirement**  
The students should conduct themselves in accordance with the norms for professional conduct set forth by the Ponce School of Medicine.

**Commitment to Public Health Philosophy**  
It is expected that every student be committed to the betterment of our fellow human beings as exposed by the philosophy that governs the Public Health profession.

**Academic Probation and Financial Aid Eligibility**  
Any student failing to meet the Ponce Health Sciences University grade requirement of 3.00 will be placed on financial aid and academic probation which is resolved by remediation of the deficiency. The Financial Aid probation will be for a maximum of three trimesters. Students that fail to increase their GPA to the required level after the prescribed probation time will be referred to the Students Promotion Committee for dismissal from the program.

**Appeal Process for Academic and Financial Aid Probation**  
Students who are notified by the Associate Dean of Public Health a decision of the Students Promotion Committee that he/she must repeat failed courses during the next academic year or to be dismissed from the Public Health Program, have the right to appeal the decision within seven working days after receiving the notification.
The appeal or due process presented below must be followed.

The student will appeal in writing to the Public Health Students Promotion Committee (SPC) and include all relevant documentation to support the request. The Committee will evaluate the reasons and evidence submitted to determine if they change their initial decision. The SPC has 48 hours to submit its decision to the Associate Dean for Public Health, who will notify the decision to the student.

If the SPC sustains the adverse decision, the student has the right to appeal to the Dean of Health Sciences. The appeal must be submitted in writing within seven working days after receiving the notification. The Dean of Health Sciences will evaluate the appeal and the student’s academic record. The Dean can appoint a three member Ad-Hoc Committee to re-evaluate all evidence. Rejection of the appeal by the Dean is final.

If an Ad-Hoc Committee is appointed, they will notify the student in writing of the date and the time when the appeal will be evaluated. The Ad-Hoc Committee has forty-eight (48) hours to submit a recommendation to the Dean of Health Sciences. The Dean of Health Sciences will consider the Ad-Hoc Committee recommendation and make the final decision within forty-eight (48) hours.

Any decision will be reported to the student in writing. The decision made by the Dean of Health Sciences is final.

The same process described above will be followed in the case that the adverse decision made by the Committee is for non-academic reasons, such as unacceptable professional behavior. The Program Dean, The Dean of Health Sciences or the VP for Student Affairs will refer the case to the SPC. If the recommendation of the SPC is to dismiss the student, the appeal process described above may be activated.

In the event that an adverse decision is made due to non-academic reasons and the Dean of Health Sciences sustains the decision after the appeal process, the student may appeal to the Vice-President for Academic Affairs and then to the President.

**Reinstatement of Financial Aid**
Financial Aid eligibility is contingent upon satisfactory academic progress. Please refer to the institutional policy on Satisfactory Academic Progress published by the Office of Financial Aid.

**Enforcement**
The Office of the Vice President for Student Affairs shall have primary responsibility for overseeing this policy and will provide all health sciences students a copy of this document upon admission to Ponce Health Sciences University.

The President, Vice President for Academic Affairs and the Vice President for Student Affairs, as well as the Dean of Health Sciences, the Program Dean, Registrar and Financial Aid Director will receive all pertinent data to ensure proper enforcement of the policy here set forth.
Tuition and Fees

For more details of PHSU tuition and fees please refer to: [http://psm.edu/our-programs.html](http://psm.edu/our-programs.html)

ALL TUITION AND FEES ARE PAYABLE ON OR BEFORE REGISTRATION.

Ponce Health Sciences University reserve the right to increase the tuition or other fees as deemed necessary.

Curriculum

Master Public Health General

*First Year - Common to All Tracks*

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MPH-5101</td>
<td>Fundamentals of Public Health</td>
<td>3</td>
</tr>
<tr>
<td>MPH-5102</td>
<td>Introduction to Biostatistics</td>
<td>3</td>
</tr>
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<td>MPH-5310</td>
<td>Introduction to Environmental Health</td>
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</tr>
<tr>
<td>MPH-5103</td>
<td>Introduction to Epidemiology</td>
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<td>MPH-6202</td>
<td>Inferential Biostatistics</td>
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<td>MPH-5201</td>
<td>Psychosocial Aspects of Public Health</td>
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<td>MPH-5411</td>
<td>Public Health Management</td>
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<td>Bioethics and Public Health Law</td>
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<td>MPH-5600</td>
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*Summer*

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*Second Year Trimester I - General Tracks*

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<td>MPH-5601</td>
<td>Scientific Writing</td>
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</tr>
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<td>MPH-7001</td>
<td>Program Planning and Evaluation in Public Health</td>
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<td>MPH 6601</td>
<td>Health Promotion and Disease Prevention</td>
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### Second Year Trimester III - General Tracks

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### Master Public Health in Epidemiology

### First Year - Common to All Tracks

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<tbody>
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<td>Fundamentals of Public Health</td>
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<tr>
<td>MPH-5102</td>
<td>Introduction to Biostatistics</td>
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<td>MPH-5310</td>
<td>Introduction to Environmental Health</td>
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<td>MPH-5103</td>
<td>Introduction to Epidemiology</td>
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<tr>
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<td>Inferential Biostatistics</td>
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<td>Public Health Management</td>
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<td>Bioethics and Public Health Law</td>
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### Summer

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### Second Year Trimester I - Epidemiology Tracks

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<td>MPH-7753</td>
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Second Year Trimester III - Epidemiology Tracks

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Master Public Health in Environmental Health

First Year - Common to All Tracks

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<td>MPH-5101</td>
<td>Fundamentals of Public Health</td>
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<td>MPH-5102</td>
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Summer

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Second Year Trimester I - Environmental Health Tracks

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<td>Air and Hazardous Waste Exposure Assessment</td>
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<td>MPH-7454</td>
<td>Water Quality Measurements</td>
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</tr>
<tr>
<td>MPH-7074</td>
<td>Environmental and Occupational Diseases</td>
<td>2</td>
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<tr>
<td>Trimester</td>
<td></td>
<td>9</td>
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<tr>
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</tr>
</tbody>
</table>

Second Year Trimester II - Environmental Health Tracks

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPH-7414</td>
<td>Environmental Epidemiology</td>
<td>2</td>
</tr>
<tr>
<td>MPH-7024</td>
<td>Environmental Toxicology</td>
<td>2</td>
</tr>
</tbody>
</table>
MPH (General, Epidemiology and Environmental)

MPH-5101 Fundamentals of Public Health
This is an introductory first year MPH course. The course is designed to cover the basic public health competencies: biostatistics, epidemiology, program planning, behavior change, health communication, environmental health, disparities and cultural competence, leadership and management, health policy, public health ethics and professionalism and systems approaches to public health. Each class will introduce a competency that will be developed further in later public health courses at PHSU. This course will introduce the student to the basic principles and definitions within that competency and show how each is an essential component of the practice of public health. The course is unique in highlighting the interaction between these core competencies and serves as an integrating base for these competencies through application to specific health problems.

MPH-5102 Introduction to Biostatistics
Biostatistics is the development and application of statistical methods, analysis and interpretation in addressing public health problems. The course is designed to cover principles of biostatistics in the context of public health applications. The topics covered in this course include: methods for collecting and summarizing data, methods for evaluating the accuracy of sample estimates and techniques for making statistical inferences.

MPH-5103 Introduction to Epidemiology
This course will cover the principles of Epidemiology as the basic science applied to public health and prevention. Topics will include mechanisms of disease transmission, indicators of morbidity and mortality, investigation of epidemics, measurement of risk, epidemiological study designs, confounding and bias. Other topics will address the application of epidemiological knowledge to the practice of different levels of prevention.
**MPH-5201 Psychosocial Aspects of Public Health**
The course MPH 5201 is designed to develop in the student basic literacy regarding psycho-social concepts and processes that influence health status and public health interventions. It will focus on the contribution of social and behavioral sciences to the understanding of the distribution, etiology, and solution of public health problems. The course content, pretend to introduce the student in the study of the socio-ecological factors responsible for health-related behaviors that lead to morbidity and premature mortality. During the class the student would also be able to analyze the current trends in the psychological, social and community dimensions of the health research. The coursework emphasize in the principles of social and environmental factors responsible for health behavior.

**MPH-5310 Introduction to Environmental Health**
This course will focus on ecosystem interrelationships in a comprehensive approach including the most critical human health issues due to natural and anthropogenic causes. Topics to be discussed include surface and groundwater supplies, water pollution and water quality control, private and public sewage disposal, solids and hazardous waste management, food protection and hygiene, agricultural methods and pest management, soil and land-use planning, air pollution, physical hazards, occupational health, and environmental justice. All the topics will emphasize the determination of which tools are most appropriate for use for the specific issue given the prevailing circumstances. Application of scientific knowledge in problem solving and control of external factors that compromise the health and human well-being will be a priority.

**MPH-5511 Bioethics and Public Health Law**
This course will introduce the participant in the evaluation of the values or axiological context in the analysis of Public Health situations at the moment of apply deductive/inductive methodology in the process of solving such dilemmas. It is designed taking in consideration the need of including the Public Health Code of Ethics in the process of the synthesis of the reality in Public Health phenomena. The course is divided in three clusters: Principles of Bioethics, Bioethics in Public Health and applied Bioethics in Public Health. The course is an experience of dialogue, motivation, description, induction and skills development.

**MPH-5600 Communication and Informatics in Public Health**
This course will provide an overview of specialized public health applications such as registries, epidemiological databases, biosurveillance, public health reporting alerts, quality reporting, and how to adopt/use of population health functions for electronic health records and consumer functions for personal health records. In addition, this course will address the potential of public health information technology for health promotion and chronic disease prevention.

**MPH-6202 Inferential Biostatistics**
The course expands on fundamentals of statistics topics applied to Public Health given in the first trimester. The course begins with a presentation of two basic statistical methods: ANOVA and linear regression, followed by the application of basic statistical concepts such as sampling strategies, sample size estimates, and non-parametric tests. Students are required to actively participate in class exercises and submit take home exercises at due dates. For in class exercises students can work in groups of 3-4 students. This is an opportunity to ask questions. In class exercises must be completed within the hour. Students that cannot complete these exercises must submit the completed exercise at the next scheduled class. In class and take home exercises include SPSS assignments.
**MPH 7400 Public Health Management**
This is an introductory MPH course. The course is designed to cover the basic principles, management theories generally and as applied to public health. The course objectives and public health management competencies will be achieved through sessions on practical management issues: managing people, resources, programs, time, quality as well as application of the principles of these areas of management to public health problems therefore building skills to become a successful manager required by a public health career.

**MPH-5502 Public Health Policy**
This two-credit course exploring inter- trans- and multi-disciplinary and team-based approaches to public health policy is a core requirement for MPH learners. Learners use a variety of problem identification, problem analysis, and problem solving strategies from all disciplines of public health in building an understanding of current local, national, and international public health issues. Learners assess the impact of other factors (e.g., social, legal, economic, ethical and political) on contemporary public health issues drawing on the perspectives and skills of epidemiology, biostatistics, environmental and occupational health, global health, management, exercise science, nutrition, health communications, behavioral health, health policy, law, philosophy and prevention.

The course provides learners to apply a range of principles to specific case studies and intervention examples from local, state, national, and global public health agencies. In this course, the emphasis is on learning how to best define, describe, and assess the policies related to a public health problem and the various policy and program options for addressing the challenge. The course uses several didactic approaches, including readings, case study analysis and discussion, lectures, teamwork, and problem based learning.

**MPH-5601 Scientific Writing**
This course concentrates on the skills needed for clear and cogent scientific writing, such as needed for grant preparation and peer review journal submission. Students will learn how to structure their paper in logical order, retrieve and summarize key background information, present results clearly, build persuasive discussion sections paper and finish with credible conclusions within the limitations of the information presented in their paper. Success in the class is dependent on effective presentation of scientific information in their final project. Student-oriented approaches that address common problems such as proper use of grammar and punctuation, using and citing appropriate references, and writing text without plagiarizing will be measured skill sets.

**MPH-7601 Health Promotion and Disease Prevention**
The course introduces students to concepts, structures and activities in public health practice directed toward the prevention of disease at different levels and promotion of health. Emphasis will be made on how knowledge from epidemiological studies can be utilized to develop public health policies and prevention-health promotion strategies.

**MPH-8001 Planning and Evaluation in Public Health**
This course introduces common approaches to program planning and evaluation in public health and related areas. It discusses planning and evaluation representative models, concepts, processes and techniques. Emphasis is given to the planning and evaluation framework used by the Department of Health of Puerto Rico. The course also presents an analysis of the ethical conduct of planners and evaluators and the different standards in the evaluation of health programs. This course also includes practical applications, oral and written presentations.
Master in Public Health in Epidemiology

**MPH-5101 Fundamentals of Public Health**
This is an introductory first year MPH course. The course is designed to cover the basic public health competencies: biostatistics, epidemiology, program planning, behavior change, health communication, environmental health, disparities and cultural competence, leadership and management, health policy, public health ethics and professionalism and systems approaches to public health. Each class will introduce a competency that will be developed further in later public health courses at PHSU. This course will introduce the student to the basic principles and definitions within that competency and show how each is an essential component of the practice of public health. The course is unique in highlighting the interaction between these core competencies and serves as an integrating base for these competencies through application to specific health problems.

**MPH-5102 Introduction to Biostatistics**
Biostatistics is the development and application of statistical methods, analysis and interpretation in addressing public health problems. The course is designed to cover principles of biostatistics in the context of public health applications. The topics covered in this course include: methods for collecting and summarizing data, methods for evaluating the accuracy of sample estimates and techniques for making statistical inferences.

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**MPH-5201 Psychosocial Aspects of Public Health**
The course MPH 5201 is designed to develop in the student basic literacy regarding psycho - social concepts and processes that influence health status and public health interventions. It will focus on the contribution of social and behavioral sciences to the understanding of the distribution, etiology, and solution of public health problems. The course content, pretend to introduce the student in the study of the socio- ecological factors responsible for health /related behaviors that lead to morbidity and premature mortality. During the class the student would also be able to analyze the current trends in the psychological, social and community dimensions of the health research. The coursework emphasize in the principles of social and environmental factors responsible for health behavior.

**MPH-5310 Introduction to Environmental Health**
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This course will provide an overview of specialized public health applications such as registries, epidemiological databases, biosurveillance, public health reporting alerts, quality reporting, and how to adopt/use of population health functions for electronic health records and consumer functions for personal health records. In addition, this course will address the potential of public health information technology for health promotion and chronic disease prevention.

**MPH-6202 Inferential Biostatistics**
The course expands on fundamentals of statistics topics applied to Public Health given in the first trimester. The course begins with a presentation of two basic statistical methods: ANOVA and linear regression, followed by the application of basic statistical concepts such as sampling strategies, sample size estimates, and non-parametric tests. Students are required to actively participate in class exercises and submit take home exercises at due dates. For in class exercises students can work in groups of 3-4 students. This is an opportunity to ask questions. In class exercises must be completed within the hour. Students that cannot complete these exercises must submit the completed exercise at the next scheduled class. In class and take home exercises include SPSS assignments.

**MPH 7400 Public Health Management**
This is an introductory MPH course. The course is designed to cover the basic principles, management theories generally and as applied to public health. The course objectives and public health management competencies will be achieved through sessions on practical management issues: managing people, resources, programs, time, quality as well as application of the principles of these areas of management to public health problems therefore building skills to become a successful manager required by a public health career.

**MPH-7033 Research Methods in Epidemiology**
The course will cover the principles of research methodology by describing methods used in the assessment of public health problems and clinical research. The students learn setting up the rationale for a research, selecting an appropriate methodology for collecting, analyzing and interpreting data, and then, communicating the results for scientific publications and to influence health policy.

**MPH-7073 Epidemiology of Chronic Diseases**
This advanced epidemiology course is intended to be a survey of the major chronic diseases with emphasis on recent epidemiology research and findings. The first series of sessions will cover general concepts of chronic disease epidemiology, methodology, surveillance, screening, risk factors and models of causation. The rest of the course will cover specific chronic diseases including cardiovascular disease, cancer (lung, colon, breast, and prostate), diabetes, stroke, Alzheimer’s disease and others. These chronic diseases will be discussed from the points of view of their morbidity and mortality patterns, risk factors, causation, and prevention. Educational strategies will include presentations by both the professor and students.

**MPH-5212 Statistical Methods in Epidemiology**
This course provides a completed introductory statistics or biostatistics and multiple linear regression models. Understand the basic statistical concepts of sampling variation, parameter estimation and statistical hypothesis tests. The student will understand how to fit multiple linear regression models,
how to interpret regression coefficients in these models and how to perform hypothesis tests about regression coefficients. You should be familiar with case-control, cross-sectional and cohort study designs.

**MPH-5601 Scientific Writing**
This course concentrates on the skills needed for clear and cogent scientific writing, such as needed for grant preparation and peer review journal submission. Students will learn how to structure their paper in logical order, retrieve and summarize key background information, present results clearly, build persuasive discussion sections paper and finish with credible conclusions within the limitations of the information presented in their paper. Success in the class is dependent on effective presentation of scientific information in their final project. Student-oriented approaches that address common problems such as proper use of grammar and punctuation, using and citing appropriate references, and writing text without plagiarizing will be measured skill sets.

**MPH-7013 Advanced Epidemiology**
This course will cover advanced concepts of Epidemiology that arise in the planning, analysis and interpretation of epidemiologic research studies. Topics will include measures of disease occurrence, measures of association between exposures and outcomes, bias, confounding, interaction, stratification and adjustment, multivariate analysis, indices of validity and reliability, and reporting epidemiologic results. Lectures and assigned readings will be combined with practical exercises involving simulated epidemiologic studies in which students will analyze and interpret results from data sets, using different software programs (SPSS®, Epiinfo®, SPSS®).

**MPH-7053 Epidemiology of Infectious Diseases**
This course presents an epidemiologic survey of infectious diseases of Puerto Rico, the United States and abroad. The course is divided in two parts. The first part includes basic epidemiological and statistical methods used in the prevention, control and identification of major risk factors, vector transmission and etiology of infectious diseases. The second part encompasses detailed discussions of the Epidemiology of selected illnesses such as dengue, HIV/AIDS, sexually transmitted diseases, hepatitis C, malaria, nosocomial infections, tuberculosis and other selected infectious diseases are included.

**Master in Public Health Environmental**

**MPH-5101 Fundamentals of Public Health**
This is an introductory first year MPH course. The course is designed to cover the basic public health competencies: biostatistics, epidemiology, program planning, behavior change, health communication, environmental health, disparities and cultural competence, leadership and management, health policy, public health ethics and professionalism and systems approaches to public health. Each class will introduce a competency that will be developed further in later public health courses at PHSU. This course will introduce the student to the basic principles and definitions within that competency and show how each is an essential component of the practice of public health. The course is unique in highlighting the interaction between these core competencies and serves as an integrating base for these competencies through application to specific health problems.

**MPH-5102 Introduction to Biostatistics**
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**MPH 7400 Public Health Management**
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**MPH-7024 Environmental Toxicology**
Environmental toxicology is the study of the nature, properties, effects and detection of Toxic Substances in the environment and in any environmentally exposed species, including humans. This course will provide students a general understanding of toxicology related to the environment. Elementary toxicological concepts will be covered including general definitions, dose-response relationships, absorption of toxicants, distribution and storage of toxicants, biotransformation and elimination of toxicants and target organ toxicity.

**MPH-7064 Food Safety**
Students will be introduced to the essentials of food safety and sanitation. Major concepts include: food safety and sanitation management, Chemical and biological agents implicated in food borne disease, hazards to food safety, factors that affect food-borne illness, following the food flow, the hazards analysis critical control point system, a safety assurance process, sanitizing operations, environmental sanitation and maintenance, accident prevention, education training, and food safety regulations.

**MPH-7074 Environmental and Occupational Diseases**
The course is intended to introduce students to the basic core concepts of occupational health. Work-related health disorders and diseases that arise due to the interaction of employees and self-employed persons with their working environment will be presented. Modern approaches in occupational health aiming to improve workers’ health and well-being, as well as productivity will be discussed. Students will be introduced to major occupational health related diseases including those of the musculoskeletal system, the lungs, and the skin, as well as accidents. This course is intended to allow students to understand the interaction of the workplace and environment on the health and well-being of the workforce.

**MPH-7414 Environmental Epidemiology**
This course aims to introduce students to methods commonly used by epidemiologists and statisticians to investigate the relationship between health outcomes and environmental factors. A number of published studies will be used to illustrate the methods described. By the end of the course, students should improve their comprehension of published epidemiologic literature and have knowledge of types of methods used in environmental epidemiology, including an appreciation of their limitations. The students will gain understanding of the application of epidemiological methods to study environmental-related diseases and be capable to design and conduct a number of these methods.
MPH-7434 Risk Assessment
This course is intended to introduce and explain the basic of risk assessment process, and to identify risk assessment benchmarks currently use in environmental and public health. The first series of sessions will cover general concepts of risk assessment, frameworks for risk assessment and risk management and the contributions of public health discipline in the risk assessment. The rest of the course will cover radiological, microbial, chemical risk assessment. The course also presents the Environmental Protection Agency method for risk analysis and how it is use risk analysis as scientific basis for policy decisions.

MPH-7444 Air and Hazardous Waste Pollutants Exposure Assessment
This course will develop the skills to identify contaminants that might pose and adverse effect to people health and the environment. It will provide the skills to design exposure studies applicable to public health investigations, veterinary health investigations, and health risk assessments. Exposure to chemical, physical or biological hazardous agents can occur through inhalation, ingestion, and dermal contact with air, water and other fluids, foods, objects, and surfaces. The course will teach a variety of techniques that can be used to measure or estimate human exposures to hazardous agents, both on an individual and population basis.

MPH-7454 Water Quality Measurements
This course will focus on biological, chemical and physical water quality characterization that occurred in the aquatic ecosystems and water treatment plants. Natural and human activities that impact these systems with contaminants will be discussed by using the watershed perspective. The course will emphasize in the historic tendencies about: superficial and underground water supplies problems; water body management; drinking water process and wastewater management in a comprehensive approach. Engineering management practices and methodologies in minimizing contaminant inputs, and restoring contaminated waters to prevent and control health diseases will be main topics. Federal and State law and regulations will be the base for all water quality discussions. The student will apply concepts of ecology, aquatic ecosystems and environmental regulations.

MPH-7484 Environmental Laboratory
In this course students will learn the basic techniques for physical, chemical and microbiological analysis of environmental samples including: wastewater, drinking water, soil, foods, air and radiation. The students will have the opportunity to take samples on site for its respective analysis in the laboratory. The data collected from these experiences will be used to develop a written report in a format similar to a public health journal. The students should demonstrate practical, technical and analytical skills of collecting samples and further analysis for environmental interpretation.

Doctoral Degree in Public Health (DrPH) in Epidemiology

Program Description
The purpose of the Doctor of Public Health in Epidemiology (DrPH) is to educate professionals with knowledge, skills and abilities in the development of epidemiological methodology applied to health needs including the identification of risk factors, clinical research, programs assessment, prevention, protection and treatment of diseases. These professionals will contribute to the enhancement of the public health through analyses and reformulation of laws that impact health on the local, state and federal levels.

The DrPH is awarded after the successful completion of an interdisciplinary 63-credits curriculum. Students take a comprehensive test at the end of the 2nd year after their completing their class work. An original research of a significant contribution to the scientific knowledge or epidemiological application in a particular health field must be completed during the final years of the Program.
Program Goals
The doctoral degree in Public Health (DrPH) with specialty in Epidemiology responds to the educational mission of the Public Health Program of the Ponce Health Sciences University and to the Essential Functions of the Public Health which establish the formation and continuing education for the health professionals. As part of our mission is the preparation of the public health students for the integration of the health community, for the participation of the epidemiologic transition and the current transformations of the health systems, private and governmental organizations, and other health services. The formation of the doctoral students will be complemented with the necessary competencies in epidemiology as the specific area of public health.

The principal goal of the doctoral program in epidemiology is to educate professionals with the knowledge and skills in the epidemiological method as applied to diverse areas of specialization in the identification of health needs and risk factors, and in the evaluation of health programs for the prevention, protection and treatment of illnesses. The specific objectives are the following:

1. To describe and to interpret the principal indicators of health and illness to generate relevant information for making decisions and the formulation of health policies.
2. To plan, design, and coordinate protocols of investigation that can be accomplished following ethical principles and safety rules.
3. To identify and to select appropriate epidemiologic designs that can answer the relevant questions to public health problems.
4. To integrate the epidemiologic method with qualitative and statistical methods in the designs of investigation.
5. To provide advice on the decision making process and on public health policies using the epidemiologic method.

Admissions Requirements
In evaluating the applicants, emphasis is placed upon integrity, character, academic achievements, motivation, emotional stability, GRE score, evidence of health care-related experience, interview reports, letters of recommendation and other information provided by the applicant. The applicant must:

1. Present evidence of the successful completion of a master’s degree in an institution accredited by the PR Council of Education or by a US recognized accrediting organization.
2. Have completed three credits of College Mathematics and the following courses prior to admission:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biostatistics</td>
<td>6</td>
</tr>
<tr>
<td>Introduction to Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>Psychosocial Aspects of Public Health</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>Health Policy and Administration</td>
<td>3</td>
</tr>
<tr>
<td>Bioethics</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td>21*</td>
</tr>
</tbody>
</table>

*If the student is missing any of these credits, it can be taken in our Institution or another one.

3. Have a minimum overall GPA of 3.0 (on a 4.0 scale).
4. Have taken the GRE examination (General Test) with a minimum score of 500 (290 new score), no more than five years earlier
5. Attend a personal interview
6. Submit the following documents:
   a. Official transcript from all universities attended (undergraduate and graduate).
   b. Three letters of recommendation
      i. Two of the letters of recommendation should provide input from people in responsible position who can comment on your academic, employment or volunteer performance, character and interest. For undergraduate this often means professors, academic advisors or employer.
      ii. The third letter must be of someone who is able to assess your advocacy experience. All of them should be written using the format accompanying the application form.
   c. GRE official score www.ets.org/gre - no more than 5 years earlier
   d. Certificate of No Penal Record (Criminal Background Check)
   e. Application fee non-refundable $100 (USD) non-refundable
   f. Essay and Curriculum Vitae

Upon acceptance, all students are required to submit the following:

7. Written confirmation of acceptance and a deposit of $100.00 to secure your seat in the entering class.
8. Physical Exam(form provided by Admissions Office)
9. Evidence of up to date immunization record (must include Varicella, Td Adult, MMR and three doses of Hepatitis B).
10. Other documents will be notified as pertinent

Application Process
The Application for Admission to the DrPH in Epidemiology can be downloaded or obtained personally at our Admissions Office.

Deadline to submit a complete application - May 30

Graduation Requirements
Course Requirement
Students must complete all courses within the established time frame. The Program requires a minimum of credits according to the DrPH’s curriculum.

Performance Requirement
1. A student must complete each academic year with a minimum grade point average of 3.00. Any student failing to meet 3.00 point GPA standard of performance or failing any course will be placed on probation and referred to the Student Promotion Committee.
2. A minimum of B must be obtain on any require course
3. A minimum of C must be obtain on any selective or elective course

Qualifying Examination Requirement
Qualifying Examination must be taken upon completion of the second academic year. If the student fails to approve the Qualifying Examination, the student, must enroll in the next quarter in independent study courses which must be approved in its entirety in that quarter. Any student failing to meet this standard performance will be referred to the Student Promotion Committee.
Doctoral Dissertation Requirement
A Doctoral Dissertation according to the established guidelines with a research proposal defense and Oral Dissertation Defense is required to obtain the Degree of Doctor in Public Health with specialty in epidemiology.

Professional Behavior Requirement
Students must conduct themselves in accordance with the norms for professional conduct set forth by Ponce Health Sciences University.

Grading System
All courses and grades obtained will appear on the student's academic record, including elective courses taken at other institutions.

All departments establish evaluation criteria for the successful completion of courses taught by the department. These criteria are made available to the students at the beginning of the course. It indicates the number of examinations, quizzes, laboratory exercises, grading procedures, and practical tests with their weight. The grading system for graduate students is as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>F</td>
<td>Below 70</td>
</tr>
<tr>
<td>E</td>
<td>Extended</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
</tr>
<tr>
<td>NP</td>
<td>Not Pass</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>AW</td>
<td>Administrative Withdrawal</td>
</tr>
</tbody>
</table>

Satisfactory Academic Progress
Introduction
A Satisfactory Academic Progress (SAP) has been established to ensure that the student completes the academic program for the DrPH degree within the acceptable time frame and with the required quality of performance. This policy also ensures that the student financial aid requirements set forth by federal regulations have been met.

Scope
This policy applies to all Dr.PH in Epidemiology students enrolled in Ponce Health Sciences University.

General Requirements
A. Time Frame for Completion of the Academic Program
A student will be allowed a maximum frame of four (4) years of enrollment beyond the standard of five (5) years required for the completion of the Program. The total credits for completion of a degree include those graduate courses accredited on admission to the Program.
Time Frame for Completion of the Academic Program

<table>
<thead>
<tr>
<th>Program</th>
<th>Standard</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral Program in Public Health in Epidemiology</td>
<td>5 years</td>
<td>8 years</td>
</tr>
</tbody>
</table>

**Definition of Full Time**
Students with an academic load of six credits or more per trimester will be considered full time doctoral students. Student solely enrolled in the Doctoral Dissertation will also be considered a full time student.

**Definition of Part Time**
Students with an academic load of less than six credits per trimester will be considered part time doctoral students.

**B. Completion of the DrPh Requirements**

1. **Course Requirement:**
   Students must complete all courses within the established time frame. The Program requires a minimum of 81 credits.

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 3.00 point GPA standard of performance or failing any course will be placed on probation and referred to the Student Promotion Committee.
   b. A minimum of B may be obtained in required and selective course
   c. A minimum of C may be obtained in elective course

3. **Qualifying Examination Requirement:**
   A Qualifying Examination must be taken upon completion of the second academic year. If the student fails to approve the Qualifying Examination, the student must enroll in the next trimester in independent study courses related to the areas failed in the Examination. These must be approved entirety during that trimester. Maximum of 6 credits will be allowed to be taken as independent studies. Any student failing to meet this standard performance will be referred to the Student Promotion Committee.

4. **Doctoral Dissertation Requirement:**
   A Doctoral Dissertation according to the established guidelines with a research proposal defense and Oral Dissertation Defense is required to obtain the Degree of Doctor in Public Health with specialty in epidemiology.

**Grade Requirement**
In order to graduate, the student must complete all requirements and maintain a minimum grade point average of 3.00 GPA in scale of 4.00 point. Satisfactory Academic Progress is required for financial aid eligibility and will be reviewed on a yearly basis, at the end of each academic year.

   a. Two “F’s or NP” in any of the courses or a cumulative GPA less than 3.00 in the academic year is not allowed. A grade of “F” in any course will be referred to the Student Promotion Committee, to be considered for dismissal from the academic program.
b. The student may have a maximum of two elective courses with C in record.
c. A student repeating a course or with a GPA less than 3.00 is considered in academic probation.
d. If the student fails to obtain a grade of B or better in a repeated course, he/she will be referred to the Students Promotion Committee for a consideration of dismissal from the academic program.

e. Courses with “F” grade will remain on record after they are successfully repeated, but only the new grade(s) will be used to compute the grade point average.
f. Grades of “S” (Satisfactory) or “NP” (No Progress) are applicable to the qualifying examination, research proposal defense and dissertation.
g. A grade of “NP” requires repetition. In case of a second “NP” grade in the course, the student will be referred to the Students Promotion Committee for a consideration of dismissal from the academic program. No more than one NP is allowed in the Dr. P. H Program.
h. When the research/dissertation activity requires more than one trimester for its completion, the student receives a notation of “In Progress” (IP) for each trimester and until the research/dissertation is completed.
i. A grade of “I” (Incomplete) will only be allowed under very special circumstances as determined by the faculty member teaching that particular course. The student must remove the “I” (Incomplete) by the end of the following trimester or an administrative “F” will replace it.
j. Graduate courses not offered at PSM may be taken at other institution with permission and approval from DrPH Coordinator, Associate Dean for Public Health and the Dean for Health Sciences.
k. A student with a reversed dismissal is not in satisfactory academic progress and is considered both on academic and financial aid probation.

Professional Behavior Requirement
The students should conduct themselves in accordance with the norms for professional conduct set forth by the Ponce School of Medicine at all times.

Commitment to Public Health Philosophy
It is expected that every student be committed to the betterment of our fellow human beings as exposed by the philosophy that governs the Public Health Profession.

Academic Probation and Financial Aid Eligibility
Any student failing to meet the grade requirement might be place on academic probation for one trimester, but will be eligible for financial aid. Students that fail to comply with grade requirements after the prescribed probation time will be referred to the Student Promotion Committee for dismissal from the program.

Appeal Process for Academic Affairs
Students who are notified by the Program’s Dean a decision of the Students Promotion Committee that he/she must repeat failed courses during the next academic year or to be dismissed from the program, have the right to appeal the decision within seven working days after receiving the notification.
The appeal or due process presented below must be followed.

The student will appeal in writing to the Students Promotion Committee (SPC) and include all relevant documentation to support the request. The Committee will evaluate the reasons and evidence submitted to determine if they change their initial decision. The SPC has 48 hours to submit its decision to the Program’s Dean, who will notify the decision to the student.

If the SPC sustains the adverse decision, the student has the right to appeal to the Dean of Health Sciences. The appeal must be submitted in writing within seven working days after receiving the notification. The Dean of Health Sciences will evaluate the appeal and the student’s academic record. The Dean can appoint a three member Ad-Hoc Committee to re-evaluate all evidence. Rejection of the appeal by the Dean is final.

If an Ad-Hoc Committee is appointed, they will notify the student in writing of the date and the time when the appeal will be evaluated. The Ad-Hoc Committee has forty-eight (48) hours to submit a recommendation to the Dean of Health sciences. The Dean of Health Sciences will consider the Ad-Hoc Committee recommendation and make the final decision within forty-eight (48) hours.

Any decision will be reported to the student in writing. The decision made by the Dean of Health Sciences is final.

The same process described above will be followed in the case that the adverse decision made by the Committee is for non-academic reasons, such as unacceptable professional behavior. The Program Dean, the Dean of Health Sciences or the VP for Student Affairs will refer the case to the SPC. If the recommendation of the SPC is to dismiss the student, the appeal process described above may be activated.

In the event that an adverse decision is made due to non-academic reasons and the Dean of Health Sciences sustains the decision after the appeal process, the student may appeal to the Vice-President for Academic Affairs and then to the President.

Financial Aid Eligibility
Financial Aid eligibility is contingent upon satisfactory academic progress. Please refer to the institutional policy on Satisfactory Academic Progress published by the Office of Financial Aid.

Enforcement
The Office of the Vice President for Student Affairs shall have primary responsibility for overseeing this policy and will provide all health sciences students a copy of this document upon admission to Ponce Health Sciences University.

The President, Vice President of Academic Affairs and the Vice President for Student Affairs, as well as the Dean of Health Sciences, the Program Dean, Registrar and Financial Aid Director will receive all pertinent data to ensure proper enforcement of the policy here set forth

Tuition and Fees
For more details of PHSU tuition and fees please refer to: [http://psm.edu/our-programs.html](http://psm.edu/our-programs.html)

ALL TUITION AND FEES ARE PAYABLE ON OR BEFORE REGISTRATION.
Ponce Health Sciences University reserve the right to increase the tuition or other fees as deemed necessary.

Curriculum

Prerequisites

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biostatistics</td>
<td>6</td>
</tr>
<tr>
<td>Introduction to Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>Psychosocial Aspects of Public Health</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>Health Policy and Administration</td>
<td>3</td>
</tr>
<tr>
<td>Bioethics</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>21</strong></td>
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Required Concentration Course

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>DPH 6010</td>
<td>Epi - Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>DPH 6253</td>
<td>Survey Questionnaire Design in Public Health; Epidemiology - Test Construction</td>
<td>3</td>
</tr>
<tr>
<td>DPH 6203</td>
<td>Clinical Trials</td>
<td>3</td>
</tr>
<tr>
<td>DPH 7015</td>
<td>Biostatistics for Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>DPH 7002</td>
<td>Advanced Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>DPH 7047</td>
<td>Epidemiology Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>DPH 6601</td>
<td>Grant Writing in Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>DPH 6103</td>
<td>Epidemiology of Diseases of Major Public Health Importance</td>
<td>3</td>
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Selective Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>DPH 7163</td>
<td>Biostatistics (3 select 1)</td>
<td>3</td>
</tr>
<tr>
<td>DPH 7201</td>
<td>Sampling</td>
<td>3</td>
</tr>
<tr>
<td>DPH 5601</td>
<td>Meta-analysis</td>
<td>3</td>
</tr>
<tr>
<td>DPH 6133</td>
<td>Epidemiology of Work Related Diseases</td>
<td>3</td>
</tr>
<tr>
<td>DPH 6153</td>
<td>Epidemiology of Transmissible Diseases</td>
<td>3</td>
</tr>
<tr>
<td>DPH 7193</td>
<td>Cancer Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>DPH 6123</td>
<td>Cardiovascular Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>DPH 7113</td>
<td>Mental Health Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>DPH 7173</td>
<td>Social Epidemiology</td>
<td>3</td>
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Elective Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>DPH 7103</td>
<td>Genetic Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>DPH 7153</td>
<td>Epidemiology of Arthritis, Autoimmune and Musculoskeletal Disease</td>
<td>3</td>
</tr>
<tr>
<td>DPH 5734</td>
<td>Fundamentals of Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>DPH 7133</td>
<td>Environmental Problems &amp; Solutions in Epidemiology</td>
<td>3</td>
</tr>
</tbody>
</table>
DPH 5502  Health Policy  3
DPH 6300  Public Health Advocacy  3
DPH 6310  Legal Issues in Epidemiology  3
DPH 7024  Toxicology  3
DPH 7043  Injury Epidemiology  3
DPH 5503  Bioethics in Public Health  3
DPH 7014  Environmental Epidemiology  3
DPH 7023  Applied Epidemiology and Surveillance  3
DPH 7010  Epidemiology Communicable and Tropical Diseases  3
DPH 6320  Teaching Epidemiology  3
DPH 7184  Demography  3
DPH 7200  Bias  3
DPH 6330  Health Economics  3
DPH 6340  Health Services Administration and Management  3
DPH 7700  Independent Study: Special Project  3
DPH 7123  Laboratory Rotation  3
DPH 7183  Post Market Surveillance  3
DPH 7181  Public Health Education  3
DPH 7143  Epidemiology of Tobacco  3
DPH 7300  Applied Public Health Project  3
DPH 7710  Journal Club  3
DPH 7073  Epidemiology of Chronic Diseases  3
DPH 6350  Planning and Evaluation Health Programs  3

Practicum

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>DPH 7083</td>
<td>Consulting Practicum</td>
<td>3</td>
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</tbody>
</table>

Doctoral Dissertation

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DPH 8005</td>
<td>Dissertation Research</td>
<td>18</td>
</tr>
</tbody>
</table>

Course Descriptions:

**DPH 7083 Consulting Practicum**
Each week one or more clients from various disciplines across various hospitals, public and private agencies and universities programs will present the research and statistical issues during class. Open discussions between the consultants and the client will follow the presentation. After the client leaves a lead consultant will be assigned to the project, either on a volunteer basis or by my directive. The lead consultant (and any assistants) will have full responsibility for the subsequent meetings, gathering of information from the client and providing quality statistical consulting services to the client

**DPH 7002 Advanced Biostatistical**
The class will cover a number of advanced topics in the statistical analysis of bio-medical data: regression, adjustment for covariates, odds ratios, logistic regression, models for count data and survival analysis.

**DPH 7113 Mental Health Epidemiology**
This course will cover common measures in mental health research, design and analysis of group-randomized trials with applications to mental health epidemiology, major mental disorders, and principles of measurement in mental health research.
**DPH 7163 Sampling**
This course covers simple random sampling, sampling for proportions, estimation of sample size, sampling with varying probabilities, types of sampling: stratified, systematic, cluster, double, sequential, incomplete.

**DPH 7182 Advanced Topics in Biostatistics**
The goal of this course is to develop Monte Carlo and Markov model and Bayesian statistics. To work with meta-analysis studies, control of bias and structured equations.

**DPH 7173 Social Epidemiology**
This course will provide a systematic and selective overview of conceptual approaches and research findings related to the impact of social context on the health of populations. Among the social processes to be examined are social inequities (including those related to socioeconomic position and race/ethnicity), social integration (including social capital, social networks and support), and the role of residential neighborhood characteristics. Emphasis will be placed on extending the causal chain thought to be associated with patterns of acute and chronic disease to include “upstream” factors that are properties of social context rather than of individuals.

**DPH 8005 Dissertation Research for DrPH Epidemiology Students**
For students who have completed all requirements including: credit hours, full-time enrollment, preliminary examination and any requirement for the doctoral degree, and are writing and defending their dissertations. Doctoral Dissertation Preparation courses are restricted to Doctoral students only as indicated by the prerequisites noted above.

**DPH 5601 Scientific Writing**
This course concentrates on writing a research paper and on the effective presentation of scientific information in text, tables, and figures. It emphasizes an approach oriented to the reader, addressing subjects such as: writing tables, abstract introductions, methods, results, and discussions. Students will learn about the writing process by drafting and revising a manuscript based on their own research.

**DPH 6253 Theory and Tests Construction**
The course tries to provide the student the fundamental knowledge of the construction of tests. They will be examined and practice on him across a series of exercises the methods to determine the validity and reliability of the tests. The measurement scales will be studied, for example the Likert scale, with emphasis on their role on the measurement of epidemiological data.

**DPH 7201 Meta-Analysis**
The course initiates with an introduction to meta-analysis. It discusses the strengths and weaknesses of this type of analysis. It continues with the discussion of the concepts that integrate the meta-analysis. The students will use the statistical program EPIDAT 3.1 of the Pan-American Organization of the Health (OPS) for practical exercises.

**POSTGRADUATE CERTIFICATE IN NEUROSCIENCE OF LEARNING**

**Program Description**
This certificate program trains teachers and professors to comprehend and use principles of neuroscience and neuropsychology in their work with students and for implementing learning environments based upon these principles. This includes specific instruction to teach children with
learning disabilities and neurodevelopmental disorders such as Autism, Asperger, Attention Deficit Disorder, and Mental Retardation.

By completing this program, teachers will be at the forefront of modern pedagogy and evidence-based education and will also contribute to improving the educational system of Puerto Rico.

The program also addresses the needs of Psychologists and other school personnel interested in developing advanced and extended knowledge on the application of neuroscience of learning principles to their clinical work with children. Psychologist accepted to the program with a solid background on the biological bases of behavior may directly register in an elective NSL 0503 Pediatric Neuropsychological Assessment course providing advanced assessment competencies in school and clinical settings.

Program Goals
The main goal of this postgraduate certificate is to bridge neuroscience with education to improve both, the delivery (through teachers) and reception (through students) of information in academic settings based upon these principles.

Admissions Requirements
1. Official transcript of credits with certification of completion of a Bachelor’s degree in Education, or in one of the Behavioral Sciences (no knowledge or experience in neuroscience is required).
2. Applications from candidates from other academic backgrounds that possess the Teacher Certification from the Educational Department of Puerto Rico will also be considered.
3. Alternative Entry: the admission committee of the certificate, under certain circumstances and subject to specific conditions, will consider other potential candidates who can show evidence of fitness for candidature.
4. Minimal GPA of 2.80 on a 4.00 scale.
5. Interview with members of the Admissions Committee.
6. Two letters of recommendation; at least one from former professors or supervisors from graduate programs
7. Admissions Fee of $100.00 (non-refundable)
8. Negative Certificate of Penal Record

Students admitted to the postgraduate certificate must submit the following documents:

1. Letter of Acceptance
2. Certification of Immunization: Hepatitis B, Rubella, Tuberculina
3. Four 2x2 photographs

How to Apply

Applicants must submit the following documents:
1. Official transcript from all undergraduate and graduate schools attended.
2. Two letters of recommendation written by individuals familiar with the applicant’s professional work and skills, using the format accompanying the application form.
3. Certificate of No Penal Record
4. USD$50.00 Application Processing Fee
The Application Form is available at www.psm.edu

Please mail the application form and required documents to:

Ponce Health Sciences University
Postgraduate Certificate in Neuroscience of Learning
Admissions Office
PO Box 7004
Ponce PR 00732

Graduation Requirements
1. Students must complete all courses within the established time frame. The Program requires a total of 18 credits and 15 laboratory hours.
2. Student should complete all requirements and maintain a minimum grade point average of 3.00.
3. The students should conduct themselves in accordance with the norms for professional conduct set forth by Ponce Health Sciences University, the corresponding accreditation agencies, and the Clinical Practice Manual of the Psychology Program.

Grading System

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>Pass (100 - 70)</td>
</tr>
<tr>
<td>NP</td>
<td>No Pass (Less than 70)</td>
</tr>
<tr>
<td>E</td>
<td>Extended</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
</tr>
<tr>
<td>NP</td>
<td>Not Pass</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>AW</td>
<td>Administrative Withdrawal</td>
</tr>
</tbody>
</table>

Satisfactory Academic Progress

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. This policy also ensures that the Student Financial Aid requirements set forth by federal regulations are met.

Scope
This policy applies to all Students enrolled in the Postgraduate Certificate in Neuroscience of Learning at Ponce Health Sciences University.

General Requirements
1. Time Frame for completion of the Academic Program
   A Neuroscience of learning Student will be allowed a maximum time frame of two years of enrollment beyond the standard required for the completion of the program (one year). Summer enrollment is considered part of the academic year for the purpose of this measure.
The total years for completion of a degree include those graduate courses accredited on admission to our program.

<table>
<thead>
<tr>
<th>Program</th>
<th>Standard</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Neuroscience of Learning</td>
<td>1 years</td>
<td>3 years</td>
</tr>
</tbody>
</table>

    a. Definition of a Full Time
       Students with an academic load of 6 credits or more per semester will be considered full time graduate students.
    b. Definition of Half Time
       Students with an academic load of 3 to 5 credits per semester will be considered half time students.
    c. Definition of less than Half Time
       Students with an academic load of less than 3 credits per semester will be considered less than half time or part-time students.

2. Completion of Program Requirements
    a. Course Requirement
       Students must complete all courses within the established time frame. The Program requires a total of 18 credits.
    b. Performance Requirement
       A student must complete each semester with a minimum grade point average of 3.00. Any student failing to meet this standard of performance will be referred to the Students Promotion Committee.
    c. Comprehensive Examination Requirement
       This certificate program does not require completion of a Comprehensive Examination
    d. Professional Behavior Requirement
       The students should conduct themselves in accordance with the norms for professional conduct set forth by Ponce Health Sciences University, the corresponding accreditation agencies, and the Clinical Practice Manual of the Psychology Program.

Grade Requirement
In order to graduate, the student should complete all requirements and maintain a minimum grade point average of 3.00. Satisfactory Academic Progress is required for financial aid eligibility and will be reviewed on a yearly basis.

1. No more than two courses may be approved with a grade of C.
2. Obtaining a grade of C in a third course will require that student repeat such course (s).
3. Repeated courses with "C" grades will remain on record, but the new grade will be used to compute the grade point average.
4. A grade of “F” in any course will result in referral to the Students Promotion Committee and considered for dismissal based on overall academic performance, including GPA in the program.
5. Grades of “A/P” (Approved) or “N/AP”(Not Approved) are applicable to Practica and Internship. A grade of “N/AP” requires repetition. In case of a second “N/AP” grade in the same practicum or internship, the student will be referred to the Students Promotion Committee with a recommendation for dismissal.
6. An “I” (Incomplete) grade will only be allowed under very special circumstances as determined by the professor. The student must remove the “I” (Incomplete) by the following semester or an administrative “F” will replace it.
Appeal Process for Academic Affairs
Students who are notified by the Program’s Dean a decision of the Students Promotion Committee that he/she must repeat failed courses during the next academic year or to be dismissed from the program, have the right to appeal the decision within seven working days after receiving the notification.

The appeal or due process presented below must be followed.

The student will appeal in writing to the Students Promotion Committee (SPC) and include all relevant documentation to support the request. The Committee will evaluate the reasons and evidence submitted to determine if they change their initial decision. The SPC has 48 hours to submit its decision to the Program’s Dean, who will notify the decision to the student.

If the SPC sustains the adverse decision, the student has the right to appeal to the Dean of Health Sciences. The appeal must be submitted in writing within seven working days after receiving the notification. The Dean of Health Sciences will evaluate the appeal and the student’s academic record. The Dean can appoint a three member Ad-Hoc Committee to re-evaluate all evidence. Rejection of the appeal by the Dean is final.

If an Ad-Hoc Committee is appointed, they will notify the student in writing of the date and the time when the appeal will be evaluated. The Ad-Hoc Committee has forty-eight (48) hours to submit a recommendation to the Dean of Health sciences. The Dean of Health Sciences will consider the Ad-Hoc Committee recommendation and make the final decision within forty-eight (48) hours.

Any decision will be reported to the student in writing. The decision made by the Dean of Health Sciences is final.

The same process described above will be followed in the case that the adverse decision made by the Committee is for non-academic reasons, such as unacceptable professional behavior. The Program Dean, the Dean of Health Sciences or the VP for Student Affairs will refer the case to the SPC. If the recommendation of the SPC is to dismiss the student, the appeal process described above may be activated.

In the event that an adverse decision is made due to non-academic reasons and the Dean of Health Sciences sustains the decision after the appeal process, the student may appeal to the Vice-President for Academic Affairs and then to the President.

Financial Aid Eligibility
Financial Aid eligibility is contingent upon satisfactory academic progress. Please refer to the institutional policy on Satisfactory Academic Progress published by the Office of Financial Aid.

Enforcement
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<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSL 0501</td>
<td>Principles of Neuroscience and Neuroanatomy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Sensory and Sensory-Motor</td>
<td></td>
</tr>
<tr>
<td>NSL 0502</td>
<td>Sensory and Sensory-Motor development: Implications for assessment and teaching</td>
<td>2</td>
</tr>
<tr>
<td>NSL 0511</td>
<td>Cognitive Neuropsychology &amp; Neuroeducation</td>
<td>2</td>
</tr>
<tr>
<td>NSL 0512</td>
<td>Theoretical models of learning</td>
<td>2</td>
</tr>
<tr>
<td>NSL 0601</td>
<td>Brain-Based Learning</td>
<td>3</td>
</tr>
<tr>
<td>NSL 0602</td>
<td>Neuropsychology of Learning Disorders: A Pragmatic Approach</td>
<td>2</td>
</tr>
<tr>
<td>NSL 0611</td>
<td>Design and administration of Neuroscience-Based learning environments</td>
<td>1</td>
</tr>
<tr>
<td>NSL 0612</td>
<td>Neurodevelopmental alterations: learning and behavioral manifestations.</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Course:

NSL 0503 Pediatric Neuropsychological Assessment

Course Descriptions

NSL 0501 Principles of Neuroscience and Neuroanatomy Laboratory
Starting with a general exploration of the intrauterine development of the neural tube and neural crest cells, the course explores the anatomical and physiological foundation of the nervous system within a developmental context. It provides a general overview of the neural and chemical basis of behavior. The lectures will mostly address normal neurological development and functioning but will make reference of the clinical implications of various endogenous and exogenous abnormalities such as genetic and neurodevelopmental variations and morphological abnormalities. The sensory, motor and arousal systems will be explore. In addition, the neural basis of learning will be examined in detail.
The anatomy laboratory will be integrated with the class lectures for further understanding of the neuroanatomical correlates of learning. By the end of the course the student should be able to identify the most significant brain’s structures. Exposure to these laboratory sessions will enhance students’ understanding of complex theoretical information such as the neurophysiology of learning.

NSL 0502 Sensory and Sensory-Motor development: Implications for assessment and teaching
The study of the diverse psychological systems that allows the human being to gather information/knowledge from his/her internal and external world is the main focus of this course. The psychology of sensation, perception, cognition, psycholinguistic and information processing provide the experimental and theoretical background to the study of the following topics: attention, thinking, problem solving, language and memory.

NSL 0503 Pediatric Neuropsychological Assessment
The course will introduce students to the field of Pediatric Neuropsychology from a theoretical, scientific and clinical perspective. Students will utilize the information learned to engage in case analysis and to determine the type of diagnostic tool that best serves to the understanding of the child’s condition. The NEPSY battery and other neuropsychological instruments will be taught through the course. Testing profile of the most common neuropsychological conditions found in children and adolescents will be presented. Students will perform at least one battery of test and will be able to present their case for feedback from the professor and from peers.

NSL 0511 Principles of Neuroeducation, Cognitive Neuropsychology & Cognitive Neuroscience
This seminar like course will focus on the integration of two major fields of neurosciences, human neuropsychology and cognitive neuroscience, with the recently emerging field of neuroeducation. The component of human neuropsychology focuses on the understanding of mental processes in human beings, with an emphasis on the examination of brain trauma results. On the other hand, the cognitive neuroscience component will provide a general overview of how mental functions are linked to neural processes. The area of neuroeducation brings to this course the integrative junction of knowledge coming from cognitive neuropsychology and cognitive neurosciences as the y impact the field of education. Through the discussions of up to date research papers and selecting readings this class will integrates knowledge of three constantly evolving fields.

NSL 0512 Theoretical models of learning
This course will focus on the main tenets of Human learning and cognitive processes. It will provide a brief chronological overview of the development of learning theories until their integration with neurosciences. However, the main target of this course is to introduce students to the differentiation of significant versus mechanic learning within the learning process. Major theories and aspects concerning the learning process and their implications for the instructional process will also be examined.

NSL 0601 Brain-Based Learning
This course will introduce the student to the confluence of knowledge where the area of Neuroscience of Learning was born from. Along the course the student will be able to delve on to the basic principles that govern this emerging field of knowledge. Furthermore, learners will be taught how to create brain-based environments in the classroom and will experience how to transfer the knowledge from the theory to the practice in a meaningful manner. Concrete techniques for teaching and learning developed from brain-based learning theories will also be examined.

NSL 0602 Neuropsychology of Learning Disorders: A Pragmatic Approach
This course will focus on introducing the student to specific techniques supported by neuroscientific findings to work with people living with learning disorders. Although a general overview of different disorders will be offered lectures will be centered on the following disorders: Mental Retardation,
Reading Disorder, Disorder of Written Expression, and Mathematics Disorder. In addition, special attention will be dedicated on how to establish brain-based environments for people with learning disorders.

**NSL 0611  Design and administration of Neuroscience-Based learning environments**

This course seek to impact the field of pedagogy incorporating up to date research findings that shows how to create enrich environments for learning. Special attention will be dedicated to the process of syllabi development and to the inclusion of brain-compatible strategies for the different subjects at school. New evidence-based assessment techniques will be suggested as well. The long-term goal is ultimately impacting school’s curriculums, the perception of pedagogy, and the delivery of education in are contemporary society.

**NSL 0612  Neurodevelopmental alterations: genetic, metabolic, morphological and perinatal factors and its manifestations through learning and behavior**

This course will focus on introducing the student to the etiology, prevalence and prognosis of developmental disorders from genetic, metabolic and morphological perspectives. Although a general overview of different disorders will be offered lectures will be centered on the following disorders: Mental Retardation, Attention Deficit Disorder, and Autistic Spectrum. In addition, the manifestations of developmental alterations through learning and behavior will be revised. Tools to establish favorable environments for learning for people

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**BINARY DEGREES PROGRAM**

**Binary Program in General Sciences and Medicine**
(Pontifical Catholic University of Puerto Rico and Ponce Health Sciences University)

**Program Description**

Ponce Health Sciences University has a combined baccalaureate-MD six-year program in consortium with the Pontifical Catholic University of Puerto Rico (PCUPR). The BS-MD program offers a seven year accelerated pathway to medical school for a small number of motivated high school seniors. Students will complete the three years of the required undergraduate curriculum at the Pontifical Catholic University (PCUPR), then enter Ponce Health Science University (PHSU).

**Admissions Requirements**

1. The Pontifical Catholic University is responsible for the selection of the candidates for the program among students who show outstanding performance in High School and College Boards.
2. Students are admitted to Ponce Health Sciences University if they meet the following criteria:  
   - GPA of 3.00/semester, no D’s, F’s or W’s in their transcript and an MCAT score of 493 or greater.
   - Qualified applicants must complete a successful interview with PHSU faculty before they are admitted to the medical program.

Applications are processed through AMCAS and the same admission requirements for the MD program apply.
Candidates are awarded a BS by the Pontifical Catholic University after the successful completion of the first two years of medical school and are then awarded the MD degree after the successful completion of all medical school requirements by Ponce Health Sciences University.

**Binary Program in General Sciences and Public Health**
(Pontifical Catholic University of Puerto Rico and Ponce Health Sciences University)

**Program Description**

This is an inter-institutional dual degree program that offers the student the opportunity of completing a BS in General Science Program from the Pontifical Catholic University of Puerto Rico (PCUPR) and the Master in Public Health (MPH) from Ponce Health Sciences University (PHSU) in five (5) years.

**Admissions Requirements**

PCUPR is responsible for the selection of qualified candidates who are entering the freshmen year, or college students who have completed no more than 64 credits.

**Admission Requirements for Entering Freshmen**

1. Graduate from an accredited high school with a minimum GPA of 3.20; they must have completed one (1) year of courses in Biology, Chemistry and Physics, and three (3) years of Mathematics.
2. Have a minimum score of 2800 in the College Entrance Examination Board (CEEB) test, and no less than 500 in any area of the test.
3. Have successfully completed prior to acceptance, six (6) credits both in English (English 114-115) and Spanish (Span. 131-132), or be qualified for advanced placement in these subject areas on the basis of outstanding achievement in one of the following: College Entrance Examination Board (CEEEB), CEEB Advanced Placement Test.
4. Favorable recommendation upon interview by a committee composed of members from PCUPR and PHSU

**Admission Requirements for College Students**

1. Have successfully completed no more than sixty four (64) credits including:
   a. General Chemistry I - II (8 credits)
   b. General Biology I - II (6 credits)
   c. Pre-Calculus I - II (6 credits)
   d. General Psychology I (3 credits)
   e. Social Science and Political Science (6 credits)
   f. English 114-114 (6 credits)
   g. Spanish 114-114 (6 credits)
   h. Spanish 131-132 (6 credits)

2. Maintained satisfactory standards of academic achievement, including:
3. Minimum GPA of 3.00
4. Minimum cumulative average of 3.00 in all sciences courses
5. No grades lower than C
6. Favorable recommendation upon interview by a committee composed of members from PCUPR and PHSU.

**Requirements for transfer to PHSU**

Admission to the Bachelor in Science and Master of Public Health Dual Degree Program guarantees admission into PHSU after completion of all the requirements of PCUPR component provided the student:

1. Completes the curricular sequence within the established time frame (maximum 3 years) and maintains satisfactory standards of academic achievement including:
   - Minimum GPA of 3.00
   - Minimum cumulative average of 3.00 in all science courses
   - No grades lower than C
2. Must complete ninety (90) credits at PUCPR, take the admission test:
   - Graduate Record Examination (GRE) or *Examen de Admisión a Estudios de Postgrado* (EXADEP).
3. Demonstrates professional behavior in accordance to institutional academic policies and values.
4. Submit required documentation in accordance to PHSU admission policies and procedures.
5. Qualified applicants must complete a successful interview with PHSU faculty before they are admitted to the MPH program.

Once the student is admitted to the Master Program in Public Health he/she must follow the same curricular sequences as regular public health students.

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**Binary Program in Biomedical Sciences and Medicine**
(The Interamerican University of Puerto Rico and the Ponce Health Sciences University)

**Program Description**

Ponce Health Sciences University has a combined baccalaureate-MD program in consortium with the **Interamerican University of Puerto Rico (IAU)**. The BS-MD program offers a seven year accelerated pathway to medical school for a small number of motivated high school seniors. Candidates are awarded a BS by the IAU after successful completion of the first year of medical school and are then awarded the MD degree after the successful completion of all medical school requirements.

The Binary Program in Bachelor Degree in Biomedical Sciences and Medicine is designed to:

1. Develop among students the comprehension of modern concepts of Biomedical Sciences and Medicine.
2. Familiarize students with the basic laboratory skills.
3. Teach students how to solve scientific problems that will capacitate them to solve problems in our society.
4. Fulfill the need for Physicians in Puerto Rico.
This program is targeted for individuals interested in continuing a career in Medicine:

Requisites of the Program

In order to obtain the combined degree, the student must fulfill the following general requisites:

### Interamerican University of Puerto Rico

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
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<tr>
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### Ponce Health Sciences University

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four Years of Medicine</td>
<td>166</td>
</tr>
</tbody>
</table>

Admissions Requirements

In addition to the admission requirements detailed in the PHSU Catalog of the Interamerican University, candidates for admission must:

1. Have a General Point Average (GPA) of 3.50 or more in their High School Transcript.
2. Average 650 in the admission exam and obtain not less than 600 in all areas of the College Board.
3. Interview with the Admission Committee with members of the Ponce Campus of the Interamerican University, and the Ponce Health Sciences University.

Graduation Requirements

1. Interamerican University of Puerto Rico
   In order to complete the requirements to obtain a Bachelor Degree in Sciences in Biomedical Sciences, the student must pass all credits of the program in the Interamerican University, and have successfully completed the first year of Medical Studies in the Ponce Health Sciences University. In addition, the student must have a GPA of 3.2 or more both in science courses as in the general program.
2. Ponce Health Sciences University
   The student must fulfill the admission requirements as established in the current Catalog of the Ponce Health Sciences University.
Non-Degree Extended Education

PSHU Admissions Office supports Non-Degree Students (NDS) who are not enrolled in a degree or certificate program through PHSU but would like to take a class. This includes:

- Alumni
- Visiting students and professionals
- Internship, thesis/dissertation, field work, or practicums are not included.
- Application for extended education admission must be received by the Admissions Office prior to the beginning of the term of enrollment for which the applicant is requesting to take a course.
- A non-refundable fee of $75.00 must accompany the application.

In order to process an application, the following minimum documents are required:
- Application, Curriculum Vitae (resume), official transcript from previous institutions, Certificate of No Penal Record, and letter of recommendation from the Director of faculty of his/her former program.
- Approval from Admission’s Office and authorization from Vice President of Academic Affairs is required to register.
- Clinical courses must require authorization from the Program Director or department Chair.

A non-degree student will not earn a certificate or degree from PHSU, but can take courses for a grade, earn credits and receive an official academic record.

NDS students may enroll in graduate-level courses. It is advisable that the applicant contact the department(s) offering courses of interest to ensure that their courses are available to non-degree students.

Extended Education Application will pay the corresponding cost per credit for personal and professional growth. In addition, a library fee must be paid. The institution reserves the right to increase the tuition or other fees as deemed necessary. Tuition and fees must be payable on or before registration. All fees and charges are payable in US currency.

All inquiries and application for admission should be addressed to the: Admission Office, Ponce Health Sciences University, PO Box 7004, Ponce, PR 00732, Phone: (787) 840-2575, admissions@psm.edu

The ND students will not be eligible for financial aid. They must comply with the institutional norms and regulations. Each Program will provide a list of courses available for the ND extended education candidates.
FACILITIES AND SERVICES

Library

Fundación Angel Ramos Library it was designed to provide convenient access for our patrons. It offer update information, and assist with high quality services to all students, faculty, physicians, researches, health professionals, and staff of the PHSU and affiliated Hospitals. It offers spacious (10,128 square feet) comfortable facilities and a suitable environment that includes excellent lighting, equipment, and arrangement of books, journals and audiovisual materials. The vast majority of our resources are in electronic format and the others that are still available in hard copy are located in open stacks (shelving space-saver).

It is an attractive place for study, research, and teaching. The Library is responsible for procuring, organizing, cataloging, managing and providing access to the educational resources. It offers a range of electronic resources, print and digital collections of journals and references books, and databases, with remote access, that meet our patrons needs. An excellent collection of open access (OA) journals titles is also available through the Public Access Catalog (PAC). The influence of OA and free searching via PubMed LinkOut has a major impact on the way medical and health sciences libraries operate. LinkOut is the project to create links from PubMed database to external links to access the full text articles. Patrons and libraries access a greater number of journals by borrowing from other libraries. The PSM Library belongs to the Southeastern Region of the National Network of Libraries of Medicine (NNLM). A Free-Share, Reciprocal Interlibrary Loan (ILL) agreements, exists with other Medical Libraries in USA and PR. More details visit our website [http://psm.edu/library-catalog.html](http://psm.edu/library-catalog.html)

Learning Resources Center

Our computer facilities located on the 1st and 2nd floor offer access to electronic databases, the internet, link services and office productivity applications as Word, Excel, Power Point, etc. Specialized software as: SPSS, EndNote, etc., are also available. These facilities are available for PHSU authorized users. There are no computers available for running personal applications, CD-ROMS, etc. Our users may only utilize applications that are installed in the library network. Laser printers are also available.

Classroom Building

The Classroom Building is a two story facility with one 3,152sqft room and one 1,576sqft room (Room 101 located on the first floor). Also, there are four smaller rooms. Located on the first floor: there is a Multipurpose Teaching Laboratory, the IT facilities, and the audiovisual facilities.

Anatomy Building

The Gross Anatomy Building is composed of the Gross Anatomy Laboratory, a Morgue and freezer, and the Department office.
Research Building

The Research Building is a two stories facility where all research protocols are processed. Also, most of the Basic Sciences Departments offices are located in this building.

Psychology Building

This building is leased from “Compañía de Fomento Industrial”. This area headquarters the Psychology Program (PsyD). Also, a Mental Health Clinics are in operation during the day and evening.

Student Lounge

A recreational area and a recording studio are also located within this 10,000sq.ft.

Standardized Patients Program

The Standardized Patients Clinic is located in this area. This clinic has the most modern facilities for this academic program.

Cafeteria

One story building (800 sq. ft.) next to the Student Lounge.

Use of University Equipment

University equipment and supplies are provided for the use of employees in the performance of their official duties for the University as designated from time to time. Use for purposes other than those authorized requires prior authorization.

Computer Use and File Sharing
For more details visit our website: http://www.psm.edu/consumerinformation.htm

Education Technology

The PHSU uses Moodle as its online educational platform. The PHSU has an Educational Technology Division (ETD), under the Vice President Academic Affairs that provides support to students, faculty members and staff on the use of this educational technology. The ETD also assists students and faculty in the development and use of technology to support educational activities and serves as a liaison between academia and MIS.

The ETD has established a series of workshops for educating faculty, students and staff on the use of technology in education.
Audiovisual

PHSU has a complete audiovisual service that ensures that the proper audiovisual facilities are available for the academic experiences of the students. The audiovisual division also assists faculty members, students, and student’s organizations with any audiovisual resource needed such as photographs, illustrations, etc. Slides projectors, overhead projectors, videotapes and DVD’s players, video projectors, electronic boards and teleconferencing are available for the use by faculty members and the student body. Training about the use of the audiovisual equipment is also provided.
FACULTY

Acevedo, Javier, MD (Ross University School of Medicine, Dominica) Assistant Professor, Medicine

Acosta, Ada, MD, (Ponce School of Medicine, PR) Assistant Professor, Medicine

Acosta, Luis, MD (Ponce School of Medicine, PR) Instructor, Ob-Gyn

Aguirre, Georgina, MD (University of Puerto Rico School of Medicine, PR) Associate Professor, Family and Community Medicine, Associate Dean for Medical Education

Alcazar, José, MD (University of Puerto Rico School of Medicine, PR) Assistant Professor, Family and Community Medicine

Alvarado, Eunice, PsyD (Ponce Health Science University, PR) Assistant Professor, Clinical Psychology

Alvarado, Gilberto, MD, (University of Puerto Rico School of Medicine, PR) Instructor, Surgery

Alvarado, Lizbeth, MD, Assistant Professor, Medicine

Alvarado, Luisa I., MD (University of Puerto Rico School of Medicine, PR), Professor, Pediatrics

Alvarez, Antonio, MD (University of Puerto Rico School of Medicine, PR) Instructor, Ob-Gyn

Amador, Pedro, MD (Ponce School of Medicine, PR) Assistant Professor, Medicine

Antommattei, Osvaldo, MD (University of Puerto Rico School of Medicine, PR) Assistant Professor, Medicine

Appleyard Caroline, PhD (University of Southampton, UK), Professor, Physiology and Graduate Studies

Arias, Waleska, MD, (Ponce School of Medicine, PR) Instructor, Pediatrics

Aranda, María, MD (University of Zaragoza, Spain) Assistant Professor, Pediatrics

Armstrong, Raúl, MD (Tulane University of Louisiana, LA), Associate Dean for Faculty and Clinical Affairs, Professor, Surgery

Arroyo, Axel, MD (Central del Caribe University School of Medicine, PR) Assistant Professor, Anatomy

Arroyo, Lillian M., MD (University of Puerto Rico School of Medicine, PR) Assistant Professor, Psychiatry and Human Behavior

Arroyo, Pedro, MD (Central del Caribe University School of Medicine, PR) Assistant Professor, Emergency Medicine

Arzola, Jorge, MD (University of Puerto Rico School of Medicine, PR) Assistant Professor, Pediatrics
Asencio, Gloria, PhD (University of PR, Rio Piedras) Assistant Professor, Clinical Psychology

Awasum, Michael, MD, (University of Padova, Italy) Assistant Professor, Pathology

Axtmayer, Robert W., MD (University of Puerto Rico School of Medicine, PR) Assistant Professor, Family and Community Medicine

Avilés, Richard, PhD (Caribbean Center Postgraduate Studies, PR) Assistant Professor, Clinical Psychology

Baez, Axel, MD (University of Puerto Rico School of Medicine, PR) Associate Professor, Pathology

Baez, Luis, MD (University of PR School of Medicine, PR) Instructor, Surgery

Báez, Sonia, MD (Ponce School of Medicine, PR) Assistant Professor, Family and Community Medicine

Baez, Richard, MD, (Ponce School of Medicine, PR) Assistant Professor, Surgery

Barnés, Ricardo, MD (Autonomous University of Guadalajara, Mexico) Assistant Professor, Ob-Gyn

Barranco, Elizabeth, MD (Central del Caribe University School of Medicine, PR) Director of the Ambulatory Medical Research Center, Assistant Professor, Medicine

Barros-Monteiro, Janice, SCP, MSc, PhD (University of Montpellier-Institute de Genetique Humaine) Assistant Professor, Biochemistry

Batista, Miguel, ME (Polytechnic University of PR) Instructor, Public Health

Béaz, Luis, MD, (University of Puerto Rico, PR) Instructor, Surgery

Beauchamp, Ana, MD, (Ponce School of Medicine, PR) Assistant Professor, Medicine

Benítez, Pedro, MD (University of Puerto Rico School of Medicine, PR) Associate Professor, Medicine

Bermúdez, Andrés, MD (Catholic University Madre y Maestra Santiago, Dominican Republic) Assistant Professor, Medicine

Bermúdez, David, MD, (University of Puerto Rico, PR) Assistant Professor, Medicine

Bermúdez Moreno, Edgardo, MD, (Autonomous University of Guadalajara School of Medicine, Mexico) Assistant Professor, Medicine

Bermúdez, Gamalier, MD (Universidad Valencia, Spain) Assistant Professor, Medicine

Bernaschina, Claudio P., MD (University of Puerto Rico School of Medicine, PR) Assistant Professor, Surgery

Bernal, Delfin, MD, (Central del Caribe University School of Medicine, PR) Assistant Professor, Medicine
Bedard, Valerie, MD, (Autonomous University of Guadalajara School of Medicine, Mexico) Assistant Professor, Medicine

Bird, Héctor, MD, (Yale School of Medicine Cincinnati) Professor, Psychiatry

Blanco, Malynie D., MD (Ponce School of Medicine, PR) Associate Professor, Family and Community Medicine

Blasini, Yvonne, MD (University of Puerto Rico School of Medicine, PR) Associate Professor, Pediatrics Director

Bolaños, Guillermo, MD (University of El Salvador, Salvador) Associate Professor, Surgery

Bonilla, Melvin, MD (University of Puerto Rico School of Medicine, PR) Associate Professor, Pediatrics

Bosque, Adalberto, PhD, MBA, (University of Turabo, Caguas, Puerto Rico) Professor, Environmental Health

Boodoosingh, Dev, MD (Autonomous University of Guadalajara School of Medicine, Mexico) Assistant Professor, Medicine

Bracero, Nabal J., MD (University of Puerto Rico School of Medicine, PR) Assistant Professor, Ob-Gyn

Bredy, Rafael E., MD, Assistant Professor, (Luis Razetty School of Medicine) Medicine and Public Health

Burgos, Roberto, MD, (University of Puerto Rico School of Medicine, PR) Instructor, Ob-Gyn

Cabrera, Isabel, MD (National University of Cordova, Spain) Assistant Professor, Pediatrics

Camacho, Carlos A., MD, Instructor, Pediatrics

Camacho, Marisol, PsyD, Instructor, Psychiatry

Campos, Maribel, MD, (University of Puerto Rico School of Medicine, PR) Assistant Professor, Pediatrics

Cancel, Jeanette, MD, (Ponce School of Medicine & Health Sciences, PR) Assistant Professor, Medicine

Cangiano, José E., PhD (Caribbean Center for Advanced Studies, PR) Professor, Psychiatry and Human Behavior and Clinical Psychology

Cappas, Nydia M., PsyD (Ponce School of Medicine, PR) Associate Professor, Clinical Psychology

Capre, Sheila, MD, (Ponce School of Medicine & Health Sciences, PR) Instructor, Pediatrics

Carcache, Elizabeth, MD (University of Puerto Rico School of Medicine, PR) Assistant Professor, Family & Community Medicine
Cardona, Armando, MD, (New York University Medical School, NY) Assistant Professor, Medicine
Cardona, Dodanid, MD (Pennsylvania University) Assistant Professor, Psychiatry
Cardalda, Eida, PhD (Postgraduate Center for Mental Health, New York) Professor, Clinical Psychology
Carlo, Simón E., MD (Catholic University Madre y Maestra Santiago, Dominican Republic) Assistant Professor, Biochemistry
Cartagena, Roberto, MD, (Ponce School of Medicine, PR) Assistant Professor, Medicine
Carrero, Milton, MD (University of Zaragoza, Spain) Associate Professor, Medicine
Casbas, Patricia, PhD (The University of North Carolina at Chapel Hill, NC) Assistant Professor, Public Health
Casanova, Cynthia, MD (University of Puerto Rico School of Medicine, PR) Assistant Professor, Psychiatry and Human Behavior
Casiano, Wanda, MD, (University of PR School of Medicine, PR) Instructor, Medicine
Castaneda, Pedro, MD (University of Puerto Rico School of Medicine, PR) Assistant Professor, Psychiatry and Human Behavior Chair
Castro, Eida, PsyD, (Ponce School of Medicine, PR) Assistant Professor, Clinical Psychology, Psychiatry
Centeno, Frances, PhD (University of PR, Rio Piedras) Assistant Professor, Clinical Psychology
Chévere, Sergio, MD, (Ponce School of Medicine, PR) Assistant Professor, Family and Community Medicine
Cintrón, Beatriz, PsyD, Assistant Professor, Clinical Psychology
Cintrón, José, MD (University of Puerto Rico School of Medicine, PR) Professor, Ob-Gyn
Collazo, Armando J., MD, (Central University of Este School of Medicine, PR) Instructor, Ob-Gyn
Collazo, Víctor, MD, University of Puerto Rico School of Medicine, PR), Assistant Professor, Anatomy
Collazo, Carmen, MD, (University of PR School of Medicine, PR) Associate Professor, Pediatrics
Colón, Adrian, MD, Assistant Professor, Ob-Gyn
Colón, Carlos, MD (Central del Caribe University School of Medicine, PR) Associate Professor, Surgery
Colón, Jeannette, MD, (Ponce School of Medicine, PR) Instructor, Ob-Gyn
Colón, José, MD (Ponce School of Medicine, PR) Assistant Professor, Emergency Medicine
Colón, Juan, MD, (Ponce School of Medicine, PR) Instructor, Medicine
Colón, Lisandra, MD (University of Puerto Rico School of Medicine, PR) Assistant Professor, Emergency Medicine

Concepción, Maryrose, MD (Universidad Auto de Guadalajara, México) Instructor Ob-Gyn

Corbala, Alma R., MD, (Universidad Autónoma de Guadalajara, México) Assistant Professor, Medicine

Correa, José N., MD (University of Michigan, Ann Arbor) Professor, Medicine

Couto, José, MD (University of Zaragoza, Spain) Assistant Professor, Medicine

Cruz, Jesús, MD (Central East University School of San Pedro de Macorís Medicine, Dominican Republic) Associate Professor, Ob-Gyn

Cruz Cestero, José, MD (University of Puerto Rico) Assistant Professor, Surgery

Cruz, Ramón L, MD, Instructor, Emergency Medicine

Cruz, Rosa I., MD (University of Puerto Rico School of Medicine, PR) Associate Professor, Ob-Gyn

De Jesús, Reynaldo, MD, (University of PR School of Medicine, PR) Instructor, Surgery

Del Prado, Ramón, MD, (University of PR School of Medicine, PR) Associate professor, Surgery

Del Rio, Iraida, MD, (Ponce School of Medicine, PR) Assistant Professor, Family and Community Medicine

Delgado, Rosa, MD (Del Valle University of Cali, Colombia) Associate Professor, Pediatrics

Deliz, Laura, PsyD (Ponce School of Medicine) Assistant Professor, Clinical Psychology

Diaz, Zuleika, MD, (University of PR School of Medicine, PR) Assistant Professor, Surgery

Domenech, Edgar E., (Ponce School of Medicine, PR) Instructor, Surgery

Domingo, Marques, Assistant Professor, Clinical Psychology

Dowden, Kevin, MD (Vanderbilt University, TN) Assistant Professor, Pathology

Dutil, Julie, PhD, Associate Professor (University of Montreal, Canada) Associate professor, Biochemistry

Echevarria, Miguel, MD, (Suny Downstate Medical Center, NY) Assistant Professor, Anatomy, Medicine

Escobar, Pedro, MD, (University of PR School of Medicine, PR) Assistant Professor, Ob-Gyn

Espinet, Rafael, MD, Assistant Professor, Medicine

Fahed, George, MD, (Harvard Medical School, MA) Assistant Professor, Medicine

Farinacci, Pedro, MD, (Ponce School of Medicine, PR) Assistant Professor, Medicine
Febo, Marta, MD (Central University of the Caribbean School of Medicine, PR) Professor, Family and Community Medicine Chair and Clinical Psychology

Feliciano, Walter, MD, (Universidad Autónoma de Guadalajara, Mexico) Assistant Professor, Medicine

Ferder, Luisa, MD, (Universidad Nacional de Buenos Aires, Argentina) Professor, Psychiatry

Fernández, Juan B., PhD (University of Puerto Rico Mayagüez Campus, PR) Associate Professor, Anatomy Chair, Graduate Studies and Clinical Psychology

Fernández, Agustín, MD (Autonomous University of Guadalajara, Mexico), Assistant Professor, Medicine

Fernández, Rafael, MD (University of Puerto Rico School of Medicine, PR) Assistant Professor, Surgery

Figueroa, Gladysmaría, MD (Universidad Autónoma de Guadalajara, Mexico) Instructor, Ob-Gyn

Figueroa, Mirelys, MD, (Universidad Autónoma de Guadalajara, Mexico) Instructor, Pediatrics

Finch, Ana D., MD (San Juan Bautista School of Medicine, PR) Assistant Professor, Pediatrics

Flores, Efrain, MD, (Central East University School of Medicine, PR) Associate Professor, Medicine

Flores, Idhaliz, PhD (Rutgers University Robert Wood Johnson Medical School, NJ) Professor, Microbiology, Graduate Studies and Public Health, Ob-Gyn

Franco, Luis A., MD (University of Puerto Rico School of Medicine, PR) Associate Professor, Psychiatry and Human Behavior

Franqui, Wilson, MD (University of Puerto Rico School of Medicine, PR) Professor, Pediatrics

Fontanet, Darah, PhD, (Ponce School of Medicine & Health Sciences, PR) Assistant Professor, Anatomy

Fumero, José, MD, (Central University of the Caribbean School of Medicine, PR) Assistant Professor, Medicine

Galarza, Rubén, MD (University of Puerto Rico School of Medicine, PR) Assistant Professor, Pediatrics

Gaona, Carlos, MD, (University of Texas School Medical School, San Antonio, TX) Instructor, Medicine

Gándara, Jose G., MD, (Ponce School of Medicine, PR) Instructor, Medicine

García, Carlos, MD (Central University of Madrid, Spain) Associate Professor, Surgery

Garcia Gubern, Carlos, MD (Ponce School of Medicine, PR) Associate Professor, Emergency Medicine Chair

García, Fernando, MD (University of Salamanca, Spain) Assistant Professor Surgery

Garcia, José, MD, (University of PR School of Medicine, PR) Assistant Professor, Internal Medicine
García, José, MD, (Universidad de Valencia Faculty of Medicine School, Spain) Instructor, Ob-Gyn
García, Lilliam, MD, (University of PR Medical School, PR) Instructor, Pediatrics
García Nieves, Rafael, MD, (Ross University School of Medicine, NJ), Assistant Professor, Medicine (Nephrology)
García, Raúl, MD (University of Puerto Rico School of Medicine, PR) Professor, Surgery
Garrido, María, Associate Professor, Clinical Psychology
Ghigliotti, Luis, MD (Ponce School of Medicine, PR) Instructor, Medicine
Godreau, Luis, MD, (Ponce School of Medicine, PR) Instructor, Ob-Gyn
Gomez, César, MD, (Universidad Tecnológica de Pereira Medicine, Colombia) Assistant Professor, Medicine
Gomez, Jose, MD, (Ponce School of Medicine, PR) Instructor, Medicine
Gonzalez Cruz, Juan, MD, (Ross University School of Medicine, NJ), Instructor, Surgery
Gonzalez, Maryliz, MD, (Ponce School of Medicine, PR) Instructor, Pediatrics
González, Renier D., MD (Catholic University Madre y Maestra Santiago de los Caballeros, Dominican Republic) Instructor, Family and Community Medicine
González, Yolanda, MD (Ponce School of Medicine, PR) Assistant Professor, Ob-Gyn
Green, Vivian S., PhD (Las Palmas de Gran Canaria University, Spain) Associate Professor, Associate Dean of Public Health
Guerra, Jhon, MD, (Industrial University of Santander, Colombia) Assistant Professor, Pediatrics
Gutierrez Dorrington, Jorge, MD, (Tufts University School of Medicine) Assistant Professor, Surgery
Gutiérrez, Sylvia, MD (Ponce School of Medicine, PR) Instructor, Anatomy
Guzmán, Jorge, MD (University of Puerto Rico School of Medicine, PR) Instructor, Emergency Medicine
Hernández, Aaron, MD, Assistant Professor, Family and Community Medicine
Hernandez, Javier, (Ponce School of Medicine) Assistant Professor, Clinical Psychology
Hernández, Wilfredo, PhD (Pennsylvania State University, PA) Assistant Professor, Biochemistry, Graduate Studies
Hernández, Inés, MD, (University of PR Medical Sciences Campus, PR) Assistant Professor, Medicine
Hernández, Félix, MD (University of Zaragoza, Spain) Assistant Professor, Ob-Gyn
Hernández Justiniano, Javier, PsyD (Centinela Freeman Medical Center, CA) Assistant Professor, Clinical Psychology

Hill, Martin, PhD (George Washington University) Professor, Pharmacology and Toxicology

Iriarte, Rafael I., MD (University of Puerto Rico School of Medicine, PR) Professor, Family and Community Medicine, Pediatrics

Irizarry, Lydia, MD (Catholic University Madre y Maestra, Dominican Republic) Assistant Professor, Pediatrics

Irizarry, Elmer, MD (Central East University School of Medicine San Pedro de Macoris, Dominican Republic) Instructor, Ob-Gyn

Irizarry, Jessica, PhD (Walden University, MN) Assistant Professor, Public Health

Isaza, Clara, PhD (The Ohio State University, Columbus OH) Post Doc, Public Health

Isidro, Angel A., MD (Central East University School of Medicine San Pedro de Macorís, Dominican Republic) Associate Professor, Pathology, Physiology

Iturrino, Doris, MD, (University of PR School of Medicine, PR) Assistant Professor, Medicine

Jaume, Francisco, MD (University of Salamanca, Spain) Assistant Dean for Clinical Affairs, Associate Professor, Medicine

Jiménez, Julio, MD (Central University of Caracas, Venezuela) Associate Professor, Clinical Psychology, Psychiatry and Human Behavior

Jiménez, Sofía, PhD (University of Puerto Rico School of Medicine, PR) Professor, Anatomy

Jové, Gloria, MD (Ponce School of Medicine, PR) Assistant Professor, Microbiology

Julia, Jimmy, MD, (Ponce School of Medicine, PR) Associate Professor, Ob-Gyn

Jusino, Oxalis, PsyD (Ponce School of Medicine, PR) Instructor, Clinical Psychology

Kramer, Karla, PsyD (Ponce School of Medicine, PR) Teaching/Supervision, Clinical Psychology

Laboy, Joaquín A., MD (University of Puerto Rico School of Medicine, PR) Professor, Ob-Gyn Chair

Lasalle, Miguel, MD, (University of PR Medical Campus, PR) Assistant Professor, Surgery

Lebrón Rodríguez, Angel, MD, (Pontifical Catholic University of PR) Assistant Professor, Medicine

León, Roberto, MD (Central University of Caribe School of Medicine, PR) Associate Professor, Fundamental Pathophysiology for Clinical Medicine Director and Medicine

Long, Michael, PhD, (Western University of Health Sciences, CA) Assistant Professor, Pathology
López, Carlos, MD (Autonomous University of Guadalajara, Mexico) Instructor, Family and Community Medicine

Lopez, Eric R., MD, (University of Saint Eustatius School of Medicine, Netherland Antilles) Instructor, Emergency Medicine

Lopez, Nydia, MD, (Universidad Iberoamericana, School of Medicine, RD) Instructor, Pediatrics

López, Yaritza, PsyD (University of PR, Rio Piedras) Assistant Professor, Clinical Psychology

Lugo, Eduardo, PhD (John Hopkins School of Public Health) Assistant Professor, Clinical Psychology

Lugo, Fabio, MD (San Juan Bautista School of Medicine, PR) Assistant Professor, Psychiatry and Human Behavior

Lugo, Gabriel, MD (Universidad Central del Caribe School of Medicine, Bayamón PR) Assistant Professor, Psychiatry

Lugo, Luis, MD, (Universidad Nacional Pedro Henriquez Ureña, Dominican Republic) Assistant Professor, Medicine

Lugo, William John, MD (San Juan Bautista School of Medicine, PR) Assistant Professor, Psychiatry

Magraner, Miguel A., MD (Ponce School of Medicine, PR) Associate Professor, Medicine Chair

Marques, Domingo, PsyD (Ponce School of Medicine, PR) Assistant Professor, Clinical Psychology

Marrero, Héctor, MD (University of Puerto Rico School of Medicine, PR) Instructor, Ob-Gyn

Marrero, Luis, MD, (Ponce School of Medicine, PR) Instructor, Surgery

Marrero, Miguel, MPH (Benedictine University) Instructor, Public Health

Martínez, Edilberto, MD, (University of PR Medical Campus, PR) Associate Professor, Ob-Gyn

Martínez, Gabriel, MD (Ponce School of Medicine, PR) Assistant Professor, Microbiology and Medicine

Martínez, Jorge, MD, (University of Cauca School of Medicine, Colombia) Assistant Professor, Surgery

Martínez, Luis, MD (University of Puerto Rico School of Medicine, PR) Assistant Professor, Medicine

Martinez, Manuel, MD, (University of Puerto Rico School of Medicine, PR) Assistant Professor, Ob-Gyn

Martinez, Rosendo, MD (Central University of Caribe School of Medicine, PR) Assistant Professor, Surgery

Marzan, Melissa, DrPh (Ponce School of Medicine) Investigator Assistant Professor, Clinical Psychology

Matos, Nelson, MD, (University of New England College of Osteopathic Medicine, Maine) Assistant Professor, Medicine
Matta, Laura, MD, Assistant Professor, Family and Community Medicine

Matta, Jaime, PhD (University of California, Los Angeles) Professor, Pharmacology and Toxicology, Graduate Studies

Matta, Jorge, MD, (CETEC University Santo Domingo Medical School, Dominican Republic) Instructor, Psychiatry

Medina, Arturo, MD, (University of Puerto Rico School of Medicine, PR) Professor, Family and Community Medicine

Medina, Giselle, PsyD (Ponce School of Medicine, PR) Associate Professor, Clinical Psychology

Medina, Magaly, MD (Ponce School of Medicine PR) Assistant Professor, Surgery

Medina, Yiraima, MD, (Ponce School of Medicine & Health Sciences, PR) Instructor, Emergency Medicine

Melendez, Gelmaris, MD (Ponce School of Medicine, PR) Assistant Professor, Family and Community Medicine

Melendez, Francisco, MD, (Harvard Medical School, MA) Assistant Professor, Surgery

Meléndez, Iván, MD (Ponce School of Medicine, PR) Assistant Professor, Family and Community Medicine

Meléndez, Luis, MD (University of Puerto Rico School of Medicine, PR) Assistant Professor, Medicine

Méndez, Roberto J., MD (Ponce School of Medicine, PR) Assistant Professor, Surgery

Mendoza, Adalberto, MD (University of Puerto Rico School of Medicine, PR) Professor, Pathology Chair

Menendez, Hiradith, PsyD (Ponce School of Medicine) Assistant Professor, Clinical Psychology

Mercado, Carmen, MD, (Central East University School of Medicine San Pedro de Macoris, Dominican Republic) Instructor, Pediatrics

Mercado, Flavia, MD, (Emory University School of Medicine, Georgia) Visiting Professor, Pediatrics

Michelen, Victoria, MD, Assistant Professor, Microbiology, Physiology

Miranda, Luis, MD (Escuela de Medicina San Juan Bautista, PR) Assistant Professor, Ob Gyn

Monasterio, Jesús, MD, (The University of the Bosque Country, Spain) Assistant Professor, Surgery

Montalvo, Sara, MD (Ponce School of Medicine) Instructor, Ob-Gyn

Montesino, Teresa, MD, Instructor, Medicine

Morales, Diana, PhD (Ponce School of Medicine) Assistant Professor, Clinical Psychology
Morales, Luisa, PhD (Ponce School of Medicine) Assistant Professor, Public Health

Morell, Manuel, MD, (University of Puerto Rico School of Medicine, PR) Assistant Professor, Medicine

Moreno, Mary, PhD (University of Puerto Rico, Rio Piedras, PR) Associate Professor, Clinical Psychology

Mulero, Eugenio, MD (National University Pedro Henríquez Ureña, Dominican Republic Assistant Professor, Surgery

Muñiz, José, MD, (Universidad de Ciencias Médicas de la Habana, Cuba) Instructor, Pediatrics

Muñiz, Pascual, MD (Ponce School of Medicine, PR) Instructor, Ob-Gyn

Muñoz, Eliazin, MD (Autonomous University Nuevo Leon, Mexico) Assistant Professor, Family and Community Medicine

Murphy, Francisco, MD (Central del Caribe University School of Medicine, PR) Instructor, Family and Community Medicine

Nazario, Héctor, MD (University of Puerto Rico School of Medicine, PR) Assistant Professor, Family and Community Medicine

Nazario, Juan, MD (Autonomous University Nuevo León, Mexico) Assistant Professor, Family and Community Medicine

Nazario, Juan, MD (Central del Caribe University School of Medicine, PR) Assistant Professor, Emergency Medicine

Needham, Lance, MD (Vanderbilt University School of Medicine, TN) Instructor, Pathology

Noel, Richard, PhD (University of Wisconsin Madison, Wisconsin) Associate Professor, Biochemistry and Graduate Studies

Norman, Lisa R., PhD (Emory University, Georgia) Assistant Professor, Graduate Studies and Public Health

Ochoa, Eduardo, MD, (Texas Technical University Medical School, TX) Assistant Professor, Pediatrics

Olivencia, Humberto, MD (Central East University School of Medicine, San Pedro de Macoris, Dominican Republic) Assistant Professor, Medicine

Oliveras, Carene, Instructor, Emergency Medicine

Oliveras, Rafael, PsyD (Ponce School of Medicine) Assistant Professor, Clinical Psychology

Orengo, Juan C., MD, MPH, PhD (University of Navarro, Spain) Professor, Public Health

Ortíz, Alexandra, MD (Ponce School of Medicine, PR) Instructor, Ob-Gyn

Ortíz, Anabelle, MD, (University of Puerto Rico School of Medicine, PR) Instructor, Ob-Gyn
Ortíz, Bethzaida, MD (Ponce School of Medicine, PR) Assistant Professor, Family and Community Medicine

Ortíz, José A., MD (Complutense University of Madrid, Spain) Assistant Professor, Surgery

Ortíz, Nydia, PhD (Caribbean Center for Advanced Studies, PR) Associate Professor, Clinical Psychology and Psychiatry and Human Behavior

Ortíz, Sabato, MD, (University of Puerto Rico School of Medicine, PR) Assistant Professor, Surgery

Ortíz, Winston, MD (Temple University School of Medicine, Philadelphia) Associate Professor, Medicine

Otero, Carlos, MD (Central del Caribe University School of Medicine, PR) Assistant Professor, Medicine

Padrón, José, MD (Universidad Autonoma de Guadalajara, Mexico) Assistant Professor, Medicine

Padua, Antonio M., MD (University of Puerto Rico School of Medicine, PR) Associate Professor, Medicine

Pagan, Lenny, MD, Instructor, Ob-Gyn

Panelli, Ferdinand, MD (Ponce School of Medicine, PR) Assistant Professor, Medicine

Paniagua, Carlos, MA (University of Puerto Rico, Rio Piedras) Instructor, Public Health

Padró, Ana A., MD (University of Santiago, Spain) Associate Professor, Medicine

Passalacqua, Fernando, MD (University of Puerto Rico School of Medicine, PR) Associate Professor, Psychiatry and Human Behavior

Piazza, Javier, Assistant Professor, Clinical Psychology

Peguero, Julio, MD (Autonomous University of Guadalajara, Mexico) Associate Professor, Surgery

Pereira, Miguel A., MD, (San Juan Bautista School of Medicine, PR) Instructor, Ob-Gyn

Pereles, Gladys, EdD (Oklahoma State University, Oklahoma) Associate Professor, Public Health, Dean of Education and Health Sciences

Pérez, Alfredo, MD, (University of Havana Medical School, Cuba) Assistant Professor, Medicine

Pérez, Francisco, MD (University of Puerto Rico School of Medicine, PR) Assistant Professor, Medicine

Peréz, Lisandra, MD, (Ponce School of Medicine, PR) Assistant Professor, Medicine

Perez, Jesus, MD (Universidad Nordestana, San Francisco de Macoris, RD) Instructor, Ob Gyn

Pérez, Miguel, MD (University of Maryland, MD) Professor, Medicine
Pérez, Roberto, MD (Autonomous School of Medical Sciences, Costa Rica) Assistant Professor, Surgery

Perez, Vivian, MD (San Juan Bautista School of Medicine, Caguas, PR) Instructor, Emergency Medicine

Pérez, Zenaida, MD, (Ponce School of Medicine and Health Sciences, PR) Assistant Professor, Ob-Gyn

Piazza, Javier, PhD (Centro Caribeño de Estudios Graduados, San Juan, PR) Assistant Professor, PsyD

Pietri, Waleska, MD (Ponce School of Medicine, PR) Assistant Professor, Family and Community Medicine

Polance, Norka, PhD (Ponce School of Medicine) Clinical Supervisor, Clinical Psychology

Ponce, Gloria, MD, Instructor, Medicine

Pons, José I., PhD (Caribbean Center for Advanced Studies, PR) Professor in Clinical Psychology, Dean of the School of Behavioral and Brain Sciences

Porter, James, PhD (University of North Carolina at Chapel Hill, NC) Assistant Professor, Pharmacology and Toxicology, Graduate Studies

Pou, José M., MD (George Washington University, Washington) Associate Professor, Psychiatry and Human Behavior

Pratts, Keyla, MD, Instructor, Pediatrics

Puig, Hector, MD (Ponce School of Medicine, PR) Assistant Professor, Medicine

Quintana, Francisco, MD, (Ponce School of Medicine, PR) Instructor, Ob-Gyn

Quiñones, Rafael, MD (University of Zaragoza, Spain) Assistant Professor, Microbiology, Fundamental Pathophysiology for Clinical Medicine

Quiñones, Virgen, MD (Ponce School of Medicine, PR) Assistant Professor, Psychiatry

Ramos Martin, Gerard, MD, (University of Puerto Rico School of Medicine, PR) Professor, Family and Community Medicine

Ramírez, Hermenegildo, MD (Autonomous University of Santo Domingo, Dominican Republic) Instructor, Ob-Gyn

Ramírez, Ingrid, MD (Columbia University College of Physicians and Surgeons) Assistant Professor, Ob Gyn

Ramírez, José R., MD (Central East University School of Medicine San Pedro de Macorís, Dominican Republic) Assistant Professor, Medicine
Ramirez, Lucas, MD, (University of Southern California Keck School of Medicine, LA) Assistant Professor, Ob-Gyn

Ramirez, Lyselle, MD, Instructor, Pediatrics

Ramirez, Norman, MD (University of Puerto Rico School of Medicine, PR) Associate Professor and Surgery

Ramirez, Ramón, MD, (San Juan Bautista School of Medicine, PR) Assistant Professor, Medicine

Ramos, Alexandra, PhD (Universidad de Puerto Rico, Rio Piedras) Assistant Professor, Clinical Psychology

Reyes, Francisco, MD, Assistant Professor, Medicine

Reyes, Maria, MD, (Finch University of Health Sciences/Chicago Medical School, IL) Assistant Professor, Psychiatry

Reyes, Martha D., (Unidad Libre de Cali, Facultad de Medicina, Colombia) Instructor, Pediatrics

Reymunde, Alvaro, MD (Central East University School of Medicine, Dominican Republic) Instructor, Medicine

Rios, Efrain, Assistant Professor, Clinical Psychology

Rivera Alberto, MD, (Ponce School of Medicine & Health Sciences, PR) Assistant Professor, Surgery

Rivera, Angel, MD (Ponce School of Medicine, PR) Assistant Professor, Medicine

Rivera, Carol, MD (University of Puerto Rico Medical Sciences Campus) Instructor, Ob Gyn

Rivera, Elizabeth, EdD (Pontifical Catholic University of PR) Assistant Professor, Assistant Dean of Curriculum and Faculty Development.

Rivera, Eliut, PhD (Ponce School of Medicine) Assistant Professor, Clinical Psychology

Rivera, Felix, MD, (Central University of the Caribbean School of Medicine, PR) Assistant Professor, Medicine

Rivera, Francisco J., MD (University of Puerto Rico School of Medicine, PR) Assistant Professor, Surgery

Rivera, Guireida, MD, (Ponce School of Medicine, PR) Assistant Professor, Medicine

Rivera, Héctor, MD (Central University of Cayey Medical School, PR) Instructor, Family and Community Medicine

Rivera, Jose, MD, (San Juan Bautista School of Medicine, PR) Instructor, Pediatrics

Rivera, Jose, MD, (Central University of the Caribbean School of Medicine, PR) Assistant Professor, Medicine
Rivera, Kenneth, MD (Autonomous University of Guadalajara School of Medicine, Mexico) Instructor, Pediatrics

Rivera Lillian, MD, (University of Puerto Rico School of Medicine, PR) Assistant Professor, Pediatrics

Rivera, Muñeca, MD (University of Puerto Rico School of Medicine, PR) Professor, Family and Community Medicine

Rivera, Rafael, MD (Universidad Central del Caribe School of Medicine) Assistant Professor, Medicine

Rivera, Tahiz, PhD (Ponce School of Medicine) Instructor, Clinical Psychology

Rivera, Vanessa, PhD (Pontifical Catholic University, Ponce, PR) Associate Professor, Microbiology, Associate Dean of Biomedical Sciences

Rodríguez, Fernando A., PhD (Ponce School of Medicine, PR) Assistant Professor, Anatomy

Rodríguez, Gloria, MD, (Central University of the Caribbean School of Medicine) Assistant Professor, Medicine

Rodríguez, Iván, MD (University of Puerto Rico School of Medicine, PR) Assistant Professor, Family and Community Medicine

Rodríguez, Jaime, MD (University of Puerto Rico School of Medicine, PR) Professor, Family and Community Medicine

Rodríguez, Jesus, MD, (University of Puerto Rico School of Medicine, PR) Assistant Professor, Ob-Gyn

Rodríguez, José A., MD (Ponce School of Medicine, PR) Assistant Professor, Pediatrics

Rodríguez, José O., MD (University of Puerto Rico School of Medicine, PR) Assistant Professor, Family and Community Medicine

Rodríguez, Jorge, MD, (University of Puerto Rico School of Medicine, PR) Assistant Professor, Medicine

Rodríguez, Juan, MD (University of Puerto Rico School of Medicine, PR) Associate Professor, Medicine

Rodríguez, Luis A., MD (Ponce School of Medicine, PR) Instructor, Ob-Gyn

Rodríguez, Lourdes, MD, Instructor, Emergency Medicine

Rodriguez, Mary, PhD, PsyD, Associate Professor, Clinical Psychology

Rodríguez, Olga de los A., MD (University of Puerto Rico School of Medicine, PR), Dean of Medicine, Professor, Pediatrics

Rodriguez, Pablo, MD, (University of Puerto Rico School of Medicine, PR) Assistant Professor, Surgery

Rodríguez, Remy, Jr., MD (University of Puerto Rico School of Medicine, PR) Assistant Professor, Medicine
Rodriguez, Ronald A., MD, Instructor, Ob-Gyn

Rodriguez, Virgilio, MD (University of Puerto Rico School of Medicine, PR) Instructor Emergency Medicine

Rodriguez, Virgilio, PhD (Universidad de Texas Southwestern Medical School, Dallas, TX) Instructor, Clinical Psychology

Rodríguez, Walter, PsyD (Ponce School of Medicine, PR) Assistant Professor, Clinical Psychology

Rodriguez, Zaskia, MD (Universidad Autónoma de Guadalajara, Mexico) Instructor, Ob Gyn

Rolón, Yamilka, MD, (Caribbean Central University of the School of Medicine) Assistant Professor, Psychiatry

Román, José, MD (San Juan Bautista School of Medicine, Caguas PR) Assistant Professor, Medicine

Román, Jorge, MD, (University of Puerto Rico School of Medicine) Instructor, Surgery

Román, Ramiro, MD (University of Puerto Rico School of Medicine, PR) Assistant Professor, Pediatrics

Román, Rosa, MD, (Autonomous University of Guadalajara School of Medicine, Mexico) Assistant Professor, Medicine

Rosado, Angie MD (Ponce School of Medicine, Ponce, PR) Instructor, Medicine and Fundamental Pathophysiology for Clinical Medicine

Rosado, Barbara, MD (University of Puerto Rico School of Medicine, PR) Assistant Professor, Medicine

Rosado, Héctor, MD (San Juan Bautista School of Medicine, PR) Assistant Professor, Medicine

Rosario, Ernesto, PhD (Caribbean Center of Advance Studies, PR) Assistant Professor, Clinical Psychology

Roubert, Mayra, DrPH (University of Puerto Rico School of Medicine, PR) Professor, Public Health

Ruíz, Gilberto, MD, (Ponce School of Medicine, PR) Assistant Professor, Surgery

Ruíz, Isaac, MD (Ponce School of Medicine, PR) Instructor, Emergency Medicine

Ruíz, Javier, MD (University of Mexico, MX) Assistant Professor, Surgery

Ruíz, José, MD (University of Puerto Rico School of Medicine, PR) Assistant Professor, Emergency Medicine

Ruíz, Lynnette, PhD (Ponce School of Medicine and Health Sciences) Assistant Professor, Anatomy

Sabaté, Nuria, MD (University of Puerto Rico School of Medicine, PR) Assistant Professor, Psychiatry and Human Behavior

Salgueiro, Jesús M., MD (Central del Caribe University School of Medicine) Assistant Professor, Ob Gyn
Sallabery, Santiago, MD, (University of Barcelona, Spain) Assistant Professor, Medicine
Sánchez, Carmen, PhD, Assistant Professor, Microbiology
Sánchez, Felipe, MD (Complutense University of Madrid, Spain) Assistant Professor, Surgery
Sánchez, Gustavo, MD (Catholic University Madre y Maestra, Dominican Republic) Assistant Professor, Ob-Gyn
Sanchez, Julio, MD (Ponce School of Medicine) Assistant Professor, Medicine
Sánchez, Julio, MD, (Universidad de Oviedo, Spain) Instructor, Surgery
Sandoval, Lorelei, PhD (Carlos Albizu University San Juan PR) Assistant Professor, Clinical Psychology
Santacana, Rolando, PhD (Universidad Estatal de Moscú) Instructor, Clinical Psychology
Santiago, Alberto, MD (Central East University of San Pedro de Macorís Dominican Republic) Associate Professor, Biochemistry and Public Health
Santa, Jesús, MD, (University of Puerto Rico School of Medicine, PR) Instructor, Surgery
Santiago, Alejandra, MD, (University of Puerto Rico School of Medicine, PR) Instructor, Internal Medicine
Santiago, José D., MD (San Juan Bautista School of Medicine, PR) Assistant Professor, Pediatrics
Santiago, Manuel, MD (University of Puerto Rico School of Medicine, PR) Assistant Professor, Surgery
Santiago, Maritza, MD (Ponce School of Medicine, PR) Assistant Professor, Psychiatry and Human Behavior, Clinical Psychology and Pediatrics
Santiago, Maruja, MD, (Ponce School of Medicine, PR) Assistant Professor, Medicine
Santiago, Osvaldo J., MD (Nordestana University, Dominican Republic) Assistant Professor, Surgery
Santiago, Pedro J., PhD (University of Puerto Rico School of Medicine, PR) Assistant Professor, Biochemistry and Graduate Studies
Santiago Rosa, MD, (Ponce School of Medicine) Assistant Professor, Surgery
Santiago, William, MD, (University of Puerto Rico School of Medicine, PR) Assistant Professor, Medicine
Santini, Héctor, MD (Autonomous University, Dominican Republic) Assistant Professor, Surgery
Santos, Alexis, Assistant Professor, Emergency Medicine
Santos, Ana Teresa, MD, (University of Puerto Rico School of Medicine, PR) Instructor, Surgery
Santos, Axel A., PhD (University of Puerto Rico School of Medicine, PR) Assistant Professor, Clinical Psychology

Scarano, Jenaro, Jr., MD (University of Puerto Rico School of Medicine, PR) Assistant Professor, Pediatrics

Serpa, Miguel, MD (Ponce School of Medicine, PR) Assistant Professor, Medicine

Serra, Michael, MD, (Ponce School of Medicine, PR) Assistant Professor, Surgery

Serrano, Ruby, DrPh (University of Puerto Rico ) Associate Professor, Public Health

Señeriz, Rafael, MD, (University of Puerto Rico School of Medicine, PR) Assistant Professor, Surgery

Sierra, Carlos R., MD, (Autonomous University of Guadalajara School of Medicine, Mexico) Instructor, Ob-Gyn

Silva, Hector, MD, (Central University of the Caribbean School of Medicine, PR) Assistant Professor, Medicine

Soler, Hiram, MD (Ponce School of Medicine, PR) Assistant Professor, Surgery

Soler, Richard, MD, Assistant Professor, Surgery

Soltero, Ernesto, MD (University of Puerto Rico School of Medicine, PR) Associate Professor, Surgery

Soto, Brenda, PhD (University of Missouri, Columbia) Associate Professor, Public Health

Soto, Jorge, MD, Assistant Professor, Medicine

Suarez, Francisco, MD, (University of Puerto Rico School of Medicine, PR) Assistant Professor, Surgery

Thompson, Kenira, PhD (University of Wisconsin, Wisconsin) Associate Professor, Dean of the Ponce Research Institute, Physiology

Toro, Jorge, MD, (University of Puerto Rico School of Medicine, PR) Assistant Professor, Surgery

Toro, Valerie, PsyD (Ponce School of Medicine) Assistant Professor, Clinical Psychology

Torres, Ana, MD (University of Puerto Rico School of Medicine, PR) Associate Professor, Psychiatry and Human Behavior

Torres, Annelly, PhD, (Weill Medical College of Cornell University) Assistant Professor, Physiology

Torres, Anibal, MD (University of Puerto Rico School of Medicine, PR) Associate Professor, Surgery Chair, Surgery

Torres, Emilette, MD, (University of Puerto Rico School of Medicine, PR) Assistant Professor, Surgery
Torres, Francisco J., MD (University of Puerto Rico School of Medicine, PR) Associate Professor, Family and Community Medicine

Torres, Glenda, DrPH (Ponce School of Medicine) Instructor, Public Health

Torres, José A., PhD (Washington State University Pullman, Washington) Professor, Graduate Studies and Biochemistry Chair, Vice President for Academic Affairs

Torres, Lizanabell, MD, (Autonomous University of Guadalajara School of Medicine, Mexico) Assistant Professor, Medicine

Torres, Maribel, (Ponce School of Medicine, PR) Assistant Professor, Pediatrics

Torres, Orlando, MD (Universidad Central del Caribe, PR) Assistant Professor, Pediatrics

Torres, Orlando, MD, (Central University of the Caribbean School of Medicine, PR) Assistant Professor, Pediatrics

Torruella, Luis J. MD (Ponce School of Medicine) Assistant Professor, Surgery

Trabanco Cesar, MD (San Juan Bautista School of Medicine, PR) Assistant Professor, Medicine

Valdes, Victor O., MD (Autonomous University, Dominican Republic) Instructor, Emergency Medicine

Valentin, Maria, MD (Universidad Autonoma de Guadalajara) Assistant Professor, Medicine

Varas, Nelson, PhD (University of Puerto Rico) Visiting Associate Professor, Clinical Psychology

Vargas, Jennifer, MD (Ponce School of Medicine, PR) Instructor, Medicine

Vázquez, Francis, MD (Central del Caribe University School of Medicine, PR) Assistant Professor, Medicine

Vázquez, Wilfredo, MD (Central del Caribe University School of Medicine, PR) Assistant Professor, Medicine

Vega, Luis, MD, Assistant Professor, Family and Community Medicine

Vega, Stephanie, PsyD (Ponce School of Medicine, PR) Clinical Coordinator, Clinical Psychology

Velázquez, Marcos, MD, (Ponticia Universidad Catolica Madre & Maestra) Assistant Professor, Medicine

Velázquez, Roberto, MD, (Autonomous University of Guadalajara School of Medicine, Mexico Assistant Professor, Medicine

Velázquez, Vylma, MD (National University Pedro Henríquez Ureña School of Medicine, Dominican Republic) Assistant Professor, Pediatrics

Vélez, Axel, MD, (University of Puerto Rico School of Medicine, PR) Assistant Professor, Medicine
Velez, Héctor, MD, (Central University of the Caribbean School of Medicine, PR) Assistant Professor, Medicine

Vélez, Iris, MD (Ponce School of Medicine, PR) Instructor, Ob-Gyn

Vélez, Karla, MD, Assistant Professor, Medicine

Vendrell, Pedro, MD (University of Salamanca, Spain) Assistant Professor, Surgery

Vera, Jorge, MD, Assistant Professor, Family and Community Medicine

Veras, Wilson R., MD (Autonomous University of Dominican Republic) Instructor Anatomy

Villa, Jaime, MD, (University of Puerto Rico School of Medicine, PR) Assistant Professor, Medicine

Villalobos, Ricardo, MD (University of Puerto Rico School of Medicine) Assistant Professor, Medicine

Viñas, Grace, PsyD (Ponce School of Medicine, PR) Instructor, Clinical Psychology

Whatts, Pedro, MD, (University of Puerto Rico School of Medicine, PR) Assistant Professor, Surgery

Yamamura, Yasuhiro, PhD (University of Michigan School of Public Health, MI) Professor, Microbiology and Graduate Studies

Zapata, Nilda, MD (San Juan Bautista School of Medicine, PR) Assistant Professor, Microbiology Chair, Medicine and Graduate Studies

Zaragoza, Cellymar, MD, (University of Puerto Rico School of Medicine, PR) Instructor, Pediatrics

Zayas, Francis, MD, (Ponce School of Medicine & Health Sciences, PR) Assistant Professor, Medicine

Zavala, Diego, PhD (School of Public Health University, Texas) Associate Professor, Public Health and Graduate Studies.