



Philosophiae Doctor en Psicología

Doctor of Philosophy in Psychology

English Curriculum

Program Catalog

2017

DIRECTOR OF THE SCHOOL OF COUNSELING AND APPLIED PSYCHOTHERAPY



Rev. Fr. George Gonzalez

M.T.S., M.A., Ph.D. Ph.D.

Rev. Father Prof. Dr. Dr. George Gonzalez (USA), a Catholic priest and long-time university lecturer in Addiction Counseling and Marriage and Family Counseling, is a psychotherapist and clinical psychologist with numerous certifications and licences. He holds a Doctorate in Ministry, and Doctorates in Social Sciences, and Psychology.

EDUCATION

Bachelor of Arts in Spanish, 5/82 College of Santa Fe, New Mexico

Bachelor of College Studies, 5/81 College of Santa Fe, New Mexico

Master of Theological Studies, 5/9/87 Saint Meinrad School of Theology, St. Meinrad, Indiana

Master of Arts in Counseling & Religion, 1990 Liberty University, Lynchburg, Virginia

Doctor of Ministry, 1999 The American Christian College & Seminary, Oklahoma

Ph.D. in Social Sciences and Psychology, 2015 Universidad Central de Nicaragua UCN, Nicaragua

Ph.D. in Psychology, 2017 Universidad Central de Nicaragua UCN, Nicaragua

LICENSURES & CERTIFICATIONS

Certified Clinical Criminal Justice Specialist, By: National Association of Forensic Counselors

Master Addiction Counselor, By: National Association of Forensic Counselors

Certified Psychiatric Rehabilitation Practitioner, By: The Psychiatrist Rehabilitation Association

License Marriage and Family Therapist- Supervisor - State of Texas

Certified Addiction Specialist-American Academy of Health Care Providers

License Professional Counselor- State of Maine

License Professional Clinical Counselor –State of Maine

License Marriage and Family Therapist - State of Maine

License Pastoral Counselor- State of Maine

American Board of Medical Psychotherapists -Board Clinical Certified Medical Psychotherapist

American Psychotherapy Association Clinical Member –Fellow

Board Certified Clinical Counselor and Supervisor, by: The College of Counselors

Board Certified Professional Counselor- American Psychotherapy Association

National Association of Cognitive Behavioral Therapist-Certified Cognitive Behavioral Counselor

Master Addiction Counselor by: National Certification Commission for Addiction Professionals

National Certified Psychologist, By: The Professional Psychologist Certification Board

Board Certified Clinical Psychotherapist, By: The Professional Psychologist Certification Board

Certified Pastoral Counselor, By: The American Association of Pastoral Counselors-Fellow

Board Certified Clinical Correctional Chaplain, By: The American Association Correctional Chaplains

Certified Correctional Chaplain, By: American Catholic Correctional Chaplains' Association

Board Certified Chaplain, By: Health Care Chaplaincy Network- Spiritual Care Association

Board Certified in Pastoral Care, By: The International Association of Christian Chaplains, Inc.

Board Certified Alcohol and Drug Counselor-Diplomate, By: Texas Certification Board of Addiction Professionals-Also certified by IC&RC

Board certified Advanced Alcohol and Drug Counselor, By: Texas Certification Board of Addiction Professionals Also certified by IC&RC

Certified Specialist Pastoral Thanatologist, By: American Institute of Healthcare Professionals, Inc.

Certified Addictions Treatment Counselor, By: The Addiction Counselor Certification Board of California

Master Counselor in Addictions, By: Breining Institute

Certified Clinical Psychotherapist, By: The World Council for Psychotherapy

Certified Forensic Investigation Professional, By: International of Certified Forensic Investigation Professionals

Licensed Clinical Christian Psychologist-Licensing Board of Examiners, By: The Federal Association of Christian Counselors and Therapists, Inc.

PhD Program

Entry requirements:

Masters degree or equivalent degree and admission evaluation (240 ECTS credits)

Program features:

60 ECTS in coursework plus 120 ECTS for PhD Thesis

Degree options:

UCN Universidad Central de Nicaragua PhD

Dual degree programs:

UCN Universidad Central de Nicaragua PhD

plus

Universidad Azteca Doctor universitario (Título propio)

or

Universidad Azteca Master universitario (Título propio) MSc in Psychology

plus

Universidad Azteca Doctor universitario (Título propio)

Program modality:

Online PhD program.

Level:

Postgraduate

A fundamental component of scientific psychology is designing, conducting, and reporting empirical research. Another key objective is to develop skill at presenting material concisely and with impact, through writing assignments, critical evaluations of recent research articles, and an online presentation.

Objectives of the Program

The programme in Psychology provides a standard PhD curriculum developed and instructed by Rev. Father Prof. Dr. Dr. George Gonzalez (USA), a Catholic priest and long-time university lecturer in Addiction Counseling and Marriage and Family Counseling. He is a psychotherapist and clinical psychologist with numerous certifications and licences. He holds a Doctorate in Ministry, and Doctorates in Social Sciences, and Psychology.

The modular Master and Doctor of Psychology program has as a general aim of provision of an academically rigorous education designed to develop skills, expertise, knowledge and vision to enable students, whatever their chosen route, to be critical, analytical and creative. The program aims to provide opportunity for self-development in relation to career enhancement and as life-long learners. The program offers students the opportunity to develop their own capabilities, skills and competencies within a supported environment. The philosophy of the program can be summarized by the following objectives. Develop a critical approach to the use of contemporary sources as a means of exploring complex concepts, ideas and issues of relevance and value to the chosen area of study. Develop the power of critical enquiry, logical thought, creative imagination and independent judgment. Provide a forum of study that allows each student to build on his or her past academic and vocational experience in a relevant and meaningful fashion. Expose the student to a range of prospective, which may be applicable to both the interests and work situations as appropriate. Recognize the variety of sources of learning and an appropriate diversity of means for assessing achievement. This program intends to allow the individual student to develop their potential through a carefully selected curriculum of study, which includes elements of a variety of methods of study orientated around both the academic and vocational axis. The PhD Program in Psychology combines online training in science and research. Students complete specific requirements in didactic instruction, empirical research, and assignments. Graduates are capable of functioning as scientists and practitioners, are trained with a particular emphasis on research and academic aspects of psychology. In addition to coursework and passing courses, students gain focused research experience specific to their area of emphasis. Upon completion of training, program graduates are expected to possess critical analytic skills; be able to identify new knowledge and bring that knowledge to bear upon research and therapy problems; and be competent to use core knowledge in the design of research studies, in teaching, and therapeutic service delivery. Consistent with the essential competencies defined by the APA American Psychological Association, students are trained to administer programs and evaluate outcomes, to develop innovative interventions, to be competent supervisors and consultants, and to function effectively in integrated healthcare settings. The program is generalist and students receive research and applied training in psychology. The program emphasizes the acquisition of the methods, theories, and knowledge of behavioral science along with the practitioner skills of applied psychology. Practitioners assess individuals and their environment, plan and implement psychosocial interventions, and monitor their progress over time. The PhD program focuses on a wide variety of social, psychological, and practical issues.

Student Learning Outcomes

The PhD program has the following objectives:

To prepare *culturally sensitive* **scientists**, with competence at applied health research;

To prepare *culturally sensitive* **practitioners** who provide evidence-based health care services;

To prepare *culturally sensitive* **educators**, committed to lifelong learning and dissemination of psychological knowledge, methods, and practice.

To produce graduates who are capable of making independent contributions to the scientific knowledge base of applied psychology:

Students will demonstrate knowledge in the breadth of scientific psychology, including historical perspectives of its foundations and development. Acquisition of knowledge in the breadth of scientific psychology.

Students will demonstrate knowledge in the theory, methodology, and data analysis skills related to psychological research. Acquisition of a core set of research knowledge and skills.

Students will demonstrate the ability to generate new scientific knowledge and theory related to the field of psychology. Acquisition of knowledge of the scientific, methodological, and theoretical foundations of practice. Acquisition of knowledge of issues of cultural and individual diversity.

To produce graduates who can competently integrate the science and practice of psychology and can provide evidence-based services:

Students will acquire knowledge and skills in the assessment of individual strengths and weaknesses, as well as the diagnosis of psychological problems and disorders. Acquisition of basic counseling and professional skills and attitudes related to diagnosis, assessment, intervention, supervision, and consultation.

Students will acquire knowledge and skills in the conceptualization, design, implementation, delivery, supervision, consultation, and evaluation of empirically-supported psychosocial interventions for psychological problems and disorders. Development of skills to apply scientific knowledge and evidence-based interventions to the assessment, diagnosis, and treatment of health and mental health problems. Acquisition of knowledge and sensitivity to cultural and individual diversity, and skill in the application of this knowledge to service delivery.

To produce graduates who demonstrate they can conduct themselves in culturally sensitive and ethical ways in the science and practice of psychology:

Students will demonstrate sensitivity, knowledge, and skills in regard to the role of human diversity in the research and practice of psychology. Development of awareness of the importance of, and gaining experience in, integrating scientific knowledge into practice.

Students will demonstrate a working knowledge of the APA ethical code and will demonstrate their ability to apply ethical principles in practical contexts. Acquisition of knowledge about different research methodologies for conducting process and outcome research in psychology.

Dual Degree Program

Dual Degree program of Universidad Azteca & UCN Universidad Central de Nicaragua.

The entry requirements are a graduate degree of at least 240 ECTS credits in total, a MA, MSc, or similar Masters degree, or equivalent qualifications in psychology or mental therapy, or in a functional field by examination awarded by a professional body. We may also ask for significant experience in a counseling or professional mental health position involving responsibility for therapeutic issues.

Both, the Dr. and PhD in Psychology are terminal degrees. The degree of Doctor in Psychology is a research doctorate. The PhD requires coursework and research beyond the Masters degree requiring a dissertation or journal publication that contributes to psychological practice. The portion of the program, consisting of coursework and examination, is the period of instruction. The part of the program, consisting of independent research and the writing of a thesis, is geared towards more applied research in PhD programs, with the research making a direct contribution to knowledge and practice. The PhD requires a significant thesis, dissertation or final comprehensive project including a formal defence and approval by nominated examiners or an officially sanctioned and qualified doctoral review committee. The PhD aims at the creation of new theory, not excluding applying theory to practical problems; thereby, the PhD program has two purposes: (1) to contribute to both theory and practice; and (2) to develop professional practice and to contribute to professional knowledge. The degree is conferred when all coursework, testing, and written research are completed and reviewed and approved by the jurors of the examination commission.

Tuitions

For applicable tuitions, please, see the tuitions sheet of the PhD programs of Universidad Azteca European Programs. Tuitions are due in full with enrolment for the complete program.

Refund policy

Tuitions are due in full with enrolment. Once the program has started (tuitions collected) no tuitions will be repaid. Students, who do not pay tuitions after admission are not enrolled.

Degree Regulations

The applicable degree regulations for PHD and dual degree programs of Universidad Azteca apply.

Duration and workload of a course

Successful completion of a course with a workload of 6 ECTS credits is estimated to be approximately 150 hours. Students should allocate approximately eight hours a week for reading, personal study, completion of reflection activities and submission of assignments. There is one marked assignment per module. Courses are offered on a part-time basis and are designed to be completed within four months. The asynchronic e-learning mode of the program allows students to proceed at their own pace. Official study time for the PhD program is three years (180 ECTS).

Study language

The program is conducted in English. English proficiency is required for the PhD program.

Student Support

The program is administered and provided by Universidad Azteca / UCN European Programmes division on behalf of both universities. Students are eligible for Universidad Azteca / UCN European Programmes student support regarding tutoring and assistance in the program.

This is an online class, so the provision is different from courses taught face-to-face in a classroom. For an online class, it is important to schedule time wisely. Students need to feel comfortable studying online from a computer, using the Internet, and being self-motivated to work on the course content throughout the week. It is expected that the completion of this course will take the same amount of time as if it were being taken face-to-face. However, how students spend that time is different.

The instructor is accessible for out-of-class tutoring and consultation regarding course performance and academic achievement. The instructor will make every effort to resolve problems and is available by telephone within 48 hours generally. If you need to speak with the instructor, e-mail him and schedule a conversation.

The goals of this course are consistent with the mission of the School.

School of Counseling and Applied Psychotherapy Mission Statement:

The counseling psychology program has as its mission the preparation of counseling psychologists as addiction, family and marriage counselor, practitioners, researchers, and leaders who facilitate and promote the healthy personal, interpersonal development of the individuals they serve and enhance the environments in which those individuals function.

Psychology Program Training Goals:

Graduates who are competent scientist-practitioner generalists.

Graduates who have found a particular path within the specialty of Psychology, about which they are both competent and passionate.

Graduates who are lifelong learners committed to the development of individual strengths and professional collaboration by providing a positive professional learning environment characterized by cooperation and respect.

GENERAL REGULATIONS FOR DOCTORATES

APPLICATION

The application process is conducted in the following sequences:

1. Prospective student asks for application form for a given programme of study.
2. Prospective student fills out the application form in word format and remits the scan of the application form with handwritten signature by email, including the following attachments (we accept only PDF for scans, and JPG for the photo):
 - a. Application form signed as scan (PDF, black/white)
 - b. Scans (PDF, b/w, legible!) of all relevant higher education credentials and qualifications (degrees, diplomas, certificates, with all transcripts). If those original credentials are not in English, Spanish or German, pls, provide an English translation.
 - c. Curriculum vitae, highlighting the academic and professional background. (doc or PDF)
 - d. Scan of the passport (or ID card) page with personal data and photo. (PDF in colour)
 - e. Passport style facial photo of applicant (colour, JPG)
3. NOTICE: Only complete applications will be considered for evaluation.
4. The University conducts an evaluation report and reserves the right to charge the applicant for this service.
5. The University issues the evaluation report and in case of possible admission issues an invoice to the student for the tuitions and fees of the given programme.
6. Student accepts evaluation report and pays the full tuition and fees in order to enrol.
7. Payment of tuitions activates the enrolment of the given student. Once a student is enrolled and discontinues a programme, no tuition payment is refunded.

Applicable Thesis Regulations

§ 13 Dissertation Thesis

1) The range of themes for theses, their extent and particulars, as well as the requirements for theses are announced by the Universities based on the proposals examining committee for the thesis examination.

2) A doctoral thesis is a monothematic work which brings about new findings, it is not a compilation of literature, as a rule it presents personal original research pursued by the Applicant.

3) In general, the thesis is written in Spanish language. An Applicant of different nationality or a foreign Applicant shall ask the admission commission for a possibility to write the thesis in a foreign language. In case of available language capacity the admission commission shall approve the request. A thesis written in a language other than Spanish or English shall include a summary written in Spanish or English language in extent of up to 10 pages.

According to available enrolments and tutoring capacities particularly the following study languages are approved: Spanish, English, German, French, Italian, Greek.

4) The use of Master-theses or doctoral theses having already been used for the award of an academic degree is not allowed. The Applicant cannot submit as a rigorous thesis his/her diploma thesis or any other qualification thesis, neither the work of a compilation character.

5) The Applicant submits to the examining committee the thesis. The thesis has to be written in text editor, printed and bound in hard cover. Upon request of the Applicant or order recommendation of the examination committee the submission of an electronic version is permitted.

6) To evaluate a thesis the examining committee nominates at least one staff member possessing the “assistant professor” or “professor” title or the academic title PhD., Dr. or an equivalent degree at doctoral level. The evaluator/s are appointed by the examining committee.

7) The evaluator first evaluates the methodological aspect of the thesis. In the event of the positive evaluation, the thesis shall be evaluated from a specialized, subject-specific perspective. Positive evaluations of the thesis are necessary preconditions for the invitation of the Applicant to the thesis defence and examination.

8) The nominated evaluator shall submit to the examining committee within 60 days from the delivery of the thesis to the evaluator the evaluation of the thesis in which s/he shall state if the thesis does or does not meet the requirements determined by the examining committee and this given study plan. In the evaluation the evaluator shall also present comments on the content of the thesis and, in conclusion of the evaluation, state if s/he does or does not recommend the thesis for the oral defence, or if s/he recommends to rewrite the thesis.

9) In the event that the evaluator does not recommend the thesis for the defence, the Applicant can rewrite the thesis and resubmit it for evaluation on the next deadline for theses submission as determined by the examining committee. If s/he fails to submit the thesis on the given deadline s/he shall be excluded from the registration of Applicants for examinations and thesis defences. The Applicant can ask the examining committee in writing for the extension of the thesis submission deadline not more than twice.

10) Within the six months from the thesis submission before the thesis examination the examining committee shall notify the Applicant in writing of the place, date and time of the online-examination and at the same time notify him/her the result of the evaluation of the thesis.

11) Precondition of the invitation to the thesis defence and examination is the positive evaluator evaluation.

§ 14 Examining Committee

- 1) The examination and thesis defence take place in front of the examining committee.
- 2) The right to act as examiners is granted only to university teachers occupying the posts of professors or assistant professors or other experts possessing at least the academic title PhD., Dr. or comparable qualification at doctoral level, approved by the Universities.
- 3) The committee is appointed by the Universities, the nominees are selected from the eligible staff members as stated in Paragraph 2.
- 4) The committee consists of a chairman and a minimum of two other members.
- 5) As a general rule, the committee is appointed for a period until dismissal.

§ 15 Examination and Defence of Thesis

- 1) The examination can take place only when a chairman and a minimum of two other members are present online. The procedure of the examination is delivered by means of electronic tele-communications media (video-conference).
- 2) The examination is generally conducted in the language of the thesis.
- 3) The examination consists of two parts. It starts with the thesis presentation and defence and continues immediately by the oral examination by the examining committee. In defence of thesis the Applicant responds to the comments and answers the questions of the committee members.
- 4) The committee members vote upon the result of the examination in the non public part of the session on the day of the doctoral examination. The examination result is expressed in words as "passed" or "failed".
- 5) The examination procedure is recorded in writing. All documents including the notation and the evaluation are kept in the Archive in compliance with the valid regulations.

§ 16 Retaking Examinations

- 1) In the event the Applicant cannot take the online-examination on the given date and gives a written apology for his/her absence within seven days thereafter, the examining committee shall provide on the basis of Applicant's request and consultation with the committee chairman a substitute date for taking the examination.
- 2) In the event the Applicant fails to appear in the stipulated time for the online-examination without giving a written apology within seven days thereafter, s/he shall be evaluated as if s/he had "failed" in the examination.
- 3) In the event the Applicant failed in the defence of the thesis or in the oral examination, the examination can be repeated on the next date announced for the examinations; the examining committee shall determine the date of the repeated examination. The examining committee can permit two further repetitions of the examination.

§ 17 Academic Degree

1) In compliance with the provisions of the Ley General de Educación, applicable to Universidad Azteca in Mexico, as well as in compliance with the Ley de Autonomía de las Instituciones de Educación Superior, applicable to UCN in Nicaragua, after passing the examination of the thesis the following academic degrees are conferred:

By Universidad Azteca:

Máster en Ciencias de Psicología / Master of Science in Psychology

Doctor en Filosofía en Psicología / Doctor of Philosophy in Psychology

By UCN Universidad Central de Nicaragua:

Philosophiae Doctor en Psicología / Doctor of Philosophy in Psychology

2) The degree of Universidad Azteca is legally awarded university academic degree in accordance with Article 59 without RVOE according to Article 60 of the General Law of Education. Universidad Azteca has RVOE (program recognition) in Mexico for the Licenciado en Psicología by the Federal Secretary of Public Education. The degrees are validated by UCN in accordance with Article 9 Paragraph 2 of the Nicaraguan Law on the Autonomy of Institutions of Higher Education.

3) The doctoral degree of the fully autonomous UCN Universidad Central de Nicaragua, validating the program, is a fully recognised doctoral degree in the sense of Article 82 of the Ley General de Educación (Nicaragua) and legally awarded in compliance with Articles 7 and 9 of the Law on Autonomy of the Institutions of Higher Education (Nicaragua).

4) The Universities exclude any responsibility for the lawful use of the academic degrees or recognition of the studies acc. to Paragraphs 2 and 3 outside of Mexico and Nicaragua, being regulated by national provisions in third countries, however, the Universities generally expect the application of multilateral and bilateral agreements and recommendations of UNESCO.

§ 18 Distance Learning Mode

1) Notification: the International Doctoral Program – Double Degree Program is a distance education program only to be completed by means of electronic media of tele-communications and e-learning directly on the Universities in Mexico and Nicaragua, and that no elements of the study program are conducted in third countries.

2) The Applicants are enrolled simultaneously with both Universities in Mexico and Nicaragua and not in a third country.

3) As far as professors and evaluators are applied outside of Mexico or Nicaragua, they are operating via e-learning and tele-communications directly from the autonomous domains of the Universities and their internet-platforms and not in or from a third country. No physical presence abroad unless approved by foreign authorities.

4) Mexican study law applies to Universidad Azteca. Place of delivery and court jurisdiction is Mexico City, Mexico.

5) Nicaraguan study law applies to UCN Universidad Central de Nicaragua. Place of delivery and court jurisdiction is Managua, Nicaragua.

Academic Rules & Regulations

Criteria for Marked Assignments (TMA, CMA)

Marking Criteria

Assessment is a very important part of a course. The assessment on a course is designed to enable graduates to practise and demonstrate the learning outcomes. The marks they receive in the final stage constitute their degree results. However, before that, and arguably even more importantly, feedback on the work supports their learning by helping them understand what is expected of their work at this level, analysing what they have achieved so far, and indicating how they can improve their work in future.

All assignments will be given a percentage mark. The pass mark for an assignment is 70%. Assignments will be assessed on the basis of presentation and the demonstration of skills, knowledge and understanding.

Assignments will be assessed using the following generic marking criteria that will be applied as appropriate, depending on the nature of the module.

Subject-specific criteria may also be available. Please refer to the course handbook.

The relationship between course learning outcomes and marking criteria

A course is designed to enable students to demonstrate the learning outcomes by completing the assessments. The work will be assessed through the marking criteria, which have been developed to help tutors give students clear and helpful feedback on their work. The course handbook shows the relationship between the course and unit learning outcomes and the marking criteria.

Additional criteria for marking coursework

- Work that significantly exceeds the word limit specified for an assignment may be penalised.
- Students who fail to submit coursework in the correct format may have their work penalised.

Grade distinctions

At taught levels students may be awarded one of the following:

- **Excellent:** Students will be awarded a Distinction if they achieve an average result of **98% or above** in modules as well as a Excellence mark in the dissertation.
- **Very Good:** Students will be awarded a Very Good if they achieve an average result of between 90% and 97% in modules.
- **Good:** Students will be awarded a Good if they achieve an average result of between 80% and 89% in modules.
- **Pass:** Students will be awarded a Pass if they achieve an average result of between 70% and 79% in modules.
- **Fail:** Students will be considered to have failed if they achieve an average result of below 70% in modules.

Criteria for a Masters degree with thesis

A Research Masters Degree is awarded to students who will have shown originality in the application of knowledge and who understand how the boundaries of knowledge are advanced through research. They must demonstrate the ability to deal with complex issues both systematically and creatively, and they will show originality in tackling and solving problems.

Research Masters are awarded to students who, through the production of an extended thesis, have demonstrated:

- A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.
- A comprehensive understanding of techniques applicable to their own research or advanced scholarship.
- Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.
- Conceptual understanding that enables the student:
 - To evaluate critically current research and advanced scholarship in the discipline.
 - To evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, holders of the qualification will be able to:

1. Deal with complex issues both systematically and creatively, make informed judgments in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences.
2. Demonstrate self direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.
3. Continue to advance their knowledge and understanding, and to develop new skills to a high level.

Research Master graduates will have:

1. The qualifications and transferable skills necessary for employment requiring:
 - The exercise of initiative and personal responsibility.
 - Decision making in complex and unpredictable situations.
2. The qualities needed for employment in circumstances requiring sound judgment, personal responsibility and initiative in complex and unpredictable professional environments.

Criteria for the award of a Doctorate

Doctorates are awarded for the creation and interpretation of knowledge, which extends the forefront of a discipline, usually through original research. Holders of doctorates will be able to conceptualise, design and implement projects for the generation of significant new knowledge and/or understanding.

A doctoral degree will be awarded to students who have demonstrated:

- The creation and interpretation of new knowledge, through original research, or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication.
- A systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice.
- The general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems.
- A detailed understanding of applicable techniques for research and advanced academic enquiry.

Typically, holders of the qualification will be able to:

- Make informed judgments on complex issues in specialist fields, often in the absence of complete data, and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences.
- Continue to undertake pure and/or applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas, or approaches.

They will have:

- The qualifications and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments.
- The qualities needed for employment requiring the ability to make informed judgments on complex issues in specialist fields, and innovation in tackling and solving problems.

THESIS GRADING STANDARDS / CRITERIA

CRITERIA	100	90	80	70	Fail
Research: Purpose 30%	Purpose is clear; original ideas	Clear thesis; some independent thought	Recognizable thesis but lacks of original, significant purpose	Contains thesis but purpose is not always clear	No clear purpose; often does not correctly respond to the assignment
Development 30%	Thesis is imaginatively, logically and precisely developed; analysis guides development	Examples support the thesis in an orderly and logical fashion; analysis predominates, but some descends into narrative	Adequate development; some evidence of analysis, but narrative guides development	Some development	No development
Organization 15%	Well organized; not mechanical or imposed	Clearly, logically organized; transitions are sometimes strained	Organized; predictable, mechanical sequence	Some evidence of organization; not clearly followed	No apparent principle of organization; no apparent rationale for paragraphing
Source materials 10%	References to materials are appropriate and significantly related to purpose	Most references to materials are appropriate and related to thesis	References to materials are appropriate but not always related to thesis	Few references to materials; references seldom related to thesis	No references to materials or references are irrelevant
Sentence Structure 5%	Sentences are varied in length and structure	Sentences are usually varied	Very few errors in sentence structure; some variation in length and structure	Errors in sentence structure; no variation in length and structure	Frequent sentence structure errors; some indicate a failure to understand the basic grammar of the sentence
Diction 5%	Concrete, specific words used correctly; diction is distinctive and mature; no colloquialisms, clichés or trite expressions	Word choice is generally accurate; writer goes beyond automatic word choices to more precise and effective choices	Word choice is generally correct; range of words is limited, and in some cases the wording is abstract and imprecise	Vague, ordinary words; relies on clichés and jargon	Words that should be within the range of college students are misused or confused
Grammar/ Mechanics 5%	Virtually free from grammatical/mechanical errors	Generally correct mechanically; some problems with complex grammar and punctuation traps	Some errors in syntax, agreement, pronoun case and reference, spelling and punctuation	Sentence fragments and run-on sentences, and basic errors in syntax, agreement, reference, spelling and punctuation	Frequent misspellings, syntax errors, and other basic errors make comprehension difficult

Qualification

Examination Criteria (Dublin Descriptors):

Qualifications that signify completion of the third cycle are awarded to students who:

- have demonstrated a systematic understanding of a field of study and mastery of the skills and methods of research associated with that field;
- have demonstrated the ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity;
- have made a contribution through original research that extends the frontier of knowledge by developing a substantial body of work, some of which merits national or international refereed publication;
- are capable of critical analysis, evaluation and synthesis of new and complex ideas;
- can communicate with their peers, the larger scholarly community and with society in general about their areas of expertise;
- can be expected to be able to promote, within academic and professional contexts, technological, social or cultural advancement in a knowledge based society;

Terms:

The word 'professional' is used in the descriptors in its broadest sense, relating to those attributes relevant to undertaking work or a vocation and that involves the application of some aspects of advanced learning. It is not used with regard to those specific requirements relating to regulated professions. The latter may be identified with the profile / specification. The word 'competence' is used in the descriptors in its broadest sense, allowing for gradation of abilities or skills. It is not used in the narrower sense identified solely on the basis of a 'yes/no' assessment.

The word 'research' is used to cover a wide variety of activities, with the context often related to a field of study; the term is used here to represent a careful study or investigation based on a systematic understanding and critical awareness of knowledge. The word is used in an inclusive way to accommodate the range of activities that support original and innovative work in the whole range of academic, professional and technological fields, including the humanities, and traditional, performing, and other creative arts. It is not used in any limited or restricted sense, or relating solely to a traditional 'scientific method'.

Third Cycle Qualifications

Cycle	Knowledge and understanding:
3 (Doctorate)	[includes] a systematic understanding of their field of study and mastery of the methods of research* associated with that field..
	Applying knowledge and understanding:
3 (Doctorate)	[is demonstrated by the] ability to conceive, design, implement and adapt a substantial process of research* with scholarly integrity .. [is in the context of] a contribution that extends the frontier of knowledge by developing a substantial body of work some of which merits national or international refereed publication ..
	Making judgements:
3 (Doctorate)	[requires being] capable of critical analysis, evaluation and synthesis of new and complex ideas..
	Communication
3 (Doctorate)	with their peers, the larger scholarly community and with society in general (dialogue) about their areas of expertise (broad scope)..
	Learning skills ..
3 (Doctorate)	expected to be able to promote, within academic and professional contexts, technological, social or cultural advancement ..

STUDY PLAN

DOCTORATE IN PSYCHOLOGY Doctor of Philosophy in Psychology
<p style="text-align: center;">TYPE AND WORKLOAD OF PROGRAMME</p> <p>TYPE: UCN award, official Masters degree. LEVEL: Third cycle, level 8 MMC university own award. WORKLOAD: 180 ECTS</p> <p>State chartered legal personality and recognition of UCN as autonomous university in Nicaragua by Act of Legislation of National Assembly: authorised by National Council of Universities CNU in Session No. 10-98 of 18. November 1998 and approved by National Assembly Decree No. 2822. Research doctorate programme in the sense of Art. 82 of Ley General de Educación according to Art. 9 Ley de Autonomía de las Instituciones de Educación Superior de la UCN Universidad Central de Nicaragua.</p>
<p style="text-align: center;">AWARDING UNIVERSITY AND TARGET GROUP</p> <p>AWARDING UNIVERSITY: Universidad Central de Nicaragua UCN, Managua. Universidad Azteca (Mexico) UNIVERSITY DEPARTMENT IN EUROPE: UCN European Programmes. TARGET GROUP: Doctoral students interested in credit transfer from doctoral study or Level 8 EQF courses in one of the following disciplines to Universidad Azteca / UCN pursuing the completion of the doctoral programme by thesis / professional doctorate examination. SPECIALISATION: Advanced studies at level 8 MMC (EQF) DISCIPLINES: Psychology, Education Sciences, Holistic Education, Pedagogy, Ethics. STUDY LANGUAGE: English, German, Spanish ADMISSION REQUIREMENT: Master or equivalent degree and postgraduate coursework or qualifications for credit transfer to the programme or research experience.</p> <p>The programme in Psychology provides a standard PhD curriculum developed and instructed by Rev. Father Prof. Dr. Dr. George Gonzalez (USA), a Catholic priest and long-time university lecturer in Addiction Counseling and Marriage and Family Counseling. He is a psychotherapist and clinical psychologist with numerous certifications and licences. He holds a Doctorate in Ministry, and Doctorates in Social Sciences, and Psychology.</p> <p>The programme in general Psychology addresses general areas of cognitive psychology, psychopathology and assessment and diagnosis in clinical psychology, testing and measuring for statistical analysis, counseling and psychotherapy, statistics, and research methods; as well as particular areas of Addiction Counseling such as pharmacology and addictions, behavioral neuroscience, marriage and family therapy and supervision, including a final thesis. Students need to pass the 10 core courses of the curriculum.</p>
<p style="text-align: center;">Modality and Course Team</p> <p>MODALITY: e-learning and distance education modality.</p> <p>COURSE TEAM: Prof. Dr. Gerhard Berchtold, Prof. Dr. Ricardo Saavedra Hidalgo, Prof. Dr. P.C. Endler, Prof. Rev. Dr. Jorge González.</p>



**UNIVERSIDAD AZTECA
SCHOOL OF COUNSELING AND APPLIED PSYCHOTHERAPY**

Study Plan

Transfer credits – Core courses	Test mode	ECTS (credit hrs)
PSY 700 Advanced Cognitive Psychology PSY 700 Psicología Cognitiva Avanzada	Term Paper / Examination	6 (3)
PSY 701 Advanced Psychopathology PSY 701 Psicopatología Avanzada	Term Paper / Examination	6 (3)
PSY 702 Statistical Analysis in Psychology PSY 702 Análisis Estadístico en Psicología	Term Paper / Examination	6 (3)
PSY 705 Counseling & Psychotherapy PSY705 Consejería y Psicoterapia	Term Paper / Examination	6 (3)
PSY 713 Advanced Behavioral Neuroscience PSY 713 Neurociencia Conductual Avanzada	Term Paper / Examination	6 (3)
PSY 844 Assessment & Diagnosis in Clinical Psychology PSY 844 Evaluación y Diagnóstico en Psicología Clínica	Term Paper / Examination	6 (3)
PSY 858 Advanced Marriage & Family Therapy & Supervision PSY 858 Terapia de Matrimonio Familiar Avanzada y Supervisión	Term Paper / Examination	6 (3)
PSY 885 Advanced Addiction Counseling & Psychopharmacology PSY 885 Consejería de Adicciones y Farmacología Avanzada	Term Paper / Examination	6 (3)
PSY 915 Research Methodology & Design PSY 915 Metodología y Diseño de la Investigación	Term Paper / Examination	6 (3)
Mandatory Science Module	Test mode	ECTS (credit hrs)
Research Project / Term Papers	Presentation	18 (9)
Thesis / Rigorosum Examination	Test mode	ECTS (credit hrs)
Thesis in the Specialisation (Major)	Written thesis presentation and defense	102 (61)
WORKLOAD	Test mode	ECTS (credit hrs)
ECTS (credit hrs.)	Defence / Rigorosum	180 (90)

Advanced Cognitive Psychology

PSY 700

Professor: Dr. George Gonzalez, Ph.D.

SYLLABUS

COURSE OVERVIEW: In this course, you will be introduced to the field of advanced cognitive psychology, as we investigate the mechanisms of human thinking. Cognitive Psychology is the scientific study of mental processes; that is, the processes by which we acquire, store, transform, and use information. The main topics in this field are pattern recognition, attention, memory, knowledge, judgment, decision making, and problem-solving. What changes occur in thinking and problem solving with the development of expertise? Important topics considered include: perception, attention, consciousness, memory, meaning - based mental representations and imagery, language, thinking and reasoning, problem solving, and the nature of expertise. Students will learn the different ways of psychologists conceptualization of the topics comprising cognitive psychology, relating cognition to behavior. Relevant are questions about the nature of emotion and consciousness, and relations between mind, brain, and behavior. We'll cover basic mental processes such as how our brains let us "see" the world, how our perceptions depend on our current state of attention, and how memories can change over time. The goal of the course is to introduce students to the contemporary field of cognitive psychology, its key questions, methods, findings, debates, and proposed models and theories. How is information represented in the different components, and how does form of representation affect inference, thinking, and problem solving? As we seek to better understand the human mind, we'll discuss language abilities and the mental representation of concepts and schemas. How is the mind designed that allows it to function so well in the everyday world? To what extent does the mind have both modular and general purpose components? What might be the advantages and disadvantages of this form of design? We'll look at mistakes that people make, from simple visual illusions to errors in higher-level decision-making.

COURSE OBJECTIVES:

Learning objectives for this course include acquiring a deep understanding of core concepts of human cognition and appreciating the scientific process whereby real-world issues are investigated through controlled laboratory experimentation.

Students successfully completing this course will be able:

to describe the historical and philosophical background of cognitive psychology;
to understand and apply experimental methods in the study of human cognition;
to describe current knowledge about human cognition derived from research findings in a variety of domains within cognitive psychology (e.g., attention, consciousness, memory, language, thinking, and reasoning);
to identify and critique the primary research literature on cognition;
to describe different theoretical approaches to human cognition;
to design, conduct, statistically analyze, and interpret cognitive research;
to develop an empirical study intended to investigate some aspect of human cognition and to effectively describe this study in a written proposal;
to communicate ideas and data related to the scientific understanding of human cognition;
to identify "important general principles" of how the mind functions, the evidence for those principles, and the applicability of the theories and findings to issues of improving learning and teaching.

EXAMINATIONS: You will have a multiple choice/or true/ false final exam. Term Paper.

Reading Material: You will read pdf and power point materials.

REQUIRED TEXTBOOK:

Cognitive Psychology (Advanced Psychology Text Series) 2nd Edition

by Ronald T. Kellogg (Author)- ISBN-13: 978-0761921301

Readings

Daniel Reisberg. (2009) Cognition: Exploring the Science of the Mind. 4th edition. New York: W.W. Norton & Company.

Cognitive Psychology: In and Out of the Laboratory, 4th Edition by K. Galotti (2008).

GRADING: The grading scale for this course is as follows:

91-100% = A
81-90% = B
71-80% = C
Below 70% = Failed

Advanced Psychopathology

PSY 701- 3CH

Prof. Dr. George Gonzalez, Ph.D.

SYLLABUS

COURSE OVERVIEW: This course is designed to build on student's understanding of psychopathology, including diagnosis and theories of etiology. As an advanced approach to psychopathology, students will gain increased familiarity with the Diagnostic and Statistical Manual of Mental Disorders (DSM-V) and will develop competency in diagnostic assessment and therapeutic approaches, with an additional emphasis on neurobiology of psychopathology and psychopharmacological treatments. This course covers most of the major psychiatric diagnoses currently in use. There will be an emphasis on increasing understanding of clinical issues and current research related to arrests in development and maladaptive behavior. Students encompassing etiological theories, epidemiology, and treatment approaches used with all major behavioral disorders will apply this knowledge through assessment, treatment planning, lectures and course readings.

COURSE OBJECTIVES:

Reinforce students' familiarity with a wide variety of pathology.

To provide students with an understanding of pathology from several frameworks and contexts.

Obtain advanced knowledge of the diagnostic system, the DSM-5 including differential diagnosis, describing specific mental conditions using the language of the DSM, and categorizing disorders

Understand major differences in DSM-4-TR and DSM-5 and the issues that were involved in the development of the recent revision of the manual

Demonstrate competency how to evaluate a client's reported symptoms and how to assign DSM diagnoses in accurate diagnosis and developing effective treatment plans

Develop awareness of empirically supported treatments for various disorders and become familiar with both basic psychopathology and treatment outcome research

Understand basic brain anatomy, along with an overview of psychopharmacology

To consider research, clinical, and ethical issues involved in cases.

TEXTBOOKS: Pdf, PowerPoint presentations and other virtual book material to read.

REQUIRED TEXTBOOK:

Comprehensive Handbook in Psychopathology, Author: Henry E. Adams (Editor) ISBN: 1461566835 Publisher: Springer US

Reading Recommendations:

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.) Craighead, E., Miklowitz, D. & Craighead, L. (2008).

Psychopathology: History, diagnosis, and empirical foundations. John Wiley and Sons, Inc. Preston, J., O'Neal, J. & Talaga, M. (2010).

Handbook of clinical psychopharmacology for therapists, (6th ed). New Harbinger Publications Inc.

EXAMINATION: There is a final exam of True or False and Multiple Choice questions. Term Paper.

GRADING: The grading scale for this course is as follows:

90-100% = A
80-89% = B
70-79% = C
Below 70% = Fail

STATISTICAL ANALYSIS IN PSYCHOLOGY

PSY 703- 3 CREDIT HOURS

Professor: Dr. George Gonzalez, Ph.D.

SYLLABUS

COURSE OVERVIEW: This course will introduce you to the basic statistics used in psychological research. Psychology has developed scientific methods to explore questions about humanity and this course will introduce you to the statistics used to interpret and evaluate research findings. This is an introduction to the use of scientific methods in psychology and to the statistical analysis of data. Attention is given to descriptive, correlational, and inferential statistical methodology. The goal is to provide you with a foundation to continue your training in psychology and to think critically about psychological findings reported in research articles and the media. Research Methods in Advanced Statistics for Psychology. Understand, apply and evaluate research methods in Psychology, including research design, advanced data analysis and interpretations, and the appropriate use of terminology. Design basic studies to address psychological questions: frame research questions; formulate hypotheses; operationalise variables; choose an appropriate methodology and data analysis technique; analyse data and interpret results appropriately; and write interpretations and research reports.

COURSE OBJECTIVES

In this course, you will learn about various mathematical techniques that are commonly used by researchers to organize, summarize, and interpret the results obtained from their studies. During the course you will learn how to perform these different statistical procedures and understand the specific purpose each procedure serves. The goal of this course is to provide students with the basic principles of analysis of variance, and with the basic principles of designing experiments. Topics will include between-subject, within-subject, mixed and nested designs, random factors, constructing contrasts, orthogonal contrasts, polynomial trends, simple effects, and multiple comparisons. At the end of the course, we will cover dummy coding for multiple regression analysis of nonorthogonal designs in order to establish the relationship between anova and multiple regression.

Learning Outcomes

Learn to appreciate statistics. Learn how to use statistical techniques to answer research questions. Learn ways to critically interpret statistical observations reported in newspapers, journal articles, political speeches, commercials, and wherever else we find them. Learn ways to critically interpret conclusions drawn using statistical inference. Learn the logic behind various statistical tests and how to calculate them by hand. Gain the ability to comfortably analyze numerical data with a computer using SPSS. Learn ways to use statistics to communicate our own observations

Critically analyse empirical studies. To develop a critical understanding of the major methods of research in psychology and how they relate to psychology as science. Ability to distinguish and evaluate research studies that focus on finding causality or/and prediction. Develop the ability to describe the key principles for designing and evaluating research focusing on behaviour change.

Know key terms and major contributors pertaining to psychological statistics. Define and identify basic concepts in inferential and descriptive statistics. Define and identify basic general concepts in statistics. General Statistical Concepts and Terminology: Define Statistics, Population, Sample, Parameter, Statistic, Descriptive statistics, Inferential statistics, Sampling errors. Methodology – Define: correlational method, experimental method, and nonexperimental methods (quasi-experimental method). Variables and Measurement – Define: Discrete variable, Continuous variable, Real limits, Scales of measurement, the nominal scale, the ordinal scale, the interval scale, the ratio scale, summation notation.

Know how to set up and interpret datasets in charts, graphs, and distributions in meaningful ways.

Evaluate and use relevant statistical terminology appropriately in psychological research. Understand the concepts of central tendency and dispersion, and be able to compute relative statistics. Understand correlation, and other inferential methods covered in this class.

Understand the difference between descriptive and inferential statistics. Explain and apply the concepts and procedures of descriptive statistics. Describe and explain concepts and procedures of descriptive statistics. Frequency Distributions. Describe and explain the procedure to construct: Frequency distribution tables, Frequency distribution graphs, Histograms, Polygons, Bar graphs. The Shape of a Frequency Distribution – Describe: Symmetrical distribution, Positively skewed distribution, Negatively skewed distribution.

Undertake statistical analysis appropriately. Be able to do calculations for descriptive and inferential statistics, and test hypotheses using the appropriate inferential distributions and formulae. Calculate and interpret a one-way analysis of variance, including tests of contrasts. Calculate, analyse and interpret data from factorial designs including ANOVA and contrasts. Perform computer-based analyses for ANOVA and contrast testing, and interpret the results appropriately. Write effectively psychological reports that cover both ANOVA and MR analyses.

Be able to apply the basic methods studied in this class in limited research endeavors. Describe and utilize principles of probability and hypothesis testing. Central Tendency - Describe and explain: Central tendency, types of central tendency, features of the mean, features of the median, features of the mode.

Be apprised of the scope and limitations of the various methods discussed in the course. Interpret statistical analyses correctly and competently depending on the research design and the postulated hypotheses. Apply and interpret common inferential statistical tests and correlational methods. Variability - Describe and explain: Variability, Ranges, Variance, Standard deviation. Demonstrate a deep understanding of the problem of multiple comparisons and control of the Type I error rate. Demonstrate understanding of issues

involved in the treatment of data involving repeated measurements. Evaluate how matters of the reliability of psychological test items affect research and data analyses.

TEXTBOOK:

Statistical Analysis in Psychology and Education; by George A. Ferguson, ISBN: 0070204802, Publisher: McGraw-Hill Companies

Suggested Reader:

Keppel & Wickens, Design and analysis, 4th ed.

EXAMINATION: There is a final exam of True or False and Multiple Choice questions. Term Paper.

GRADING: The grading scale for this course is as follows:

90-100% = A

80-89% = B

70-79% = C

Below 70% = Fail

COUNSELING & PSYCHOTHERAPY

PSY 705- 3Credit Hours

Prof. Dr. George Gonzalez, Ph.D.

SYLLABUS

COURSE OVERVIEW: This course is intended to teach some of the most influential theories of psychotherapy and counseling. This course is designed to familiarize students with the theoretical bases of the different theories of counseling and psychotherapy. Similarities and differences among the approaches will be explored. This course will present effective approaches and a variety of techniques of intervention with individuals with psychological, physical, cognitive disabilities. Students will become familiar with the central tenets and techniques of several major counseling and psychotherapeutic approaches to people with disabilities and others experiencing a variety of psychological and emotional disturbances. The emphasis will be on learning to address mental health issues related to trauma and life experiences. The focus will be on models and approaches that have been empirically shown to enhance well-being and quality of life in this population segment. It covers theories ranging from the older, traditional techniques through the contemporary approaches that begin to integrate greater awareness of the impact of one's gender and ethnicity. A range of techniques will be taught within the context of an understanding of the theory, rationale, and implication of each technique. Techniques and the process of counseling and psychotherapy including: facilitative relationships, case conceptualization, goal setting, intervention, and outcome evaluation will be explored. Development of counseling and psychotherapeutic skills to facilitate growth or change with respect to psychological, vocational, and social concerns through self-advocacy, cognitive, affective, and behavioral interventions will be thought through analysis and practice using simulated counseling experiences. The course presents examples of various counseling theories from various sources. There will be an emphasis on approaches that are frequently used today. Readings will be assigned for some of the less popular approaches, but they will not be discussed in class. The lectures will stress theory and case conceptualization; readings will address both theory and application. By the end of the course, the students will be expected to articulate an eclectic personal approach to counseling, derived from the case conceptualizations, and the students will gain specific, pragmatic knowledge of the treatment of adolescents and adults with disabilities experiencing emotional.

OBJECTIVES FOR THE COURSE:

The objectives for this course are to develop the knowledge and skills requisite for comprehensive case analysis, counseling intervention, and psychotherapeutic approaches including the following:

Demonstrate a working knowledge of the profession of counseling, including professional associations, contemporary issues, and counseling research. (CACREP II.K.1.a, b, c, d, e, f, h.) Counseling Skills; Basic Relationship and Counseling Skills; Diagnostic Interviewing; Problem Specification; Case Conceptualization; Goal Setting; Intervention Planning; Progress/Outcome Evaluation. To increase students' knowledge of the interpretation and application of the legal requirements and ethical codes related to the practice of counseling. Understand theories of learning and personality development, including current understandings about neurobiological behavior. Understand a general framework for understanding exceptional abilities and strategies for differentiated interventions.

Demonstrate appropriate sensitivity to clients, their cultural background, and their presenting situations. (CACREP II.K.2.a, b, c, d, e, f.) Develop awareness of issues related to the application of theory and techniques of counseling clients from culturally diverse backgrounds.

Demonstrate a working knowledge of the philosophical history and philosophical concepts underlying the various counseling theories. (CACREP II.K.2.a, b, c, d, e, f.; (CACREP II.K.3.a, b, c, d, e.) Develop awareness and skills related to the application of theory and techniques of counseling clients with physical, cognitive, and psychiatric related disabilities. Develop skills in postmodern approaches to counseling, including solution-focused, narrative, and motivational interviewing. Understand theories and etiology of addictions and addictive behaviors including strategies for prevention, intervention and treatment. Understand counseling theories that provide the student with models to conceptualize client presentation and to assist the student in selecting appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so that they begin to develop a personal model of counseling.

Begin to investigate the importance of human development and its influence on human behavior and choice of counseling theory. (CACREP II.K.3.a, b, c, d, e.) Ways of understanding and perceiving others. Understand a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions.

Understand the importance of multicultural issues in counseling. (CACREP II.K.2.a, b, c, d, e, f.)

Demonstrate understanding and use of the following counseling theories: Classical Psychoanalytic Theory, Individual Psychology, Person-Centered Therapy, Behavioral Therapy,

Cognitive Therapy, Rational- Emotive/Behavioral Therapies, Reality Therapy, Systems and Strategic Therapies, Gestalt Therapy, Transactional Analysis, and Redecision Therapy. (CACREP II.K.5. a, b, c, d, e, f, g.) Develop skills required to complete a comprehensive case conceptualization. Understanding the dynamics of resistance, along with the importance of respecting and reframing resistance. Understanding the dynamics of transference and countertransference as it pertains to client growth and development. Understanding the role of the past, present and future as it pertains to counseling clients.

Discuss how the above theories relate to agency counseling, individual counseling, group counseling, family counseling, career counseling, substance abuse counseling, marriage counseling, school counseling, college and university counseling, and brief therapy. (CACREP II.K.1. b, c, d, e, g.) Understand evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.

Discuss efforts to research and validate various theories of counseling; discuss empirically validated techniques, and use of research to improve counseling effectiveness. (CACREP II.K.8. a, c, d, e, f.) Understand evidence-based treatments and basic strategies for evaluating counseling outcomes in rehabilitation and clinical mental health counseling. Understand the importance of research in advancing the counseling profession. Understand use of research to inform evidence-based practice. Understand how to critically evaluate research relevant to the practice of clinical mental health counseling.

TEXTBOOK:

Counseling and Psychotherapy: Theories and Interventions, Edition 5, By: David Capuzzi_Douglas R. Gross and John Wiley & Sons, ISBN: 9781119025450

READERS:

David H. Barlow (Ed.), Clinical handbook of psychological disorders;

Alan E. Kazdin & John R. Weisz (Eds.) Evidence-Based Psychotherapies for Children and Adolescents.

EXAMINATIONS: The exam(s) for this course are true/false and multiple choice in nature.

GRADING: The grading scale for this course is as follows:

91-100% = A
81-90% = B
71-80% = C
Below 70% = Failed

ADVANCED BEHAVIORAL NEUROSCIENCE

PSY 713- 3 Credit Hours

Prof. Dr. George Gonzalez, Ph.D.

SYLLABUS

COURSE OVERVIEW:

Behavioral Neuroscience is the study of the biological basis of the mind and behavior. This course will start with a review of fundamental principles of biology, neuroscience, and behavior. This course will examine central nervous system (CNS) dysfunction related to neurodevelopment, psychopathology, and anxiety, among others. Study of human patient populations and relevant animal models. Selected topics will then be covered in more detail, including: Neurophysiology, Psychopharmacology, Sensory and Motor systems, Hormones, and Addiction. Discussing each disorder from four perspectives: etiology, symptomology, animal models, and therapy/therapeutics. A variety of neuroscience techniques and methodologies will be utilized in the pursuit, with an emphasis on neuropharmacology and neurophysiology.

OBJECTIVES FOR THE COURSE:

Understand theories of learning and personality development, including current understandings about neurobiological behavior.

Learning Objectives:

This course provides an introduction to behavioral neuroscience.

Introduction to behavioral neuroscience.

Cracking the neural code: Neural signals, neural prostheses, and mind reading.

Action potential

Brain Networking

Structure of the Nervous System

Synaptic transmission

Learning, memory and synaptic plasticity.

Memory systems

Molecular mechanisms of learning and memory

Visual physiology and psychophysics.

Central visual system

Auditory physiology and psychophysics.

Somatosensory physiology and psychophysics.

Somatic sensory system

TEXTBOOKS: In this course you will use pdf, power point presentations and other technical virtual reading materials

TEXTBOOK

Behavioral Neurobiology: The Cellular Organization of Natural Behavior / Edition 1, by Thomas J. Carew, ISBN-10: 0878930922

SUGGESTED READER

Biological Psychology - An Introduction to Behavioral and Cognitive Neuroscience, Fourth Edition. Rosenzweig, Breedlove, and Watson. Sinauer Associates, 1994.
An Introduction to Brain and Behavior, Kolb & Whishaw, 4th edition.

EXAMINATIONS: The exam(s) for this course are true/false and multiple choice in nature.

GRADING: The grading scale for this course is as follows:

91-100% = A
81-90% = B
71-80% = C
Below 70% = Failed

ASSESSMENT & DIAGNOSIS IN CLINICAL PSYCHOLOGY

PSY 844- 3 CREDIT HOURS

Prof. Dr. George Gonzalez, Ph.D.

SYLLABUS

COURSE OVERVIEW:

Psychological tests represent a more indirect method of assessing psychological characteristics. The tests used by psychologists compare the client's responses to standardized stimuli with the responses of other people with similar demographic characteristics, usually through established test norms or test score distributions. In many ways, psychological testing and assessment are similar to medical tests. The results of the tests will help inform develop a treatment plan. Psychological evaluations serve the same purpose. Psychologists use tests and other assessment tools to measure and observe a client's behavior to arrive at a diagnosis and guide treatment. Psychologists administer tests and assessments for a wide variety of reasons. Tests for skills such as dexterity, reaction time and memory can help a neuropsychologist diagnose conditions such as brain injuries or dementia. Psychological tests and assessments allow a psychologist to understand the nature of the problem, and to figure out the best way to go about addressing it. Tests and assessments are two separate but related components of a psychological evaluation. Psychologists use both types of tools to help them arrive at a diagnosis and a treatment plan. Students become knowledgeable of the principles of clinical diagnosis and the development of treatment plans. The objective of this course is to provide students with a fundamental background in assessment and measurement, and to prepare students to function in clinical assessment settings. This course provides an introduction to concepts, theory, and practices in clinical psychological assessment for all ages. This course focuses on methods and objective measures used in the assessment of child, adolescent and adult patients across a wide range referral questions. It is designed to cover major domains of assessment of practicing clinical psychology. The objective is to provide students with skills for conducting psychological assessment. Understanding and appropriately treating psychological disorders depends, in large part on the adequacy of clinical assessment. The assessment process typically involves interviews, observations, and psychological tests that are then integrated to develop a summary of the client's symptoms and problems. Psychological assessment uses tests, observations, and interviews. Clinical diagnosis is when the clinician arrives at a disorder based on the most recent edition of the DSM, the DSM-5. Assessment results are frequently used to establish a baseline of client behavior from which subsequent behavior can be judged in the process of clinical diagnosis; by classifying a disorder according to a clearly defined system such as the DSM-5 or the ICD-10 (International Classification of

Disease). Even after this initial assessment and diagnosis, continued assessment is critical to determine the course and effectiveness of treatment procedures. Introduction to the structure and uses of the DSM-5 and ICD-10 systems for diagnosing mental and emotional disorders. Limits and weaknesses of these approaches—especially with regard to cultural differences—and alternatives to them. How to use these systems effectively in the context of person-centered, psychosocial, and systemic interventions, and in culturally diverse environments. Current knowledge, theory, and issues regarding selected disorders. Testing involves the use of formal tests such as questionnaires or checklists. These are often described as “norm-referenced” tests. That simply means the tests have been standardized so that test-takers are evaluated in a similar way, no matter where they live or who administers the test. A psychological assessment can include numerous components such as norm-referenced psychological tests, informal tests and surveys, interview information, school or medical records, medical evaluation and observational data. A psychologist determines what information to use based on the specific questions being asked. Together, testing and assessment allows a psychologist to see the full picture of a person's strengths and limitations. Use of technology-based research tools to secure and evaluate contemporary knowledge. This course is designed to introduce students to the current standard used in diagnosing mental disorders, DSM-IV-TR. Students will learn the components of the mental status examination and clinical inquiry necessary to collect sufficient data to utilize the DSM-IV-TR effectively. Mindful of the biological, psychological, social, and spiritual dimensions of each person, students will be challenged to approach the evaluation of individuals with mental and emotional disorders in a holistic fashion. Understanding and appropriately treating psychological disorders depends, in large part on the adequacy of clinical assessment. The assessment process typically involves interviews, observations, and psychological tests that are then integrated to develop a summary of the client's symptoms and problems. Assessment results are frequently used to establish a baseline of client behavior from which subsequent behavior can be judged in the process of clinical diagnosis; by classifying a disorder according to a clearly defined system such as the DSM-5 or the ICD-10 (International Classification of Disease). Even after this initial assessment and diagnosis, continued assessment is critical to determine the course and effectiveness of treatment procedures.

TEXTBOOKS: To read pdf, power point presentations and virtual technical readings.

The current edition of the Diagnostic and Statistical Manual is emphasized, with consideration also given to dimensional, relational, and systemic issues important in diagnosis and treatment planning.

TEXTBOOK:

Handbook of Assessment and Treatment Planning for Psychological Disorders, 2/e 2nd
by Martin M. Antony PhD ABPP FRSC (Editor), David H. Barlow PhD (Editor) Edition, ISBN:
ISBN-13: 978-1462504497

SUGGESTED READERS

Diagnostic and statistical manual of mental disorders: Fifth Edition (DSM-5). Washington, D.C.: Author. Kaplan, R.M., & Saccuzzo, D.P. (2008).

Psychological testing: Principles, applications, and issues, (7th Edition). Belmont, CA: Thompson Wadsworth.

Washington, DC: American Psychological Association. Freedman, R., Lewis, D.A., Michels, R., et al. (2013). The Initial Field Trials of DSM.

OBJECTIVES FOR THE COURSE:

Diagnosis and differential diagnosis using the DSM-5; Understand the intended uses and benefits of the DSM multi-axial system. Describe and explain how DSM-5 diagnoses contribute to good assessment and treatment planning. Determine appropriate diagnoses on the 5-axis model using client information and the DSM diagnostic categories and descriptions.

Psychometric issues associated with inferring a diagnosis from interview, laboratory, or test data. Explain and compare the limits/limiting assumptions of the medical model, psychosocial models, and the developmental models of human behavior.

Cultural and individual differences in psychological assessment and diagnosis. Describe, explain, and demonstrate ethically sound uses and limitation of diagnostic judgments, including cultural and gender biases of the diagnostic system.

Structured diagnostic interviewing, unstructured clinical interviewing, assessment of suicide risk and mental status. Psychometric principles in assessment, test construction, test theory. The measurement of intelligence.

Describe different sources of information and methods that can be employed for psychological assessment. Perform a clinical interview to acquire information necessary for psychological diagnosis and case formulation. Evaluate the psychometric properties of psychological assessment measures. Develop awareness of the dynamics of diagnostic modifications and changes. Appreciate the threats to valid assessment and be able to appropriately minimize or avoid such threats when they arise.

Administer, score, and interpret results of tests of intelligence according to guidelines discussed. Interpret and integrate results of assessment procedures into a clearly written clinical report appropriate for the intended audience and contains appropriate diagnoses, case conceptualization, and treatment recommendations.

CACREP objectives/student learning outcomes:

II.K.2.d. Counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;

II.K.3.c. Human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;

II.K.7.h. An understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status;

C4. Principles and models of biopsychosocial assessment, case conceptualization, theories of human development and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling plans;

C5. Knowledge of the principles of diagnosis and the use of current diagnostic tools, including the current edition of the Diagnostic and Statistical Manual;

C7. Application of appropriate individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, and brief, intermediate, and long-term approaches.

EXAMINATIONS: The exam(s) for this course are true/false and multiple choice in nature. Term Paper.

GRADING: The grading scale for this course is as follows:

91-100% = A

81-90% = B

71-80% = C

Below 70% = Failed

ADVANCED FAMILY & MARRIAGE THERAPY & SUPERVISION

PSY 858- 3 CREDIT HOURS

Prof. Dr. George Gonzalez, Ph.D.

SYLLABUS

COURSE OVERVIEW:

This course is designed to introduce students to the major theoretical approaches to family counseling, and to strengthen students' theoretical understanding and application of family therapy. A broad theoretical and practical foundation for counseling couples and families is emphasized. A core emphasis is placed on the development of personal theory, professional development and therapeutic change / outcome (Common Factors in Family Therapy); with a focus on the interventive aspects of therapy with couples and families, emphasizing and encourage student's development of a conceptual understanding of family therapy practice, an expanding toolkit of specific treatment skills and interventions, and utilization of self-as-therapist that influences the therapeutic system. It provides a survey of current approaches to family and marital counseling with an emphasis on various systemic models of family functioning and therapeutic intervention. A significant focus of this course will be on the practical counseling skills and techniques that have emerged from each theory. Additional focus will be on interviewing, assessment, and clinical practice issues central to a systemic approach to family counseling. The development of a conceptual understanding of family therapy practice and theoretical integration will be emphasized, along with the acquisition of specific treatment skills within the context of live supervision. A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling. This course will challenge students to look closely at their own family of origin. Students will be expected to draw on their previous experiences, coursework, and knowledge to integrate and apply course material to their counseling work.

COURSE OBJECTIVES

Students should be able to demonstrate understanding of the major family counseling theories and should be able to apply family counseling theories, skills and techniques within a clinical setting:

To introduce students to current issues and trends in the marriage, family, and relationship counseling field. To learn family counseling and family education techniques and skills. To introduce counselor trainees to the theories, therapeutic processes, and techniques involved in marriage, family, and relationship counseling. To be exposed to and become familiar with the marriage, family, and relationship counseling literature and with different types of family counseling models.

Apply core theory and research of the cultural context of relationships, issues and trends in a multicultural and diverse society to the counseling profession. Interpret and apply core theory and research of the nature and needs of individuals at all developmental levels. Apply core theory and research of career development and related life factors. Differentiate between the major theories of family counseling by their unique features, goals, techniques and strategies. Explain a range of individual and group approaches to assessment and evaluation.

To promote self-assessment and self-exploration by counselor trainees concerning their family of origin experiences in order to promote optimum functionality as a professional counselor. To look at one's family role and assess the potential implications that role has on one's work as a family counselor. To familiarize students with specific issues pertinent to marriage, family and relationship counseling (e.g., gender, sexual orientation, ethnicity, and culture). Assess family interactions.

To assist counselor trainees in developing their own approach to marriage, family, and relationship counseling relevant to school and agency settings.

TEXTBOOK:

Advanced Methods in Family Therapy Research - 14 edition by Richard B. Miller and Lee N. Johnson: ISBN13: 978-0415710909

SUGGESTED READERS

Gladding, S. T. (2010). *Family therapy: History, theory, and practice* (5th ed.). Upper Saddle River, NJ: Prentice Hall

Napier, A.Y., & Whitaker, C. (1978). *The family crucible*. New York: Quill.

Nichols, M. P., & Schwartz, R. C. (2008). *Family therapy concepts and methods* (8th ed.). Needham Heights, MA: Allyn & Bacon..

Worden, M. (2003). *Family therapy basics* (3rd ed.). Pacific Grove, CA: Brooks/Cole

EXAMINATIONS: The exam(s) for this course are true/false and multiple choice in nature.

GRADING: The grading scale for this course is as follows:

91-100% = A

81-90% = B

71-80% = C

Below 70% = Failed

ADVANCED ADDICTION COUNSELING & PSYCHOPHARMACOLOGY

PSY 885- 3 CREDIT HOURS

Prof. Dr. George Gonzalez, Ph.D.

SYLLABUS

COURSE OVERVIEW: Welcome to Pharmacology & Addictions. This course covers an account of the effects of psychoactive drugs on the brain and their behavior. Learning about current trends that mark today's drug climate as students explore the social, psychological, economical and biological reasons why drug use and abuse occur. Students will also learn about current pharmacotherapies/treatments for individuals suffering from a substance use disorder. Topics include: Brain areas targeted by addictive drugs. Actions of addictive drugs on individual neurons. Nicotine, alcohol, and opiate addictions. Hallucinogens. Public policy for managing addiction in society. Introduction to pharmacology and addictions. Understanding of the biological basis for drug abuse and addiction. Major topics include: pharmacodynamics, pharmacokinetics, introductory neuroanatomy, introductory neurophysiology, alcohol use and abuse, opiate use and abuse, cocaine and amphetamine abuse, barbiturate use and abuse, benzodiazepine use and abuse, hallucinogen abuse. The relationship between the increased illegal use of prescription opioids and the rising increase in accidental opioid overdose deaths. This course will consider the benefits and consequences of drug use (legal and illegal). The mechanism(s) of action and therapies for drugs of abuse will also presented. Students will also be introduced to the roles of different health care professionals, and the challenges of therapies; what is available for the patient.

COURSE OBJECTIVES: Upon completion of this course, you will be able to:

- 1). Become familiar with each psychoactive drug.
- 2). Become familiar with the actions, uses and side effect of the psychoactive drug.
- 3). Become familiar with the special topics in psychotherapeutics.
- 4). Become familiar with the agents primarily considered as Drugs of Abuse.
- 5). Become familiar with the drugs that depress brain function (sedatives).
- 6). Become familiar with the drugs that stimulate brain function (Psychostimulants).
- 7). Become familiar with antidepressant drugs.
- 8). Become familiar with Child and Adolescent Psychopharmacology.
- 9). Become familiar with Psychedelic Drugs.

Upon successful completion of this course you should be able to demonstrate a working knowledge of:

The principles of drug abuse; trends and statistics; differing commonly abused drug groups
The differing biochemical mechanisms of drug action for commonly abused drugs

The latest biological, psychological, social-psychological, and sociological perspectives related to drug use and abuse

The consequences of improper drug use and abuse and its relationship to health, economy, wellbeing and society.

The signs and symptoms of drug abuse; why it is important

Drug abuse prevention and treatment strategies; utilization of drugs/medications for the drug dependent individual

The challenges in developing effective medications for addicted individuals

TEXTBOOK:

Substance Abuse Counseling: Theory and Practice / Edition 5, by Patricia Stevens, ISBN 10: 0132615649

Clinical Manual of Addiction Psychopharmacology / Edition 2, by Domenic A. Ciraulo, Leah R. Zindel, ISBN-10: 1585624403

Recommended Textbooks

Foundations in Behavioral Pharmacology: An Introduction to the Neuroscience of Drug Addiction and Mental Disorders- Paperback – November 1, 2008, by [Mark Stanford](#) (Author) ISBN-10: 1440472920

Addiction: From Biology to Drug Policy. Paperback: 353 pages. Publisher: Oxford University Press; 2 edition (September 6, 2001). ISBN-10: 0195146646. ISBN-13: 978-0195146646.

Goldstein A. Addiction: From Biology to Drug Policy". 2nd Ed. Oxford University Press, 2001.

McKim, WA, Drugs and Behavior: An Introduction to Behavioral Pharmacology. 5th Ed. Prentice Hall, 2003.

Erickson CK. The Science of Addiction: From Neurobiology to Treatment. Norton & Co, 2007.

EXAMINATIONS: Student at the end of the course will take a multiple/or true and false test.

GRADING:

91-100% = A

81-90% = B

71-80% = C

Below 70% = Failed

ASSIGNMENTS: After reading the course material then you can take the test.

Research Methodology & Design

PSY 915- 9 CREDIT HOURS

Professor: Dr. George Gonzalez, Ph.D.

SYLLABUS

COURSE OVERVIEW: PSY 915 is designed to examine the procedures and principals involved with experimental, quasi-experimental, correlational, and other research. Problem formulation, literature review, measurement issues, sampling, research design, data analysis, and report writing using APA format will be addressed. This course will also see the choice of the student in doing a research thesis/dissertation from a quantitative or quantitative viewpoint. This course will provide an analysis in writing an APA Style format Thesis and the use of scientific research as part of its collective data. This encompasses the understanding and application of appropriate research designs, research statistics, and the use of the computer for data analyses, and report writing and presentation. This course is designed to Learner Centered Knowledge.

COURSE OBJECTIVES: (PLEASE READ THE APA FORMAT POWERPOINT PRESENTATION FOR THIS COURSE, BEFORE YOU ATTEMPT TO START YOUR RESEARCH WRITING PROJECT.)

Learning Objectives/Outcomes for the Course

- 1.Utilize various sources to gather data for your research writing project paper;
- 2.Organize ideas, write annotated bibliographies, and thesis statements;
- 3.Understand how to develop outlines for research papers;
- 4.Complete a rough draft of a research paper
by correcting punctuation, mechanics, and spelling;
- 5.Compile a final form of the research thesis project of no more than 25 pages long with a works cited page.
6. Make sure before you begin your Research Thesis you select a title, do an explanation of what your Thesis will be about with the approval of your professor, Dr. George Gonzalez.

This course is designed to meet CACREP Core Standards (RESEARCH AND PROGRAM EVALUATION); covering:

Common Core: statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;

This course will cover topics in research methods in the field of psychology. You will be able to:

- 1). Understand the “groundwork” of research and the “research cycle”, along with important concepts with direct application to psychological research such as hypothesis testing, operationalization, constructionism and realism.
- 2). Understand the difference between quantitative and qualitative research and learn the usefulness and limitation of each in various contexts.
- 3). Understand the concepts of validity and reliability and learn to apply them to practical examples.
- 4). Understand how to critically review literature and recognize the features of solid vs. flawed research.
- 5). Learn about self-report measures and the usefulness/limitations of these tools.
- 6). Understand structured and semi-structured interviewing in research.
- 7). Understand how to review and construct basic research designs such as correlational, randomized, non-randomized, AB, ABAB, multiple baseline, etc.
- 8). Understand important research concepts like sampling, sample size, effect size, and alpha & beta errors.
- 9). Understand the basics of evaluation, quantitative and qualitative data analysis.
- 10). Learn how to design, conduct and review various types of research and discern the appropriate approach in a range of contexts.
- 11). Learn to apply research methods to addiction related issues or topics.

Research Project: For many postgraduate students, the RESEARCH PROJECT is the quintessential part of their course and the basis of their dissertation/thesis. The project is not only integral in passing the course but also serves as the final test of students’ capability to work independently and think critically. (Under and with the Professors Guidance).

TEXTBOOK:

Research Design and Methods: A Process Approach / Edition 9, by Kenneth Bordens, Bruce Barrington Abbott, ISBN-13: 9780078035456

RECOMMENDED MATERIAL: Read the APA Style Format PowerPoint presentation.

Required Texts:

American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author. (ISBN: 978-1433805615)

EXAMINATIONS: Research and do a 25 page in research writing project. But, the professor has to approve your TITLE of your paper and at least give the professor an abstract of what you are covering in the following 25 pages long.

Several factors will be taken into account when I review your work:

CONTENT:

1. Content is comprehensive, accurate and all requested information is properly addressed
2. Major points are stated clearly, and are supported by specific references from the literature, details, examples, and/or analysis.
3. Research is adequate for the topic.
4. Any concept that is not strictly your own MUST be appropriately referenced using APA style. The correct format for indirect referencing is (Author's last name, year) at the end of a sentence and (Author, year, p. #) for direct quotes.
5. 5. You are able to show that you are not merely memorizing information but rather are processing it and are capable of applying it to real-life scenarios with clients whenever possible.
6. EVENTUALLY, Lastly to write a Topic and abstract APA format so your instructor will approve your thesis/or dissertation writing research topic in psychology. A thesis/dissertation should be 115-150 pages long, quantitative or qualitative APA Style Format .Periodically you need to check with your professor in the progress of your Ph.D. thesis-dissertation. Also, you need to select how many references and citations you are using in regards to your Ph.D. Thesis-Dissertation. Remember this will be published by the university and you will have to defend YOUR THESIS via SKYPE WITH 2 TO 3 PROFESSORS.

***** FOR THIS COURSE YOU ARE TO WRITE AT LEAST 3 REASEARCH WRITING PAPERS OF NO MORE THEN 15 PAGES LONG. THIS IS IN ORDER TO PRACICE TOWARDS YOUR REAL THESIS – RESEARCH DISSERTATION THAT WILL BE UP TO 115-150 PAGES LONG APA STYLE FORMAT.**

ORGANIZATION:

1. the introduction provides sufficient background on the topic and previews major points.
2. The structure of the paper is clear and easy to follow.
3. The paper follows a logical structure and concepts are illustrated with examples wherever possible.

4. The conclusion reviews the major points.

FORMAT/GRAMMAR:

1. Spelling and syntax are correct.
2. Word usage is correct.
3. Punctuation is correct.
4. There is an appropriate title page.
5. There are clear References section in APA style format for them to be used.

READABILITY/STYLE:

1. Sentences are complete, clear, and concise.
2. The tone is appropriate to the content and assignment and qualifies as higher level academic writing.

GRADING: The grading scale for this course is as follows:

90-100%	= A
80-89%	= B
70-79%	= C
Below 70%	= Fail

WRITTEN ASSIGNMENTS:

- **APA style-** The University requires the use of APA format for academic writings. I highly recommend purchasing the APA Publication Manual (6th ed.). This manual provides guidance and examples of how to properly cite and reference the work of others. This is also where you will find the specific requirements regarding text type and size, margin settings, etc. These are the basic mechanical requirements of the paper and points are deducted for not complying with these. I am specifically looking for proper APA formatting of in-text citations and references.
- **Plagiarism-** If you are incorporating information from outside sources you need to cite those sources; otherwise you are presenting the work of others as your own. This is called plagiarism and is a serious academic offense. I do have all the technology to spot plagiarism.
- **Grammar/punctuation/flow-** You are expected to write at the collegiate level. Proof your paper to check for errors. Better yet, have someone else proof it for you if possible. The highest performing students will take pride in their written presentations and their papers will be free of grammar/punctuation errors and will have a well-structured and logical flow.

PSY 989 THESIS-DISSERTATION

PSY 989- 57 CREDIT HOURS

Professor: DR. GEORGE GONZALEZ, PH.D.

SYLLABUS

COURSE OVERVIEW:

Requirements :

1. Demonstrated ability to read, understand, abstract, select, and integrate the current (and past) literature pertaining to a focal topic of (common) interest in the science (and sometimes the philosophy) of the discipline of psychology
2. Identification and articulation of a theoretical need in that literature (e.g., a gap in the data that, when filled, could add to the theoretical understanding of the focal topic; an empirically resolvable data-theory conflict; or an empirically resolvable conflict between two theories that purport to account for the same phenomenon).
3. Demonstrated ability to produce a professional quality, literature-based, coherent, concrete, and complete proposal or prospectus acceptable to the thesis or dissertation advisory committee, the departmental faculty, and the brotherhood watchdogs in the graduate office.
4. Ability to carry out an accepted proposal completely and with integrity, and within a mutually agreed upon time frame.
5. Demonstrated ability to produce a professional quality, literature-based, coherent, concrete, and complete thesis or dissertation acceptable to the thesis or dissertation advisory committee, the departmental faculty, and the brotherhood watchdogs in the graduate office.
6. The ability and willingness to take direction and correction appropriately, while at the same time moving toward a collegial (rather than a subordinate) relationship with the thesis or dissertation advisor.
7. The dissertation is sometimes quantitatively more complex conceptually or methodologically, and that often means that it has more words in it than does the thesis. In practice, some theses are as good or better (qualitatively) than some dissertations.

TIME FRAME:

THE THESIS DISSERTATION CAN TAKE UP TO 3-4 YEARS AT THE MOST. YOU WILL HAVE TO DEFEND YOUR DISSERTATION VIA SKPE EVENTUALLY AT THE END. YOU HAVE TO PERIODOCALLY SEVERAL TIMES CHECK WITH YOUR PROFESSOR-ADVISOR YOUR PROGRESS. THIS IS VERY IMPORTANT.

Thesis in the Specialization (Major):

A thesis (or dissertation) may be arranged as a thesis by publication or a monograph, with or without appended papers, respectively, though many graduate programs allow candidates to propose a curated collection of published papers. An ordinary monograph has a title page, an abstract, a table of contents, comprising the various chapters (e.g., introduction, literature review, methodology, results, discussion), and a bibliography or (more usually) a references section. They differ in their structure in accordance with the many different areas of study (arts, humanities, social sciences, technology, sciences, etc.) and the differences between them. In a thesis by publication, the chapters constitute an introductory and comprehensive review of the appended published and unpublished article documents. Dissertations normally report on a research project or study, or an extended analysis of a topic. The structure of a thesis or dissertation explains the purpose, the previous research literature which impinges on the topic of the study, the methods used and the findings of the project. Most world universities use a multiple chapter format : a) an introduction, which introduces the research topic, the methodology, as well as its scope and significance; b) a literature review, reviewing relevant literature and showing how this has informed the research issue; c) a methodology chapter, explaining how the research has been designed and why the research methods/population/data collection and analysis being used have been chosen; d) a findings chapter, outlining the findings of the research itself; e) an analysis and discussion chapter, analyzing the findings and discussing them in the context of the literature review (this chapter is often divided into two—analysis and discussion); f) a conclusion. (With the professors guidance.)

DIVERSITY STATEMENT

The School of Counseling and Applied Psychotherapy is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The School prohibits discrimination against any member of the school's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the counseling profession and should reflect the ACA Human Rights Committee's 1987 statement on tolerance, which states:

In order to guarantee that each individual is free to pursue his/her potential, each member of AACD (now ACA) is charged to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.

Impressum

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