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DEPARTMENT OF  
**PSYCHOLOGY**

GRADUATE PROGRAM CATALOG  
**2022-2023**



4th floor, Faculty Center  
2401 Taft Avenue 0922 Manila, Philippines  
Tel. Nos.: +6325244611 loc. 560

<http://www.dlsu.edu.ph/academics/graduate-studies/cla/master-psychology.asp>

<http://www.dlsu.edu.ph/academics/graduate-studies/cla/doctor-psychology.asp>

Email: [gpcpsych@dlsu.edu.ph](mailto:gpcpsych@dlsu.edu.ph), [vicechairpsych@dlsu.edu.ph](mailto:vicechairpsych@dlsu.edu.ph), [chairpsych@dlsu.edu.ph](mailto:chairpsych@dlsu.edu.ph)

## **DE LA SALLE UNIVERSITY**

### **Vision-Mission and Core Values**

#### **Preamble**

De La Salle University (DLSU) in Manila, the Philippines is an internationally recognized Catholic university established by the Brothers of the Christian Schools in 1911. Inspired by the charism of St John Baptist de La Salle, the University community, together and by association, provides quality human and Christian education by teaching minds, touching hearts, and transforming lives.

#### **Vision-Mission**

A leading learner-centered research university bridging faith and scholarship, attuned to a sustainable Earth, and in the service of society, especially the poor and the marginalized.

#### **Core Values**

##### **Faith (Religion)**

DLSU is committed to nurturing a community of distinguished and morally upright scholars that harmonizes faith and life with contemporary knowledge in order to generate and propagate new knowledge for human development and social transformation.

##### **Service (Mores)**

DLSU is committed to being a resource for Church and Nation and being socially responsible in building a just, peaceful, stable, and progressive Filipino nation.

##### **Communion (Cultura)**

DLSU is committed to building a community of leaders, competent professionals, scholars, researchers, and entrepreneurs, who will participate actively in improving the quality of life in Philippine society within the perspective of Christian ideals and values.

**DE LA SALLE UNIVERSITY**  
**Expected Lasallian Graduate Attributes (ELGAs)**

The Expected Lasallian Graduate Attributes (ELGAs) focus on the knowledge, skills and attributes that graduates should acquire and demonstrate in their course of studies and internships as evidence of accomplishing the school's vision-mission. These ELGAs also reflect the graduate's capacity for lifelong learning and transfer of knowledge in the workplace.

<b>ELGAs</b>	<b>Desired Learning Results: De La Salle University Manila</b>
<b>Critical and Creative Thinker</b>	<ul style="list-style-type: none"> <li>■ Critical appreciation of the diverse fields of human knowledge, their principles and science, and their arts and methods of inquiry</li> <li>■ Expanded critical and creative thinking skills by engaging in various modes of inquiry</li> </ul>
<b>Effective Communicator</b>	<ul style="list-style-type: none"> <li>■ Expression of a variety of viewpoints and approaches to different issues or problems</li> </ul>
<b>Reflective Lifelong Learner</b>	<ul style="list-style-type: none"> <li>■ Engagement in collaborative inquiry, self-assessment, and reflection</li> <li>■ Sense of self-worth, increased self-confidence, and motivation to do their best and affirm their efforts towards self-improvement</li> <li>■ Development of a carefully reasoned adult faith in the Lasallian tradition</li> </ul>
<b>Service-Driven Citizen</b>	<ul style="list-style-type: none"> <li>■ Involvement in projects that contribute to the development of the community</li> <li>■ Exploration, experience, and active participation in life and work in communities and organizations outside the school</li> <li>■ Engagement in efforts to protect the environment and foster peace, justice, and sustainable development</li> </ul>

**COLLEGE OF LIBERAL ARTS (CLA)**  
**Vision-Mission, Core Values, and Goals**

**Vision**

Be a dynamic community of faith-inspired learners engaged in creative endeavours and scientific scholarship for the service of humanity and society, especially the marginalized.

**Mission**

We develop our students into ethically committed leaders and knowledge producers, grounded in the humanities and social sciences, towards social transformation in the global community.

**CORE VALUES****Openness**

CLA is committed to enriching the learning experience by promoting an environment informed by faith and respect for pluralism and diversity.

**Excellence**

CLA is committed to developing competent individuals who uphold the highest standards of professionalism and integrity.

**Solidarity**

CLA is committed to promoting community through human relationships rooted in equality, unity in diversity, and interdependence.

**GOALS**

- Uphold teaching and research excellence in humanities and social sciences
- Enrich students' understanding of the interdisciplinary nature of knowledge
- Produce graduates with an educated mind, knowledgeable in theory and practice, who will contribute productively and ethically in their chosen fields
- Strengthen valuable linkages with local and international organizations and institutions
- Foster a community actively responsive to local and global issues.

**COLLEGE OF LIBERAL ARTS**  
**Articulation of the Expected Lasallian Graduate Attributes (ELGAs)**

**Critical and Creative Knowledge Producer**

He/she is above all a global citizen, aware of social and cultural issues and challenges within and outside his/her expertise. He/she uses analytical thinking as well as scholarly research to generate knowledge through innovative and resourceful means.

**Competent Professional**

He/she possesses a comprehensive understanding of the discipline's body of knowledge and, at the same time, is capable of keeping up with new techniques, methods, and technology. He/she is able to research thoroughly and transform data into a framework for improvement.

**Socially Responsive and Collaborative Citizen**

He/she is engaged in action geared towards community development, whether in professional duties or in extracurricular activities; genuinely compassionate and dedicated to contributing social progress.

**Diversity-sensitive Communicator**

He/she is open-minded yet critical, aware and appreciative of diversity, whether religious, racial, gender-related, or cultural, and is not only tolerant but accepting of alternative perspectives.

**Morally Principled and Faith-inspired Leader**

Credible and truthful, he/she exemplifies ethical practice in both his/her public and private life.

## **DEPARTMENT OF PSYCHOLOGY**

### **Vision, Mission, and Goals**

#### **Preamble**

The Psychology Department is a diverse community of faculty and students responsive to contemporary social concerns. It aspires for optimal human development by harnessing the intellectual capacity of the individual for commitment to moral principles and social service.

#### **Vision**

The Lasallian Psychology student is a critical, self-aware learner grounded in Christian values, demonstrating integrity in scientific inquiry and in personal and interpersonal contexts.

#### **Mission**

The Psychology Department develops competencies in critical inquiry, social engagement, and lifelong learning of students who will protect human dignity and freedom.

#### **Goals**

1. Provide quality education with a scientist-practitioner perspective
2. Engage in research and discourse addressing issues relevant to Filipino and global communities
3. Develop and maintain faculty with diverse expertise
4. Forge collaborations and maintain linkages with local and international individuals and organizations in psychology and related fields
5. Foster Lasallian and Filipino values among faculty and students

**Commission on Higher Education Memorandum Order No. 50 Series of 2012 Center of Excellence for the Psychology Program**



Republic of the Philippines  
OFFICE OF THE PRESIDENT  
**COMMISSION ON HIGHER EDUCATION**



**CHED MEMORANDUM ORDER**

No. 50  
Series of 2012

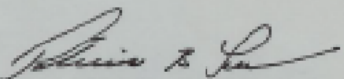
**SUBJECT : CENTER OF EXCELLENCE FOR THE PSYCHOLOGY PROGRAM**

In accordance with the pertinent provisions of Republic Act No. 7722, otherwise known as the "Higher Education Act of 1994", the CHED's Revised Policies and Standards on the Centers of Excellence Project, CMO No. 16, s. 2012, ("Implementing Guidelines for the Identification, Support and Development of COEs and CODs for the Psychology Program") and for the purpose of establishing Centers of Excellence (COEs) and Centers of Development (CODs) that will serve as potent catalysts for world class scholarships, best practices, innovative curriculum, research and extension and professional development in Psychology, and by virtue of the 404<sup>th</sup> Commission en Banc Resolution No. 516-2012 dated 26 November 2012, the Commission through the recommendation of the Technical Committee for Psychology designates/identifies the herein higher education institutions as COEs and COD in Psychology as follows:

- 1. Centers of Excellence:**
  - a. Ateneo De Manila University
  - b. De La Salle University - Manila
  - c. University of the Philippines-Diliman
- 2. Center of Development**
  - a. University of Santo Tomas

This designation of the identified COE/COD is valid from the date of the approval of the Commission en banc up to May 31, 2014 or until sooner terminated, revoked or cancelled for cause/non-compliance of the provisions of CMO No. 16, s. 2012. Moreover, the identified centers may avail of financial assistance on a project proposal basis geared towards the development or improvement of the program, particularly cutting edge technology in Psychology and that the implementation of the project should conform to the policies stipulated in the said CMO.

Issued this 20<sup>th</sup> day of December 2012.

  
**PATRICIA B. LICUANAN, Ph.D.**  
 Chairperson

**Commission on Higher Education Memorandum Order No. 50 Series of 2012 Center of Excellence for the Psychology Program**



Republic of the Philippines  
OFFICE OF THE PRESIDENT  
**COMMISSION ON HIGHER EDUCATION**

**MEMORANDUM FROM THE CHAIRPERSON**

**FOR :** HIGHER EDUCATION INSTITUTIONS (HEIs) GRANTED AUTONOMOUS AND DEREGULATED HIGHER EDUCATION STATUS AND HEIs WITH IDENTIFIED CENTERS OF EXCELLENCE (COEs) AND CENTERS OF DEVELOPMENT (CODs)

**SUBJECT :** EXTENSION OF THE STATUS OF EXISTING AUTONOMOUS AND DEREGULATED INSTITUTIONS AND EXTENSION OF THE DESIGNATION OF EXISTING CENTERS OF EXCELLENCE AND CENTERS OF DEVELOPMENT

**DATE :** April 28, 2014

Per Commission en banc Resolution Nos. 046-2014, all concerned are hereby informed that the Commission approved the extension of the status of existing Autonomous and Deregulated higher education institutions (HEIs) from May 31, 2014 to December 31, 2014. The Commission en banc Resolution Nos. 154-2014 and R001-2014, on the other hand, also extend the designation of existing Centers of Excellence (COEs) and Centers of Development (CODs) from May 31, 2014 to May 31, 2015.

The extension of the status of autonomous and deregulated HEIs until December 31, 2014 shall cover only those whose terms were previously extended up to May 31, 2014. The designation of HEIs granted autonomous and deregulated status, per CHED Memorandum Order (CMO) No. 18, Series of 2012, whose terms go beyond May 31, 2014, shall remain valid until the specified validity period.

The extension of the autonomous and deregulated status of higher education institutions shall not preclude an earlier assessment of HEIs that opt to renew their autonomous or deregulated status for the next five (5) years, provided that the renewal period begins on January 1, 2015.

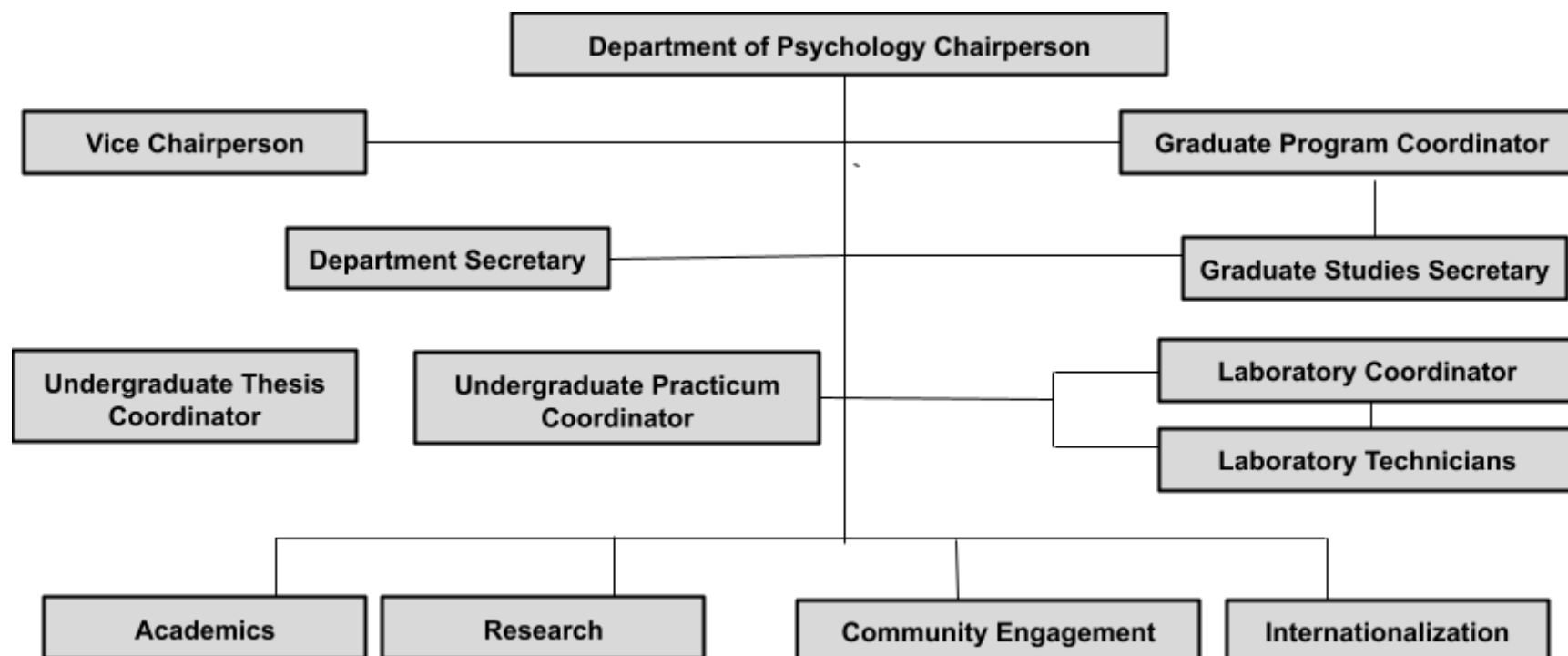
Furthermore, the extension of COEs and CODs is intended to enable the Centers that had just begun to implement their projects to complete them. The extension will also give more time for the Commission to set into motion the processing of applications for the next round of COEs and CODs.

For the information and guidance of all concerned.

  
PATRICIA B. LICUANAN, Ph.D.



**Department of Psychology  
Organizational Chart**



### Roster of Full-time Graduate Faculty Members

Last name	First name	Scopus Profile	Rank	Highest degree earned	Specialization
Bernardo	Allan	<a href="https://www.scopus.com/authid/detail.uri?authorId=36922889000">https://www.scopus.com/authid/detail.uri?authorId=36922889000</a>	Full Prof. 10	Ph.D. in Cognitive Psychology and Educational Psychology	Social inequalities and intergroup relations, Intercultural relations and intercultural group processes hope, character strengths, and psychological well-being
Calleja	Marissa		Asst. Prof. 5	Ph.D. in Cognitive Science	Cognitive Psychology
Garabiles	Melissa	<a href="https://www.scopus.com/authid/detail.uri?authorId=57193675365">https://www.scopus.com/authid/detail.uri?authorId=57193675365</a>	Asst. Prof. 1	Ph.D in Clinical Psychology	Mental Health, Migration
Javier	Roberto Jr.	<a href="https://www.scopus.com/authid/detail.uri?authorId=57190116648">https://www.scopus.com/authid/detail.uri?authorId=57190116648</a>	Full Prof. 9	Ph.D. in Clinical Psychology	Filipino Psychology, Research, Clinical Psychology, Human Development Psychology
Magpantay	Cely		Asso. Prof. 2	Ph.D. in Psychology	Clinical Psychology
Nob	Rene	<a href="https://www.scopus.com/authid/detail.uri?authorId=57191372410">https://www.scopus.com/authid/detail.uri?authorId=57191372410</a>	Asso. Prof. 3	Ph.D. in Educational Psychology	Educational Psychology, Quantitative Methods
Pantaleon	Jaymee Abigail		Asst. Prof. 2	M.A. in Counseling	Developmental and Clinical Psychology
Resurreccion	Ron	<a href="https://www.scopus.com/authid/detail.uri?authorId=57203206377">https://www.scopus.com/authid/detail.uri?authorId=57203206377</a>	Asso. Prof. 6	Ph.D. in Counseling Psychology	Clinical Psychology, Counseling Psychology
Reyes	Melissa Lucia	<a href="https://www.scopus.com/authid/detail.uri?authorId=57203206377">https://www.scopus.com/authid/detail.uri?authorId=57203206377</a>	Full Prof. 5	Ph.D. in Psychology and Statistics	Statistical Methods for the Social Sciences,

		horId=49962234800			Psychological Measurement, Program Evaluation, Applied Cognitive and Educational Psychology, Adolescent and Youth Development
Salanga	Maria Guadalupe	<a href="https://www.scopus.com/authid/detail.uri?authorId=24167427700">https://www.scopus.com/authid/detail.uri?authorId=24167427700</a>	Asso. Prof. 7	Ph.D. in Counseling Psychology	Social Psychology, Qualitative Research, Cross-Cultural Psychology, Intergroup relations
Sta. Maria	Madelene	<a href="https://www.scopus.com/authid/detail.uri?authorId=56028161100">https://www.scopus.com/authid/detail.uri?authorId=56028161100</a>	Senior Lecturer (Full Prof. 7)	Ph.D. in Psychology	Cultural Psychology, Human Development, Adolescent Development, Positive Youth Psychology
Tan-Mansukhani	Roseann	<a href="https://www.scopus.com/authid/detail.uri?authorId=57204352057">https://www.scopus.com/authid/detail.uri?authorId=57204352057</a>	Asso. Prof. 7	Ph.D. in Clinical Psychology	Clinical Psychology, Counseling Psychology
Tarroja	Ma. Caridad	<a href="https://www.scopus.com/authid/detail.uri?authorId=55632037600">https://www.scopus.com/authid/detail.uri?authorId=55632037600</a>	Full Prof. 5	Ph.D. in Clinical Psychology	Clinical Psychology, Psychological Assessment, Family and Child Research
Yabut	Homer		Asso. Prof. 4	Ph.D. in Counseling Psychology	Industrial Counseling, Psychological Statistics, Research, Sikolohiyang Pilipino and Spirituality

### Roster of Part-time Graduate Faculty Members

Last name	First name	Scopus Profile	Rank	Highest degree earned	Specialization
Baloloy	Jim Rey		Asst. Prof. Lec. 3	Ph.D. in Clinical Psychology	
Canlas	Reynaldo Nuelito		Asst. Prof. Lec. 2	Ph.D. in Counseling Psychology	Sport Psychology, Counseling psychology
Chua-Garcia	Laurene	<a href="https://www.scopus.com/authid/detail.uri?authorId=57201901716">https://www.scopus.com/authid/detail.uri?authorId=57201901716</a>	Asso. Prof. Lec. 6	Ph.D in Counseling Psychology	
Delariarte	Clarissa	<a href="https://www.scopus.com/authid/detail.uri?authorId=57216782108">https://www.scopus.com/authid/detail.uri?authorId=57216782108</a>	Asso. Prof. Lec. 1	Ph.D. in Psychology	
Della	Constantine		Asst. Prof. Lec. 5	Doctor of Medicine	General adult psychiatry, Consultation-Liaison Psychiatry
Dominguez	Maribel		Asst. Prof. Lec. 1	Doctor of Medicine	
Dumaop	Darren		Asst. Prof. Lec. 5	Ph.D. in Psychology	
Go	Bernadette		Lecturer	M.A. in Counseling Psychology	
Lee	Chester Howard		Asst. Prof. Lec. 1	M.S. in Psychology major in Human Development	Human Attraction, Evolutionary Psychology, Developmental Psychology
Pakingan	Karmia	<a href="https://www.scopus.com/authid/detail.uri?authorId=57201901716">https://www.scopus.com/authid/detail.uri?authorId=57201901716</a>	Asst. Prof. Lec. 1	M.S. in Psychology major in	

		i?authorId=57449484900		Clinical Psychology	
Peñaranda	Gerald	<a href="https://www.scopus.com/authid/detail.uri?authorId=57219911644">https://www.scopus.com/authid/detail.uri?authorId=57219911644</a>	Asst. Prof. Lec. 1	M.S. in Psychology major in Industrial/Organizational Psychology	
Ramos	Sixtus Dane	<a href="https://www.scopus.com/authid/detail.uri?authorId=57194610910">https://www.scopus.com/authid/detail.uri?authorId=57194610910</a>	Asst. Prof. Lec. 2	M.S. in Psychology major in Clinical Psychology	
Sacdalan	Karen		Asst. Prof. Lec. 3	Ph.D. in Education major in Special Education	
Sagmit	Johann Andrew		Asst. Prof. Lec. 1	M.A. Counseling Psychology	Test Development, Psychometrics, Personality Disorders, Character Strengths,
Tan	Irene Carmelle		Asst. Prof. Lec. 4	Doctor of Medicine	

**Department of Psychology  
Graduate Degree Programs**

**Master's programs**

- Master of Science in Psychology, Major in Clinical Psychology
- Master of Science in Psychology, Major in Human Development
- Master of Science in Psychology, Major in Industrial/Organizational Psychology

**Doctor of Philosophy programs**

- Doctor of Philosophy in Psychology, Major in Clinical Psychology
- Doctor of Philosophy in Psychology, Major in Human Development
- Doctor of Philosophy in Psychology, Major in Industrial/Organizational Psychology

**Commission on Higher Education Approval of the Revised Curriculum of  
M.S. Psychology (Major in Clinical Psychology) Effective AY 2013-2014**



Republic of the Philippines  
Office of the President  
**COMMISSION ON HIGHER EDUCATION**  
NATIONAL CAPITAL REGION

January 2, 2013

**Mr. Edwin P. Santiago**  
University Registrar  
De La Salle University  
Manila



Dear Mr. Santiago:

This is to acknowledge receipt, contents noted and made as a matter of record the revised curriculum of the Master of Science in Psychology, major in Clinical Psychology program effective School Year 2013-2014, Term 1. By virtue of CHED Memorandum Order No. 59, Series 2007, your institution was granted autonomous status and one of the benefits your institution enjoys is the privilege to determine your own curricular programs to achieve global competence.

Very truly yours,

**CATHERINE Q. CASTAÑEDA, Ph.D.**  
Director IV

E7

**Commission on Higher Education Approval of the Revised Curriculum of  
M.S. Psychology (Major in Human Development) Effective AY 2013-2014**



Republic of the Philippines  
Office of the President  
**COMMISSION ON HIGHER EDUCATION**  
NATIONAL CAPITAL REGION

January 2, 2013

**Mr. Edwin P. Santiago**  
University Registrar  
De La Salle University  
Manila



Dear Mr. Santiago:

This is to acknowledge receipt, contents noted and made as a matter of record the revised curriculum of the Master of Science in Psychology, major in Human Development program effective School Year 2013-2014, Term 1. By virtue of CHED Memorandum Order No. 59, Series 2007, your institution was granted autonomous status and one of the benefits your institution enjoys is the privilege to determine your own curricular programs to achieve global competence.

Very truly yours,

**CATHERINE Q. CASTAÑEDA, Ph.D.**  
Director IV

E7



**Commission on Higher Education Approval of the Revised Curriculum of  
M.S.Psychology (Major in Industrial/Organizational Psychology) Effective AY 2013-2014**



Republic of the Philippines  
Office of the President  
**COMMISSION ON HIGHER EDUCATION**  
NATIONAL CAPITAL REGION

January 2, 2013

**Mr. Edwin P. Santiago**  
University Registrar  
De La Salle University  
Manila



Dear Mr. Santiago:

This is to acknowledge receipt, contents noted and made as a matter of record the revised curriculum of the Master of Science in Psychology, major in Industrial/Organizational Psychology program effective School Year 2013-2014, Term 1. By virtue of CHED Memorandum Order No. 59, Series 2007, your institution was granted autonomous status and one of the benefits your institution enjoys is the privilege to determine your own curricular programs to achieve global competence.

Very truly yours,

**CATHERINE Q. CASTAÑEDA, Ph.D.**  
Director IV

E7

**Commission on Higher Education Approval of the New Program in  
Ph.D. in Psychology Majors in Clinical Psychology, Human Development, and  
Industrial/Organizational Psychology Effective AY 2014-2015 (document 1 of 3)**



Republic of the Philippines  
Office of the President  
**COMMISSION ON HIGHER EDUCATION**  
NATIONAL CAPITAL REGION



April 23, 2015

**DR. VOLTAIRE M. MISTADES**

University Registrar  
De La Salle University  
2401 Taft Avenue, Manila

Dear Dr. Mistades :

This is to acknowledge receipt, contents noted and made as a matter of record your communication regarding your request for a correction of degree title from **Doctor of Philosophy in Psychology, major in Industrial Psychology** to **Doctor of Philosophy in Psychology, major in Industrial/Organizational Psychology** effective SY 2014-2015 with the information that your institution was granted autonomous status and one of the benefits to be enjoyed is the privilege to determine and prescribe your own curricular program to achieve global competence.

Please be reminded that in operating your program, your institution should ensure that all the minimum requirements prescribed by CHED are complied with.

Very truly yours,

  
**LEONIDA S. CALAGUI, Ph.D., CESO III**  
Director IV

**Commission on Higher Education Approval of the New Program in  
Ph.D. Psychology Majors in Clinical Psychology, Human Development, and  
Industrial/Organizational Psychology Effective AY 2014-2015 (document 2 of 3)**



Republic of the Philippines  
Office of the President  
**COMMISSION ON HIGHER EDUCATION**  
NATIONAL CAPITAL REGION

CHED-NCR RECORDS SECTION  
**RECEIVED**  
AUG 04 2014  
COMMUNICATIONS

July 25, 2014

**Dr. Voltaire M. Mistades**  
University Registrar  
De La Salle University  
2401 Taft Avenue, Manila

Dear Dr. Mistades :

Please find a copy of the communication received by this Office from Dr. Amelia A. Biglete, Director IV, Office of Programs and Standards Development (OPSD), this Commission, acknowledging your intention to offer **Doctor of Philosophy in Psychology majors in Clinical Psychology, Human Development and Industrial Psychology** effective Academic Year 2014-2015.

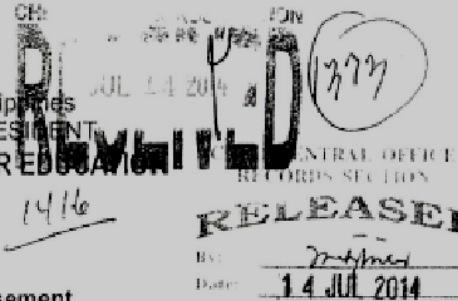
Very truly yours,

**LEONIDA S. CALAGUI, Ph.D., CESO III**  
Director IV

**Commission on Higher Education Approval of the New Program in  
Ph.D. Psychology (Majors in Clinical Psychology, Human Development, and  
Industrial/Organizational Psychology) Effective AY 2014-2015 (document 3 of 3)**



Republic of the Philippines  
OFFICE OF THE PRESIDENT  
COMMISSION ON HIGHER EDUCATION



**2<sup>nd</sup> Indorsement**  
June 27, 2014

Respectfully forwarded to Dr. Leonida S. Calagui, Director IV, CHED National Capital Region, HEDC Bldg., C.P. Garcia Ave., Diliman, Quezon City, the herein reply of the Office of Programs and Standards Development, regarding the intention of De La Salle University (DLSU), Manila, to offer Doctor of Philosophy in Psychology majors in Clinical Psychology, Human Development, and Industrial Psychology, effective Academic Year 2014-2015, using its benefit as an autonomous institution.

Please inform the concerned institution that this Office acknowledges receipt, contents noted, and made as a matter of record the documents submitted by the institution, with the information that by virtue of CHED Memorandum Order No. 44, s. 2008 and Memorandum from the Chairperson dated July 30, 2013, one of the privileges of an institution granted autonomous status is to offer new course(s)/program(s) in the undergraduate and at graduate level, in their areas of expertise as indicated by their accreditation status, without securing permit/authority from CHED except in disciplines that are under moratorium.

Furthermore, the institution should be informed that the new program offering shall be applicable only to the entering students of the specified academic year.

**AMELIA A. BIGLETE**  
Director/IV, Office of Programs and  
Standards Development (OPSD)

**Commission on Higher Education Approval of the Revised  
Ph.D. Psychology (Majors in Clinical Psychology, Human Development, and  
Industrial/Organizational Psychology) Effective AY 2018-2019 (document 1 of 2)**



Respectfully forwarded to **Dr. Leonida S. Calagui**, Director IV, CHED National Capital Region, C.P. Garcia Avenue, Diliman, Quezon City, the herein reply of the Office of Programs and Standards Development, regarding the revised curricula submitted by **De La Salle University**, Taft Avenue, Manila, for **Doctor of Philosophy in Psychology majors in Clinical Psychology, Human Development, and Industrial/Organizational Psychology** effective Academic Year 2018-2019.

Please inform the concerned institution that this Office acknowledges receipt, contents noted, and made as a matter of record the documents submitted by the institution, with the information that by virtue of CHED Memorandum Order No. 19, series 2016, one benefit of the institutions granted with autonomous status is the privilege to determine and prescribe their curricular programs to achieve global competence.

Furthermore, the institution should be informed that the revised curricula shall be applicable only to entering students of the specified academic year.

  
**AMELIA A. BIGLETE**  
Director IV, Office of Programs and  
Standards Development (OPSD)

**Commission on Higher Education Approval of the Revised  
Ph.D. Psychology (Majors in Clinical Psychology, Human Development, and  
Industrial/Organizational Psychology) Effective AY 2018-2019 (document 2 of 2)**



Republic of the Philippines  
Office of the President  
**COMMISSION ON HIGHER EDUCATION**  
NATIONAL CAPITAL REGION

**3<sup>rd</sup> Indorsement**  
January 8, 2018



Respectfully transmitted to **Dr. Derrick Ethelbert C. Yu**, University Registrar, De La Salle University, 2401 Taft Avenue, Manila, the attached 2<sup>nd</sup> Indorsement from **Dr. Amelia A. Biglete**, Director IV, Office of Programs and Standards Development, this Commission, regarding revision of its curriculum for **Doctor of Philosophy in Psychology majors in Clinical Psychology, Human Development, and Industrial/Organizational Psychology** program effective Academic Year 2018-2019 with the information that the Commission acknowledges receipt, contents noted, and made as a matter of record the documents submitted by that institution, by virtue of CHED Memorandum Order No. 19, series 2016.

Furthermore, please be informed that the revision of the abovementioned program shall be applicable only to the entering students of the specified academic year.

For information and guidance.

  
**LEONIDA S. CALAGUI, Ph.D., CESO III**  
Director IV

Encl: As stated



**Program Description / Specifications**

Awarding institution	De La Salle University
College	College of Liberal Arts
Department	Department of Psychology

**Program Title**

Master of Science in Psychology	Major in Clinical Psychology
Master of Science in Psychology	Major in Human Development
Master of Science in Psychology	Major in Industrial/Organizational Psychology

**Description of the program**

The Master of Science in Psychology program adheres to a scientist-practitioner model of integrating scientific inquiry with committed, responsible practice of psychology. Students are trained to conduct research on relevant issues in their area of specialization and to base professional practice on a solid empirical foundation. Students are to develop critical thinking skills, social engagement, professional integrity, and a pursuit for lifelong learning.

The **Clinical Psychology** major trains students in clinical assessment, psychotherapy, and the prevention of psychopathology. Along with this training, students engage in research that contextualizes clinical practice in contemporary issues in mental health and well-being. It prepares students for a career in clinical practice and research.

The **Human Development** major covers a broad spectrum of specialization that addresses the need, across the entire lifespan, to understand developmental processes so as to harness human potential in the psychological, cognitive, social, and cultural aspects. It prepares students for a research and teaching career in higher educational institutions.

The **Industrial/Organizational Psychology** major is directed towards developing practitioner skills in human resource and organizational development. There are emphases on the applications of measurement and assessment principles in organizations, and on contemporary local and international trends in the practice of psychology in industry.

**Criteria for admission to the program**

Admissions processes are centralized at the Office of Admissions and Scholarships. All documents and procedures are managed and handled by the Office of Admissions and Scholarships. Applications are then fielded to the Departments in charge of managing and delivering the programs. The application documents are reviewed by the Graduate Program Coordinator of the Department. The results of the evaluation are sent to the Office of Admissions and Scholarships. The Office of Admissions and Scholarships inform applicants of the results of the evaluation.

Applicants to the Master of Science in Psychology program must have earned an undergraduate degree. They must submit all documents required by the DLSU Graduate Admissions Office. As shown in their performance in the graduate admissions battery of tests, they must possess adequate quantitative and verbal aptitude, a basic knowledge of psychology, and the capacity for coherent, concise, and elegant writing. Applicants who intend to major in Industrial/Organizational Psychology must be currently employed in an industrial/organizational setting and must submit a certificate of employment.

Applicants to the Master of Arts in Psychology program are required to submit the following documents for evaluation:

- Entrance examinations (with prescribed cut-off scores)
  - Quantitative Ability Test
  - Verbal Ability Test
  - Essay Test
  - Psychology Subject Test
- Undergraduate transcript
- Personal statement
- Prior relevant experience and gained expertise
- Letters of recommendation
- Research plan
- Certificate of current employment in the industry and corporate settings (for Industrial/Organizational Psychology applicants)

### **Undergraduate Prerequisites**

There have been quite a number of admitted applicants with an undergraduate degree in a different field. At the start of their Master of Arts in Psychology program, they are required to complete the undergraduate-level courses that they had not taken in their undergraduate program.

- Psychological Statistics
- General Psychology
- Experimental Psychology
- Undergraduate course in one's major
  - Abnormal Psychology (for Clinical Psychology majors)
  - Developmental Psychology (for Human Development majors)
  - Industrial/Organizational Psychology (for Industrial/Organizational Psychology majors)



<b>Master of Science in Psychology, Major in Clinical Psychology</b>	<b>Master of Science in Psychology, Major in Human Development</b>	<b>Master of Science in Psychology, Major in Industrial / Organizational Psychology</b>
<b>Total units, 42</b> <ul style="list-style-type: none"> <li>■ Core courses, 6 units</li> <li>■ Major courses, 21 units</li> <li>■ Elective courses, 6 units</li> <li>■ Practicum, 3 units</li> <li>■ Thesis, 6 units</li> </ul>	<b>Total units, 42</b> <ul style="list-style-type: none"> <li>■ Core courses, 6 units</li> <li>■ Major courses, 21 units</li> <li>■ Elective courses, 6 units</li> <li>■ Practicum, 3 units</li> <li>■ Thesis, 6 units</li> </ul>	<b>Total units, 42</b> <ul style="list-style-type: none"> <li>■ Core courses, 6 units</li> <li>■ Major courses, 21 units</li> <li>■ Elective courses, 6 units</li> <li>■ Practicum, 3 units</li> <li>■ Thesis, 6 units</li> </ul>
<b>Core courses</b> <ul style="list-style-type: none"> <li>■ Advanced Statistics I</li> <li>■ Advanced Research Methods I</li> </ul>	<b>Core courses</b> <ul style="list-style-type: none"> <li>■ Advanced Statistics I</li> <li>■ Advanced Research Methods I</li> </ul>	<b>Core courses</b> <ul style="list-style-type: none"> <li>■ Advanced Statistics I</li> <li>■ Advanced Research Methods I</li> </ul>
<b>Major courses (MA in Psychology, Major in Clinical Psychology)</b> <ul style="list-style-type: none"> <li>■ Advanced Theories of Personality</li> <li>■ Advanced Abnormal Psychology</li> <li>■ Group Therapy</li> <li>■ Psychotherapy 1</li> <li>■ Individual Assessment</li> <li>■ Projective Techniques</li> <li>■ Integration Seminar in Clinical Psychology</li> </ul>	<b>Major courses (MA in Psychology, Major in Human Development)</b> <ul style="list-style-type: none"> <li>■ Foundations of Human Development</li> <li>■ Child Development</li> <li>■ Adolescent Development</li> <li>■ Adult Development and Aging</li> <li>■ Culture and Human Development</li> <li>■ Research Methods and Issues in Human Development</li> <li>■ Integration Seminar in Human Development</li> </ul>	<b>Major courses (MA in Psychology, Major in Industrial / Organizational Psychology)</b> <ul style="list-style-type: none"> <li>■ Advanced Theories of Personality</li> <li>■ Applied Social Psychology</li> <li>■ Advanced Industrial/Organizational Psychology</li> <li>■ Psychological Assessment</li> <li>■ Industrial Counseling and Employee Assistance Program</li> <li>■ Organizational Development</li> <li>■ Integration Seminar in Industrial/Organizational Psychology</li> </ul>
<b>Elective courses</b> <ul style="list-style-type: none"> <li>■ These may be taken from elective courses in Clinical Psychology, or major or elective courses in Human Development, Industrial/Organizational Psychology, or related disciplines</li> <li>■ Some examples are: Child Development, Adolescent Development, Culture and Human Development,</li> </ul>	<b>Elective courses</b> <ul style="list-style-type: none"> <li>■ These may be taken from elective courses in Human Development, or major or elective courses in Clinical Psychology, Industrial/Organizational Psychology, or related disciplines</li> <li>■ Some examples are: Advanced Theories of Personality, Advanced Abnormal Psychology,</li> </ul>	<b>Elective courses</b> <ul style="list-style-type: none"> <li>■ These may be taken from the set of elective courses in Industrial/Organizational Psychology, or major or elective courses in Clinical Psychology, Human Development, or related disciplines</li> <li>■ Some examples are: Child Development, Adolescent Development, Culture and Human Development,</li> </ul>

Applied Social Psychology, and Industrial Counseling and Employee Assistance Programs	Applied Social Psychology, and Industrial Counseling and Employee Assistance Programs	Applied Social Psychology, and Industrial Counseling and Employee Assistance Programs
<b>Practicum Written Comprehensive Examination Thesis</b>	<b>Practicum Written Comprehensive Examination Thesis</b>	<b>Practicum Written Comprehensive Examination Thesis</b>
<b>Mandatory requirements to graduate</b> <ul style="list-style-type: none"> <li>■ Passing the Written Comprehensive Examinations</li> <li>■ Completion of thesis</li> <li>■ At least one publication in a refereed journal or juried creative outlet</li> </ul>	<b>Mandatory requirements to graduate</b> <ul style="list-style-type: none"> <li>■ Passing the Written Comprehensive Examinations</li> <li>■ Completion of thesis</li> <li>■ At least one publication in a refereed journal or juried creative outlet</li> </ul>	<b>Mandatory requirements to graduate</b> <ul style="list-style-type: none"> <li>■ Passing the Written Comprehensive Examinations</li> <li>■ Completion of thesis</li> <li>■ At least one publication in a refereed journal or juried creative outlet</li> </ul>

### Program Learning Outcomes

Expected Lasallian Graduate Attributes (ELGA)	ELGA 1. Critical and Creative Thinker (CCT)	ELGA 2. Effective Communicator (ECO)	ELGA 3. Innovator and constant seeker of improvement (IE)	ELGA 4. Service-Driven Citizen (SDC)	ELGA 5. Reflective Life- Long Learner (RLL)
<b>Program Learning Outcomes (PLO)</b>	PLO1. Demonstrate advanced, integrated, and critical understanding of psychological theory, research, and/or professional skills in a subarea of psychology	PLO2. Communicate this knowledge in PLO1 to experts and non-experts in the field.	PLO3. Design research and programs based on sound psychological theory and methods, and in compliance with ethical standards.	<p>PLO4. Apply the reasoning and methods of psychological scholarship and the ethical principles of psychologists in one's profession</p> <p>PLO5. Collaborate with peers, communities, and institutions to apply psychological knowledge and tools to address individual and social concerns</p>	PLO6. Demonstrate awareness of professional strengths, adaptability and individual responsibility for continuing professional development as a psychologist

### Course descriptions (Master of Science in Psychology, Major in Clinical Psychology)

Type of course, unit	Course name	Course description
<ul style="list-style-type: none"> <li>■ Core</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Advanced Statistics I</li> </ul>	<p>This course covers the conceptual foundation, data requirements, and interpretation of multiple regression models (including hierarchical, moderational, and mediational models); one-way analysis of variance (between-subjects and within-subjects), two-way factorial designs (between-subjects, within-subjects, and split-plot or mixed designs), and three-way factorial designs; multivariate analyses of variance; item and reliability analysis; factor analysis; and, chi-square tests of independence and nonparametric tests. Descriptive statistics and basic univariate inferential statistics (simple linear regression/correlation and t-tests for independent and dependent samples) will be reviewed as appropriate. Emphasis is given on selecting appropriate</p>

		analyses for a given research problem and on interpreting results of these analyses. The student will receive training in managing and analyzing data using statistical software.
<ul style="list-style-type: none"> <li>■ Core</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Advanced Research Methods I</li> </ul>	This course gives a comprehensive treatment of the logic, methodologies, and standards of the quantitative approach in empirical research in psychology and the social sciences. Experimental designs, quasi-experimental designs, and surveys are covered. Students examine published research, propose and implement their own research, and evaluate others' research.
<ul style="list-style-type: none"> <li>■ Major</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>● Advanced Theories of Personality</li> </ul>	The course is a comprehensive treatment of personality theories. It covers contemporary issues in the study of personality, including debates about measurement implications of personality science for clinical and organizational practice, the cultural and indigenous context of the person, and feasibility of an integrated theory of human personality given the field's history. Discussions feature critical appraisals of cases utilizing cutting-edge technologies and methodologies.
<ul style="list-style-type: none"> <li>■ Major</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>● Advanced Abnormal Psychology</li> </ul>	This course gives a comprehensive overview of abnormal psychology and psychopathology and uses the biopsychosocial model to analyze mental illness. The biological dimension includes genetic, neurostructural, and neurochemical factors. The psychological dimension includes developmental and personality factors. The social dimension includes family, community, and cultural factors. This course further focuses on the epidemiology, clinical features, etiology, diagnosis, management, and prognosis of common mental illnesses. Learning in this course is facilitated by interactions with actual patients, their families, and health caregivers both in the hospital and community settings. Discussions of recent research on abnormal psychology is done to further enrich students' learning experience.
<ul style="list-style-type: none"> <li>■ Major</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Group Therapy</li> </ul>	This course discusses frameworks, processes, and therapies for dealing with client-problem solutions in the presence of or in the context of a group. Students are trained to observe how people behave in the presence of others and how they react to the behavior of others. Applications of various techniques in different settings or populations will be discussed.
<ul style="list-style-type: none"> <li>■ Major</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Psychotherapy I</li> </ul>	This course covers the theoretical models, strategies, and skills of various psychotherapies. As the students familiarize themselves with therapeutic models and strategies, they consequently evolve their own therapeutic philosophy and style. Students are guided in their attempts at therapeutic intervention.
<ul style="list-style-type: none"> <li>■ Major</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Individual Assessment</li> </ul>	The course is a comprehensive coverage of the assumptions, principles, and methods of clinical individual assessment; its various stages (interviewing, administering, scoring, interpreting and evaluating the results of a battery of psychological tests, psychological report writing and communicating test findings); and, the commonly used individually administered intelligence and

		achievement tests in the Philippines. The course provides extensive actual practice in the administration, scoring, and interpretation of the different Wechsler scales and the Stanford-Binet scale.
<ul style="list-style-type: none"> <li>■ Major</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Projective Techniques</li> </ul>	The course covers the various projective techniques, examining their nature, assumptions, principles, and applications to clinical assessment. The student is exposed to the actual use of projective tests as part of a comprehensive clinical assessment. It looks into the practical considerations in selecting, administering, scoring, and interpreting commonly used projective techniques in the Philippine setting.
<ul style="list-style-type: none"> <li>■ Major</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Integration Seminar in Clinical Psychology</li> </ul>	This seminar course serves as review for the licensure examination for psychologists administered by the Professional Regulatory Board of Psychologists. It provides an overview and summary of courses included in the licensure examination, strategies for review, test-taking practice, and analyses of examination errors. This course also provides an integration of Clinical Psychology, thus ensuring a strong foundation in practice and discourse in this discipline. Because this is a review and integration course, it is taken during the last term of coursework.
<ul style="list-style-type: none"> <li>■ Elective</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Child Development</li> </ul> <p><b>This is just one of the many electives that students can choose. The electives available to students may vary each term.</b></p>	This course examines the foundational theories, perspectives, and empirical studies of child development from conception to late childhood. This course covers developmental milestones and critical periods; domains of development, including biological and physical, cognitive, language, and socioemotional development; assessment of children's psychological functioning; and, childhood psychopathology. Also examined in this course are parenting/caregiving and the development of Filipino children. By the end of the course, the student is expected to conceptualize and propose research that will contribute to the understanding of child development.
<ul style="list-style-type: none"> <li>■ Elective</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Culture and Human Development</li> </ul> <p><b>This is just one of the many electives that students can choose. The electives available to students may</b></p>	In this course, the students are guided in examining how an individual's psychological and social development from infancy to adulthood occurs in the context of culture. Discussed in this course are theories and research that account for and demonstrate how culture influences individual development. Metatheoretical and meta-methodological issues that permit culture to be an explanatory factor to individual development are used in this course as a guide in examining research on the life periods of childhood, adolescence, and adulthood.

	<b>vary each term.</b>	
■ Written Comprehensive Examination	■ Research and Statistics	This is one of the subject areas for the Written Comprehensive Examination for Master of Arts in Psychology students. This exam area will focus on the integration of knowledge and skills in research methods and statistics.
■ Written Comprehensive Examination	■ Psychological Theory and Content	This is one of the subject areas for the Written Comprehensive Examination for Master of Arts in Psychology students. This exam area will focus on the integration of knowledge and skills in psychological theory and content
■ Written Comprehensive Examination	■ Psychological Issues, Trends, and Practices	This is one of the subject areas for the Written Comprehensive Examination for Master of Arts. This exam area will focus on the integration of knowledge and skills in contemporary issues, trends, and practices in psychology.
■ Practicum ■ 3 units	■ Practicum in Clinical Psychology	In this course, the student undergoes apprenticeship, experiencing first-hand applications of concepts and theories learned in clinical psychology courses. Students are matched with institutions engaged in clinical practice, specially in assessment, counseling, and psychotherapy. Students work closely with an on-site supervisor. They attend class meetings for updates of work, discussions of concerns, and case conferences.
■ Thesis ■ 6 units	■ Thesis Writing	The student is supervised in their research project as a final requirement in the Master of Arts in the Psychology program. The student is supervised on the conduct of the research and in the writing of a research report.

### Outcomes-based education graduate program design (Master of Science in Psychology, Major in Clinical Psychology)

Courses	Course Learning Outcomes (CLO)	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
Advanced Statistics I	CLO 1.Explain the role of statistics as a tool in the context of science and research.	✓					
	CLO 2. Generate research questions based on a critical evaluation and relatively thorough understanding of relevant theory and literature.	✓					

	CLO 3. Report results of statistical analysis comprehensively, following scholarly conventions.		✓				
	CLO 4. Select correct statistical tools in addressing specific research problems.			✓			
	CLO 5. Accurately test theory-informed statistical models using statistical software.				✓		
	CLO 6. Collaborate with others in planning, executing, and reporting statistical analyses and their results.					✓	
Advanced Research Methods I	CLO 1. Read and critically evaluate conceptual and theoretical papers pertinent to the student's research interest and use these to identify a research problem and provide the rationale for the research problem.	✓					
	CLO 2. Provide constructive feedback on the research of peers	✓					
	CLO 3: Write a psychology research manuscript that follows the conventions of the APA Publication manual and the standards of technical writing in English		✓				
	CLO 4. Articulate the problem and hypotheses, rationale of the study, and results of the study in an oral presentation		✓				
	CLO 5. Design a plan for testing research hypotheses, and plan methodologically sound data-gathering materials, procedures, and statistical analyses.			✓			

	CLO 6. Apply guidelines for the ethical gathering of data, respectful and just dealings with research participants, and for truthful and precise presentation of research results				✓		
	CLO 7. Collaborate with peers in conceptualizing a research project, designing appropriate methods, and implementing research plans.					✓	
Advanced Theories of Personality	CLO 1. Critically evaluate classical and contemporary theories of personality.	✓	✓				
	CLO 2. Apply contemporary theories of personality in relation to psychological practice and research, guided by ethical standards and principles.	✓					
	CLO 3. Engage in discourse with peers and instructors to refine conceptual understanding of personality theories and their empirical and functional significance.		✓			✓	✓
	CLO 4. Propose an empirical research using a contemporary theory of personality, or an integrative framework of personality.			✓	✓		✓
Advanced Abnormal Psychology	CLO 1. Demonstrate an understanding of the epidemiology, risk factors, etiology, clinical features, course, and prognosis of different psychological disorders	✓					
	CLO 2. Present a conceptualization based on a biological, psychological, and sociocultural perspective.		✓				



	CLO 3. Present contemporary issues related to diagnosing and treating psychological disorders			✓			
	CLO 4. Demonstrate knowledge on the ethical practices related to the application of knowledge in abnormal psychology.				✓		
	CLO 5. Practice ethical principles in conducting intake interviews				✓		
	CLO 6. Explain the role of psychology professionals in helping people correct misconceptions about psychological disorders.					✓	
Group Therapy	CLO 1. Demonstrate a thorough understanding of the nature, theories, concepts, and processes of group psychotherapy	✓					
	CLO 2. Acquire skills in communicating psychotherapy outcomes		✓				
	CLO 3. Apply effective communication skills in establishing therapeutic alliance		✓				
	CLO 4. Practice theory-driven group psychotherapy and develop one's own philosophy in psychotherapy strategy based on one's personal style.			✓			
	CLO 5. Demonstrate integrity, confidentiality and professionalism in dealing with clients and the community as a whole				✓		
	CLO 6. Practice ethical principles in conducting group therapy				✓		

	CLO 7. Explain the role of group psychotherapy in addressing significant social issues particularly in the Philippine setting					✓	
	CLO 8. Explain the student's role in advocating for the importance of psychotherapy in mental health and illness					✓	
	CLO 9. Develop awareness of the importance of further training and self-care for continuing development as a psychologist						✓
Psychotherapy I	CLO 1. Perform basic skills using different approaches in psychotherapy.	✓					
	CLO 2. Write case conceptualization and psychotherapy reports to communicate progress to clients		✓				
	CLO 3. Critically evaluate the efficacy of different therapy approaches			✓			
	CLO 4. Apply ethical principles in the practice of psychotherapy				✓		
	CLO 5. Identify populations who will significantly benefit from the different psychotherapy approaches					✓	
	CLO 6. Recognize strengths and limitations as a psychotherapy practitioner.						✓
Individual Assessment	CLO 1. Apply the key principles in assessment and evidence-based psychological assessment (EBPA) framework in the use of individually	✓					

	administered mental ability tests in the clinical setting						
	CLO 2. Demonstrate advanced skills in the standard administration, scoring, and analysis of commonly used cognitive assessment tools	✓					
	CLO 3. Analyze and interpret psychological test scores in relation to the referral question, and integrate intelligence test results with findings from other psychological tests	✓					
	CLO 4. Write a sample psychological report that integrates information from the intelligence tests, and other psychological evaluation tools, such as personality tests, interview, and behavioral observations	✓	✓				
	CLO 5. Design the most appropriate psychological assessment procedures based on the reason for referral and other relevant considerations (e.g., person and environment-related factors)			✓			
	CLO 6. Apply ethical standards in evaluating and selecting the most appropriate psychometric tests for specific target populations and presenting problems				✓		
	CLO 7. Consult and collaborate with peers, supervisor (teacher), referror, and volunteer client in the conduct of the psychological assessment					✓	
	CLO 8. Recognize the limitations of the evidence available to inform practice						✓

	CLO 9. Reflect on one's competence, own values and beliefs and the impact they may have on one's practice						✓
Projective Techniques	CLO 1. Apply the key principles in assessment and evidence-based psychological assessment (EBPA) framework in the use of projective tests in the clinical setting	✓					
	CLO 2. Critically evaluate the strengths and weaknesses, and the psychometric properties of the most commonly used projective tests	✓					
	CLO 3. Demonstrate advanced skills in administering, analyzing, and interpreting commonly used projective tests in the clinical setting	✓					
	CLO 4. Write a sample psychological report that integrates information from the intelligence tests, and other psychological evaluation tools, such as personality tests, interview, and behavioral observations		✓				
	CLO 5. Design the most appropriate psychological assessment procedures based on the reason for referral and other relevant considerations (e.g., person and environment-related factors)			✓			
	CLO 6. Apply ethical standards in evaluating and selecting the most appropriate projective tests for specific target populations and presenting problems				✓		

	CLO 7. Consult and collaborate with peers, supervisor (teacher), referrer, and volunteer client in the conduct of the psychological assessment					✓	
	CLO 8. Recognize the limitations of the evidence available to inform practice						✓
	CLO 9. Reflect on one's competence, own values and beliefs and the impact they may have on one's practice						✓
Integration Seminar in Clinical Psychology	CLO 1. Critically evaluate the theories and practice in clinical psychology in the context of the Philippine setting.	✓					
	CLO 2. Apply knowledge and skills in the practice of psychology as a profession in an integrative manner.	✓		✓	✓		
	CLO 3. Engage in discourse with peers and instructors in applying psychological knowledge and skills in the practice of psychology.		✓			✓	✓
	CLO 4. Critically examine and apply ethical standards and principles in the practice of psychology.				✓		
	CLO 5. Assess one's needs, capabilities and resources in developing competence in the practice of psychology.						✓
Forensic Psychology	CLO 1. Explain the theory of forensic psychology and practice ethical decision making	✓					
	CLO 2. Conduct forensic risk assessment on children, adolescent and adult clients.		✓				

	CLO 3. Design psychoeducational activity that address issues on forensic practices in the psychology field.			✓			
	CLO 4. Promote laws that advocate protection of vulnerable clients in conflict with the law.				✓	✓	
	CLO 5. Integrate forensic principles in handling forensic cases such as annulment, custody and VAWC.						✓
Creative Arts in Therapy	CLO 1. Demonstrate the use of different arts modalities and assess areas of their application.	✓					
	CLO 2. Adopt a multi-disciplinary approach that incorporates the Philippine ethnolinguistic groups' ways of growth and healing.	✓					
	CLO 3. Examine the scientific basis of the creative arts in therapy and its influence on its therapeutic utility.			✓			
	CLO 4. Demonstrate knowledge on the ethical principles that guide the psychology profession, particularly on the use of creative arts as an adjunct to traditional talk therapy				✓		
	CLO 5: Recognition of strengths and limitations as a psychotherapy practitioner and awareness of what creative arts modality best suits current skills, knowledge and experience						✓
Practicum in Clinical Psychology	CLO 1. Demonstrate a clear understanding of the basic principles,	✓					

	concepts and methods in clinical assessment and psychological interventions.						
	CLO 2. Apply techniques and strategies in psychological assessment and psychological interventions on actual cases in the internship site, as supported by theory and empirical evidence.	✓		✓	✓		
	CLO 3. Use effective communication skills in interactions with clients, supervisors, and stakeholders in the internship site.		✓			✓	
	CLO 4. Present an actual case study that integrates knowledge from psychological theory and practical application in the internship site.		✓				
	CLO 5. Adhere to the code of ethics for psychologists in the conduct of assessment, psychotherapy, psychological research and other written outputs.				✓		✓
	CLO 6. Engage in discourse with peers and the instructor about issues and concerns arising in the practice of psychology in the local setting.					✓	
	CLO 7: Reflect on one's competence, values, beliefs, and well-being for continuing development as a psychologist.						✓

MA Thesis Writing	CLO 1. Critically evaluate theories and existing literature as a means of understanding psychological phenomena and determining possible areas of original scholarly contribution.	✓					
	CLO 2. Formulate relevant research questions that seek to further understand psychological phenomena.	✓					
	CLO 3. Write a meaningful, elegant, and original research proposal that meets APA standards not only in terms of format but more importantly in terms of content.		✓				
	CLO 4. Design innovative research methods and sound data collection protocols that can best address the proposed research questions.			✓			
	CLO 5. Apply guidelines for the ethical data gathering and respectful engagement with research participants.				✓		
	CLO 6. Report research results in a precise and truthful manner.				✓		
	CLO 7. Effectively collaborate with mentors, research participants, and other collaborators in meeting the research goals.					✓	



### Course descriptions (Master of Science in Psychology, Major in Human Development)

Type of course, unit	Course name	Course description
<ul style="list-style-type: none"> <li>■ Core</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Advanced Statistics I</li> </ul>	<p>This course covers the conceptual foundation, data requirements, and interpretation of multiple regression models (including hierarchical, moderational, and mediational models); one-way analysis of variance (between-subjects and within-subjects), two-way factorial designs (between-subjects, within-subjects, and split-plot or mixed designs), and three-way factorial designs; multivariate analyses of variance; item and reliability analysis; factor analysis; and, chi-square tests of independence and nonparametric tests. Descriptive statistics and basic univariate inferential statistics (simple linear regression/correlation and t-tests for independent and dependent samples) will be reviewed as appropriate. Emphasis is given on selecting appropriate analyses for a given research problem and on interpreting results of these analyses. The student will receive training in managing and analyzing data using statistical software.</p>
<ul style="list-style-type: none"> <li>■ Core</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Advanced Research Methods I</li> </ul>	<p>This course gives a comprehensive treatment of the logic, methodologies, and standards of the quantitative approach in empirical research in psychology and the social sciences. Experimental designs, quasi-experimental designs, and surveys are covered. Students examine published research, propose and implement their own research, and evaluate others' research.</p>
<ul style="list-style-type: none"> <li>■ Major</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Foundations of Human Development</li> </ul>	<p>The course provides an extensive overview of the major theoretical approaches to human development. Traditional and contemporary theories are examined and contrasted in terms of their basic conceptual components. Students apply contemporary perspectives and principles in describing social and cultural conditions that organize an individual's life experience within a chosen age-range of the lifespan.</p>
<ul style="list-style-type: none"> <li>■ Major</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Child Development</li> </ul>	<p>This course examines the foundational theories, perspectives, and empirical studies of child development from conception to late childhood. This course covers developmental milestones and critical periods; domains of development, including biological and physical, cognitive, language, and socioemotional development; assessment of children's psychological functioning; and childhood psychopathology. Also examined in this course are parenting/caregiving and the development of Filipino children. By the end of the course, the student is expected to conceptualize and propose research that will contribute to the understanding of child development.</p>
<ul style="list-style-type: none"> <li>■ Major</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Adolescent Development</li> </ul>	<p>This course covers the various theories on the biological, cognitive, social and emotional development of adolescents in the context of family, peers, school, and community. Following the positive youth development approach in transitioning to adulthood, this course provides an examination of and discussions on various topics and issues, including: self and identity, gender</p>

		and sexuality, autonomy and achievement, personality development, stress, mental health, and problem behaviors. Also examined in this course is the development of Filipino adolescents. By the end of the course, the student is expected to conceptualize and propose research that will contribute to the understanding of adolescent development.
<ul style="list-style-type: none"> <li>■ Major</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Adult Development and Aging</li> </ul>	This course examines the key changes that happen as individuals progress through the various stages of adult development and aging, including biological, physical, social, psychological, and cognitive changes. Classic and contemporary theoretical constructions alongside current research and issues in the field will be discussed. By the end of the course, the student is expected to conceptualize and propose research that will contribute to the understanding of adult development and aging.
<ul style="list-style-type: none"> <li>■ Major</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Culture and Human Development</li> </ul>	In this course, the students are guided in examining how an individual's psychological and social development from infancy to adulthood occurs in the context of culture. Theories and researches that account for, and that demonstrate how culture influences cognitive, socioemotional, and moral development are discussed. Theoretical and methodological issues that permit culture to be an explanatory factor to individual development are discussed to serve as a guide in examining research undertaken on the life periods of childhood, adolescence, and adulthood.
<ul style="list-style-type: none"> <li>■ Major</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Research Methods and Issues in Human Development</li> </ul>	In this course, the students are guided in examining how an individual's psychological and social development from infancy to adulthood occurs in the context of culture. Discussed in this course are theories and research that account for and demonstrate how culture influences individual development. Metatheoretical and meta-methodological issues that permit culture to be an explanatory factor to individual development are used in this course as a guide in examining research on the life periods of childhood, adolescence, and adulthood.
<ul style="list-style-type: none"> <li>■ Major</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>● Integration Seminar in Human Development</li> </ul>	This seminar course provides an integration of human development courses, thus ensuring a strong foundation for engaging in research and discourse in this discipline. Because this is an integrative course, it is taken during the last term of coursework.
<ul style="list-style-type: none"> <li>■ Elective</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Advanced Theories of Personality</li> </ul> <p><b>This is just one of the many electives that students can</b></p>	The course is a comprehensive treatment of personality theories. It covers contemporary issues in the study of personality, including debates about measurement, implications of personality science for clinical and organizational practice, the cultural and indigenous context of the person, and feasibility of an integrated theory of human personality given the field's history. Discussions feature critical appraisals of cases utilizing cutting-edge technologies and methodologies.

	<b>choose. The electives available to students may vary each term.</b>	
<ul style="list-style-type: none"> <li>■ Elective</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Advanced Abnormal Psychology</li> </ul> <p><b>This is just one of the many electives that students can choose. The electives available to students may vary each term.</b></p>	<p>This course gives a comprehensive overview of abnormal psychology and psychopathology and uses the biopsychosocial model to analyze mental illness. The biological dimension includes genetic, neurostructural, and neurochemical factors. The psychological dimension includes developmental and personality factors. The social dimension includes family, community, and cultural factors. This course further focuses on the epidemiology, clinical features, etiology, diagnosis, management, and prognosis of common mental illnesses. Learning in this course is facilitated by interactions with actual patients, their families, and health caregivers both in the hospital and community settings. Discussions of recent research on abnormal psychology is done to further enrich students' learning experience.</p>
<ul style="list-style-type: none"> <li>■ Written Comprehensive Examination</li> </ul>	<ul style="list-style-type: none"> <li>■ Research and Statistics</li> </ul>	<p>This is one of the subject areas for the Written Comprehensive Examination for Master of Arts in Psychology students. This exam area will focus on the integration of knowledge and skills in research methods and statistics.</p>
<ul style="list-style-type: none"> <li>■ Written Comprehensive Examination</li> </ul>	<ul style="list-style-type: none"> <li>■ Psychological Theory and Content</li> </ul>	<p>This is one of the subject areas for the Written Comprehensive Examination for Master of Arts students. This exam area will focus on the integration of knowledge and skills in psychological theory and content.</p>
<ul style="list-style-type: none"> <li>■ Written Comprehensive Examination</li> </ul>	<ul style="list-style-type: none"> <li>■ Psychological Issues, Trends, and Practices</li> </ul>	<p>This is one of the subject areas for the Written Comprehensive Examination for Master of Arts in Psychology students. This exam area will focus on the integration of knowledge and skills in contemporary issues, trends, and practices in psychology.</p>
<ul style="list-style-type: none"> <li>■ Practicum</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Practicum in Human Development</li> </ul>	<p>In this course, the student undergoes apprenticeship, experiencing first-hand applications of concepts and theories learned in human development courses. Students are matched with higher educational institutions engaged in academic teaching and research. Students work closely with an on-site supervisor. Students attend class meetings for updates of work, discussions of concerns, and research presentations.</p>
<ul style="list-style-type: none"> <li>■ Thesis</li> <li>■ 6 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Thesis Writing</li> </ul>	<p>The student is supervised in his or her research project as a final requirement in the Master of Arts in Psychology program. The student is supervised on the conduct of the research and in the writing of a research report.</p>

**Outcomes-based education graduate program design (Master of Arts in Psychology, Major in Human Development)**

Courses	Course Learning Outcomes (CLO)	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
Advanced Statistics I	CLO 1.Explain the role of statistics as a tool in the context of science and research.	✓					
	CLO 2. Generate research questions based on a critical evaluation and relatively thorough understanding of relevant theory and literature.	✓					
	CLO 3. Report results of statistical analysis comprehensively, following scholarly conventions.		✓				
	CLO 4. Select correct statistical tools in addressing specific research problems.			✓			
	CLO 5. Accurately test theory-informed statistical models using statistical software.				✓		
	CLO 6. Collaborate with others in planning, executing, and reporting statistical analyses and their results.					✓	
Advanced Research Methods I	CLO 1. Read and critically evaluate conceptual and theoretical papers pertinent to the student's research interest and use these to identify a research problem and provide the rationale for the research problem.	✓					
	CLO 2. Provide constructive feedback on the research of peers	✓					

	CLO 3: Write a psychology research manuscript that follows the conventions of the APA Publication manual and the standards of technical writing in English		✓				
	CLO 4. Articulate the problem and hypotheses, rationale of the study, and results of the study in an oral presentation		✓				
	CLO 5. Design a plan for testing research hypotheses, and plan methodologically sound data-gathering materials, procedures, and statistical analyses.			✓			
	CLO 6. Apply guidelines for the ethical gathering of data, respectful and just dealings with research participants, and for truthful and precise presentation of research results				✓		
	CLO 7. Collaborate with peers in conceptualizing a research project, designing appropriate methods, and implementing research plans.					✓	
Foundations of Human Development	CLO 1. Demonstrate knowledge and understanding of the major theoretical approaches to human development	✓					
	CLO 2. Critically analyze theoretical propositions as applied in selected areas of research in human development.	✓					
	CLO 3. Conduct meaningful and substantive discussions on the major		✓				✓

	theoretical approaches in human development.						
	CLO 4. Propose and/or conduct empirical research using a theoretical approach in human development.			✓	✓		✓
	CLO 5. Productively collaborate on a group presentation of a research publication using a theoretical approach in human development.					✓	
Child Development	CLO 1. Demonstrate knowledge and understanding of the major theoretical approaches to child development.	✓					
	CLO 2. Critically analyze previous work on concepts and propositions of developmental processes in child development.	✓					✓
	CLO 3. Conduct meaningful and substantive discussions on the theoretical approaches and empirical literature on child development.		✓			✓	✓
	CLO 4. Propose and/or conduct empirical research using a theoretical approach in child development.			✓	✓		
	CLO 5. Identify and expound on key issues in the application of child developmental principles, concepts, and propositions in research and in policy.			✓		✓	
Adolescent Development	CLO 1. Demonstrate knowledge and understanding of the major theoretical	✓					

	approaches to adolescent development.						
	CLO 2. Critically analyze previous work on concepts and propositions of developmental processes in adolescent development.	✓					✓
	CLO 3. Conduct meaningful and substantive discussions on the theoretical approaches and empirical literature on child development.		✓			✓	✓
	CLO 4. Propose and/or conduct empirical research using a theoretical approach in child development.			✓	✓		
	CLO 5. Identify and expound on key issues in the application of child developmental principles, concepts, and propositions in research and in policy.			✓		✓	
Adult Development and Aging	CLO 1. Demonstrate knowledge and understanding of the major theoretical approaches to adult development and aging.	✓					
	CLO 2. Critically analyze previous work on concepts and propositions of developmental processes in adult development and aging.	✓					✓
	CLO 3. Conduct meaningful and substantive discussions on the theoretical approaches and empirical literature on adult development and aging.		✓		✓	✓	✓

	CLO 4. Propose and/or conduct empirical research using a theoretical approach in adult development and aging.			✓	✓	✓	
	CLO 5. Identify and expound on key issues in the application of adult development and aging principles, concepts, and propositions in research and in policy.			✓	✓	✓	
Culture and Human Development	CLO 1. Demonstrate knowledge and understanding of the basic conceptual assumptions and theoretical issues that underlie the study of developmental psychology with culture as an explanatory component.	✓					
	CLO 2. Conduct meaningful and substantive discussions on the theoretical approaches and empirical literature on culture and human development.		✓		✓	✓	
	CLO 3. Propose and/or conduct empirical research using a theoretical approach in culture and human development			✓			
	CLO 4. Systematically present and draw out the theoretical and practical implications of research in an area of culture and human development.				✓	✓	
Research Methods and Issues in Human Development	CLO 1. Demonstrate knowledge and understanding of the methodological approaches to human development	✓					



	CLO 2. Map out methodologies in studies guided by selected theoretical perspectives.		✓				
	CLO 3. Effectively conduct and participate in meaningful discussions with one's peers to draw out theoretical, empirical, and policy implications in the study of human developmental psychology		✓			✓	✓
	CLO 4. Propose and/or conduct a study in a research area in human development guided by a selected theoretical approach.			✓	✓		
Integration Seminar in Human Development	CLO 1. Map out and survey studies conducted in an area in human development.	✓					
	CLO 2. Integrate and critically review the key studies in a selected area of research in human development.	✓					
	CLO 3. Present the integration of key studies in a selected area of research in human development.		✓				✓
	CLO 4. Posit possible areas of research, as well as theoretical, methodological, and practical issues and implications.		✓		✓	✓	✓
	CLO 5. Design a research based on the integration of research in a selected area in human development.			✓			

Advanced Theories of Personality	CLO 1. Critically evaluate classical and contemporary theories of personality.	✓	✓				
	CLO 2. Apply contemporary theories of personality in relation to psychological practice and research, guided by ethical standards and principles.	✓					
	CLO 3. Engage in discourse with peers and instructors to refine conceptual understanding of personality theories and their empirical and functional significance.		✓			✓	✓
	CLO 4. Propose an empirical research using a contemporary theory of personality, or an integrative framework of personality.			✓	✓		✓
Advanced Abnormal Psychology	CLO 1. Demonstrate an understanding of the epidemiology, risk factors, etiology, clinical features, course, and prognosis of different psychological disorders	✓					
	CLO 2. Present a conceptualization based on a biological, psychological, and sociocultural perspective.		✓				
	CLO 3. Present contemporary issues related to diagnosing and treating psychological disorders			✓			
	CLO 4. Demonstrate knowledge on the ethical practices related to the application of knowledge in abnormal psychology.				✓		

	CLO 5. Practice ethical principles in conducting intake interviews				✓		
	CLO 6. Explain the role of psychology professionals in helping people correct misconceptions about psychological disorders.					✓	
Practicum in Human Development	CLO1. Be able to apply lessons from content courses in human development in their practicum site(s)	✓					
	CLO2. Be able to write a clear, succinct research report or reflection paper comprehensively integrating information gleaned from a variety of sources, including a coherent case conceptualization and a review of the literature that serves as a background of the paper	✓	✓				
	CLO3. Demonstrates an understanding and respect for research by engaging in research activities in practicum site(s)			✓			
	CLO4. Demonstrate knowledge and application of ethical code of conduct through ethical decision-making process and interactions with supervisors and clients				✓		
	CLO5. Demonstrate competencies necessary for effective participation in research activity in practicum site				✓		
	CLO6. Engages in supervision in a responsible manner, prepares appropriately, works collaboratively						✓

	with team members, and uses supervision feedback effectively						
Thesis Writing	CLO 1. Critically evaluate theories and existing literature as a means of understanding psychological phenomena and determining possible areas of original scholarly contribution.	✓					
	CLO 2. Formulate relevant research questions that seek to further understand psychological phenomena.	✓					
	CLO 3. Write a meaningful, elegant, and original research proposal that meets APA standards not only in terms of format but more importantly in terms of content.		✓				
	CLO 4. Design innovative research methods and sound data collection protocols that can best address the proposed research questions.			✓			
	CLO 5. Apply guidelines for the ethical data gathering and respectful engagement with research participants.				✓		
	CLO 6. Report research results in a precise and truthful manner.				✓		
	CLO 7. Effectively collaborate with mentors, research participants, and other collaborators in meeting the research goals.					✓	

### Course descriptions (Master of Science in Psychology, Major in Industrial/Organizational Psychology)

Type of course, unit	Course name	Course description
<ul style="list-style-type: none"> <li>■ Core</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Advanced Statistics I</li> </ul>	<p>This course covers the conceptual foundation, data requirements, and interpretation of multiple regression models (including hierarchical, moderational, and mediational models); one-way analysis of variance (between-subjects and within-subjects), two-way factorial designs (between-subjects, within-subjects, and split-plot or mixed designs), and three-way factorial designs; multivariate analyses of variance; item and reliability analysis; factor analysis; and, chi-square tests of independence and nonparametric tests. Descriptive statistics and basic univariate inferential statistics (simple linear regression/correlation and t-tests for independent and dependent samples) will be reviewed as appropriate. Emphasis is given on selecting appropriate analyses for a given research problem and on interpreting results of these analyses. The student will receive training in managing and analyzing data using statistical software.</p>
<ul style="list-style-type: none"> <li>■ Core</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Advanced Research Methods I</li> </ul>	<p>This course gives a comprehensive treatment of the logic, methodologies, and standards of the quantitative approach in empirical research in psychology and the social sciences. Experimental designs, quasi-experimental designs, and surveys are covered. Students examine published research, propose and implement their own research, and evaluate others' research.</p>
<ul style="list-style-type: none"> <li>■ Major</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Advanced Theories of Personality</li> </ul>	<p>The course is a comprehensive treatment of personality theories. It covers contemporary issues in the study of personality, including debates about measurement, implications of personality science for clinical and organizational practice, the cultural and indigenous context of the person, and feasibility of an integrated theory of human personality given the field's history. Discussions feature critical appraisals of cases utilizing cutting-edge technologies and methodologies.</p>
<ul style="list-style-type: none"> <li>■ Major</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Applied Social Psychology</li> </ul>	<p>This course utilizes principles and theories of social psychology in studying the individual as a social being in contemporary events and times. A comprehensive overview of social psychological phenomena and areas of study is undertaken. Applications of social psychology is examined in selected themes, such as aging, mental health, gender, leadership, conflict and its management, and migration and the environment.</p>
<ul style="list-style-type: none"> <li>■ Major</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Advanced Industrial/</li> </ul>	<p>This course gives a comprehensive overview of the concepts and theories in Industrial/Organizational Psychology and considers the various individual, group and</p>

	Organizational Psychology	organizational variables that may affect organizational behavior. The course also covers the key principles of human resources management in the organization, and the various functions, components, and models of human resources management. The role of human resource management in the current highly competitive environment, as well as the competencies of an effective practitioner, are discussed.
<ul style="list-style-type: none"> <li>■ Major</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Psychological Assessment</li> </ul>	The course provides a comprehensive treatment of the historical, theoretical, statistical, and practical bases of the measurement of psychological attributes and constructs. This course covers procedures and standards for construct explication, test construction and item analysis, establishment of reliability and validity of measures, establishment of norms, construction of test manual, and administration, scoring, and interpretation of test scores. The psychological tests widely used in the educational, industrial, and government settings are examined. Ethical considerations are covered, as well as current practices and trends in the Philippine setting.
<ul style="list-style-type: none"> <li>■ Major</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Industrial Counseling and Employee Assistance Program</li> </ul>	This course equips the student with knowledge, skills, and approaches in industrial or workplace counseling as carried out in a variety of situations and settings. The place of counseling in the employee assistance programs of companies and organizations will be discussed. Also to be discussed is the typical scope of employee assistance programs (workplace concerns, stress amidst life events, emotional instability, relationships issues, etc.) Workplace counseling models are evaluated in the context of Philippine industrial realities.
<ul style="list-style-type: none"> <li>■ Major</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Organizational Development</li> </ul>	The course provides an in-depth examination and evaluation of the various strategies for the systematic introduction of change in organizations. The course develops students' skills in organization diagnosis and assessment, as well as in the design and implementation of change interventions.
<ul style="list-style-type: none"> <li>■ Major</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Integration Seminar in Industrial/Organizational Psychology</li> </ul>	This seminar course provides an integration of Industrial and Organizational Psychology courses, thus ensuring a strong foundation for engaging in practice and discourse in this discipline. Because this is an integrative course, it is taken during the last term of coursework.
<ul style="list-style-type: none"> <li>■ Elective</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Adult Development and Aging</li> </ul> <p><b>This is just one of the many electives</b></p>	This course examines the key changes that happen as individuals progress through the various stages of adult development and aging, including biological, physical, social, psychological, and cognitive changes. Classic and contemporary theoretical constructions alongside current research and issues in the field will be discussed. By the end of the course, the student is expected to conceptualize and propose research that will contribute to the understanding of adult development and aging.

	that students can choose. The electives available to students may vary each term.	
<ul style="list-style-type: none"> <li>■ Elective</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Culture and Human Development</li> </ul> <p><b>This is just one of the many electives that students can choose. The electives available to students may vary each term.</b></p>	In this course, the students are guided in examining how an individual's psychological and social development from infancy to adulthood occurs in the context of culture. Discussed in this course are theories and research that account for and demonstrate how culture influences individual development. Metatheoretical and meta-methodological issues that permit culture to be an explanatory factor to individual development are used in this course as a guide in examining research on the life periods of childhood, adolescence, and adulthood.
<ul style="list-style-type: none"> <li>■ Written Comprehensive Examination</li> </ul>	<ul style="list-style-type: none"> <li>■ Research and Statistics</li> </ul>	This is one of the subject areas for the Written Comprehensive Examination for Master of Arts students. This exam area will focus on the integration of knowledge and skills in research methods and statistics.
<ul style="list-style-type: none"> <li>■ Written Comprehensive Examination</li> </ul>	<ul style="list-style-type: none"> <li>■ Psychological Theory and Content</li> </ul>	This is one of the subject areas for the Written Comprehensive Examination for Master of Arts students. This exam area will focus on the integration of knowledge and skills in theory and research.
<ul style="list-style-type: none"> <li>■ Written Comprehensive Examination</li> </ul>	<ul style="list-style-type: none"> <li>■ Psychological Issues, Trends, and Practices</li> </ul>	This is one of the subject areas for the Written Comprehensive Examination for Master of Arts. This exam area will focus on the integration of knowledge and skills in contemporary issues, trends, and practices in psychology.
<ul style="list-style-type: none"> <li>■ Practicum</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Practicum in Industrial/Organizational Psychology</li> </ul>	In this course, the student undergoes apprenticeship, experiencing first-hand applications of concepts and theories learned in industrial/organizational psychology courses. Students are matched with companies and organizations performing human resources or organizational development functions. Students work closely with an on-site supervisor. They attend class meetings for updates of work, discussions of concerns, and case conferences
<ul style="list-style-type: none"> <li>■ Thesis</li> </ul>	<ul style="list-style-type: none"> <li>■ Thesis Writing</li> </ul>	The student is supervised in his or her research project as a final requirement in the Master of

■ 6 units		Arts in Psychology program. The student is supervised on the conduct of the research and in the writing of a research report.
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**Outcomes-based graduate program design (Master of Science in Psychology, Major in Industrial/Organizational Psychology)**

Courses	Course Learning Outcomes (CLO)	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
Advanced Statistics I	CLO 1. Explain the role of statistics as a tool in the context of science and research.	✓					
	CLO 2. Generate research questions based on a critical evaluation and relatively thorough understanding of relevant theory and literature.	✓					
	CLO 3. Report results of statistical analysis comprehensively, following scholarly conventions.		✓				
	CLO 4. Select correct statistical tools in addressing specific research problems.			✓			
	CLO 5. Accurately test theory-informed statistical models using statistical software.				✓		
	CLO 6. Collaborate with others in planning, executing, and reporting statistical analyses and their results.					✓	
Advanced Research Methods I	CLO 1. Read and critically evaluate conceptual and theoretical papers pertinent to the student's research interest and use these to identify a	✓					



	research problem and provide the rationale for the research problem.						
	CLO 2. Provide constructive feedback on the research of peers	✓					
	CLO 3: Write a psychology research manuscript that follows the conventions of the APA Publication manual and the standards of technical writing in English		✓				
	CLO 4. Articulate the problem and hypotheses, rationale of the study, and results of the study in an oral presentation		✓				
	CLO 5. Design a plan for testing research hypotheses, and plan methodologically sound data-gathering materials, procedures, and statistical analyses.			✓			
	CLO 6. Apply guidelines for the ethical gathering of data, respectful and just dealings with research participants, and for truthful and precise presentation of research results				✓		
	CLO 7. Collaborate with peers in conceptualizing a research project, designing appropriate methods, and implementing research plans.					✓	
Advanced Theories of Personality	CLO 1. Critically evaluate classical and contemporary theories of personality.	✓	✓				
	CLO 2. Apply contemporary theories of personality in relation to psychological	✓					

	practice and research, guided by ethical standards and principles.						
	CLO 3. Engage in discourse with peers and instructors to refine conceptual understanding of personality theories and their empirical and functional significance.		✓			✓	✓
	CLO 4. Propose an empirical research using a contemporary theory of personality, or an integrative framework of personality.			✓	✓		✓
Applied Social Psychology	CLO 1. Demonstrate a critical understanding of the history and advancement in social psychology applied to work	✓					
	CLO 2. Design an intervention program to a medium-scale work problem using social psychological theories and principles.		✓				
	CLO 3. Exercise inclusive decision-making in developing evidence-based solutions to the work problem in CLO2		✓				
Advanced Industrial/ Organizational Psychology	CLO 1: Critically evaluate conceptual and empirical literature in organizational psychology to identify an area of research.	✓					
Psychological Assessment	CLO 1. Demonstrate a thorough understanding of the theories and methodologies of psychological test construction and administration with	✓					

	special focus on organizational applications.						
	CLO 2. Conceptualize and design a scorable interview that is suitable for the industrial organizational setting.		✓				
	CLO 3. Construct a valid and reliable assessment that can be used in recruitment, selection, training and development, and other types of employee movement within the industry.			✓			
	CLO 4. Apply ethical standards in the conduct of psychological assessment in the industrial setting.				✓		
Industrial Counseling and Employee Assistance Program	CLO 1. Apply basic industrial counseling skills with selected employees in need of psychological intervention.	✓					
	CLO 2. Provide briefing, psychoeducation and counseling interventions for career progression and decision making.		✓				
	CLO 3. Design a reward incentive and self-development plan to acknowledge employee's performance.			✓			
	CLO 4. Practice ethical principles when doing industrial counseling.				✓		
Organizational Development	CLO 1. Demonstrate critical understanding of the science and practice of organizational change.	✓					

	CLO 2. Design an organizational development intervention proposal based on case diagnosis of an organization.			✓			
Integration Seminar in Industrial/ Organizational Psychology	CLO 1. Demonstrate mastery of the concepts and principles in industrial/organizational psychology.	✓					
	CLO 2. Apply theories and research in organizational psychology on contemporary workplace issues.	✓					
Adult Development and Aging	CLO 1. Demonstrate knowledge and understanding of the major theoretical approaches to adult development and aging.	✓					
	CLO 2. Critically analyze previous work on concepts and propositions of developmental processes in adult development and aging.	✓					✓
	CLO 3. Conduct meaningful and substantive discussions on the theoretical approaches and empirical literature on adult development and aging.		✓		✓	✓	✓
	CLO 4. Propose and/or conduct empirical research using a theoretical approach in adult development and aging.			✓	✓	✓	
	CLO 5. Identify and expound on key issues in the application of adult development and aging principles, concepts, and propositions in research and in policy.			✓	✓	✓	

Culture and Human Development	CLO 1. Demonstrate knowledge and understanding of the basic conceptual assumptions and theoretical issues that underlie the study of developmental psychology with culture as an explanatory component.	✓					
	CLO 2. Conduct meaningful and substantive discussions on the theoretical approaches and empirical literature on culture and human development.		✓		✓	✓	
	CLO 3. Propose and/or conduct empirical research using a theoretical approach in culture and human development			✓			
	CLO 4. Systematically present and draw out the theoretical and practical implications of research in an area of culture and human development.				✓	✓	
Practicum in Industrial/ Organizational Psychology	CLO 1. Identify organization culture and select techniques for developing and improving the organization from a holistic management approach.	✓					
	CLO 2: Generate a report that integrates information coming from interviews, behavioral observations, psychological tests, and other industrial assessment.		✓				
	CLO 3: Generate evidence-based HR analysis to facilitate HR decision making			✓			

	CLO 4: Conduct training needs assessment, and analyze, design, implement, and evaluate training programs				✓		
	CLO 5: Promote human relations practices that are ethically and morally sound.					✓	
MA Thesis Writing	CLO 1. Critically evaluate theories and existing literature as a means of understanding psychological phenomena and determining possible areas of original scholarly contribution.	✓					
	CLO 2. Formulate relevant research questions that seek to further understand psychological phenomena.	✓					
	CLO 3. Write a meaningful, elegant, and original research proposal that meets APA standards not only in terms of format but more importantly in terms of content.		✓				
	CLO 4. Design innovative research methods and sound data collection protocols that can best address the proposed research questions.			✓			
	CLO 5. Apply guidelines for the ethical data gathering and respectful engagement with research participants.				✓		
	CLO 6. Report research results in a precise and truthful manner.				✓		

	CLO 7. Effectively collaborate with mentors, research participants, and other collaborators in meeting the research goals.					✓	
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### Teaching and Learning

Learning activities are programmed so that the course coverage initially is derived from students' current levels of knowledge and competencies. Students read, discuss, and examine appropriate, context-rich cases that – far from being merely anecdotal or nebulous – illustrate with logical or scientific precision – a psychological issue or concern in current realities.

Discourse that ensues in learning is founded on directed, individual reading of classical and contemporary theoretical and empirical research articles from scientific journals. In addition, learning is founded on the faculty member's expertise as he or she articulates and integrates the elements of discourse. Through exposure to such articulations, the students should learn to apply principles of logical reasoning so that they knowingly and systematically derive the appropriate conclusions from the premises and assumptions given.

This process should be the prevailing mode of inquiry and analysis in the classroom and in student research and practice.

### Assessment

Course requirements are geared towards improving the research culture among graduate students and having them get used to the scientist-practitioner model of thinking, research, and practice.

Students will be assessed according to whether they have achieved the following outcomes, or how close they are in achieving these outcomes:

1. Noteworthy performance in course examinations, indicative of the potential to pass the written comprehensive examinations and the licensure examination for psychologists
2. Presentation of research in national and international conferences
3. Manuscripts submitted for publication in refereed journal articles
4. Organization, documentation, and evaluation of one's current research apprenticeship and community and scholarly engagements for purposes of building a portfolio for certification of one's specialization
5. Analysis of a problem, concern, or point for improvement of an individual or a group, design of the appropriate program or intervention, including the corresponding evaluation of the program or intervention's success.

**Program Description / Specifications**

Awarding institution	De La Salle University
College	College of Liberal Arts
Department	Department of Psychology

**Program Title**

Doctor of Philosophy in Psychology	Major in Clinical Psychology
Doctor of Philosophy in Psychology	Major in Human Development
Doctor of Philosophy in Psychology	Major in Industrial/Organizational Psychology

The Ph.D. program in Psychology adheres to a scientist-practitioner model of integrating scientific inquiry with committed, responsible practice of psychology. Students are trained to conduct research on relevant issues in their area of specialization and to base professional practice on a solid empirical foundation. Students are to develop critical thinking skills, social engagement, professional integrity, and a pursuit for lifelong learning.

The **Clinical Psychology** major provides specialized theoretical and practical training in clinical assessment, psychotherapy, and the prevention of psychopathology. Along with this training, students pursue a research plan that contextualizes clinical practice in contemporary issues in mental health and well-being. It prepares students for a supervisory-level career in clinical practice and research.

The **Human Development** major provides specialized theoretical and academic training on a broad spectrum of specialization that addresses the need, across the entire lifespan, to understand developmental processes so as to harness human potential in the psychological, cognitive, social, and cultural aspects. It prepares students for full-time research and teaching career in higher educational institutions.

The **Industrial/Organizational Psychology** major provides specialized theoretical and practical training for supervisory practitioner skills in human resource and organizational development. There are emphases on the applications, development, and evaluation of measurement and assessment principles and practices in organizations, and on contemporary local and international trends in the practice of psychology in industry.

**Criteria for admission to the program**

Admissions processes are centralized at the Office of Admissions and Scholarships. All documents and procedures are managed and handled by the Office of Admissions and Scholarships. Applications are then fielded to the Departments in charge of managing and delivering the programs. The application documents are reviewed by the Graduate Program Coordinator of the Department. The results of the evaluation are sent to the Office of Admissions and Scholarships. The Office of Admissions and Scholarships inform applicants of the results of the evaluation.



Applicants to the Ph.D. Psychology program must have earned a Master's degree in any field and must have completed a graduate thesis. Applicants must submit all documents required by the Office of Admissions and Scholarships within the prescribed application period. Specifically, applicants must submit their Master's thesis and completed research outputs.

Applicants to the Doctor of Philosophy in Psychology program are required to submit the following documents for evaluation:

- Transcript of Records (Bachelor's degree, Master's degree)
- Two recommendation letters
- Personal statement
- Research plan
- Research output
- Certificate of employment
- Curriculum Vitae
- Interview (with Graduate Program Coordinator and/or senior faculty of the Department of Psychology)

Applicants to the Ph.D. Psychology program must have earned a Master's degree in any field and must have completed a graduate thesis. Applicants without a master's thesis may be admitted but only in meritorious cases where there is a properly documented track record in research. Applicants must submit all documents required by the DLSU Office of Admissions and Scholarship within the prescribed application period. Specifically, applicants must submit their Master's thesis and completed research outputs.

#### **With a Master's Degree in Psychology**

- **Total units, 51**
  - Core courses, 6 units
  - Major courses, 18 units
  - Minor courses, 9 units
  - Internship, 6 units
  - Dissertation, 12 units

#### **With a Master's Degree in Psychology**

- **Total units, 66**
  - Bridging courses, 15 units
  - Core courses, 6 units
  - Major courses, 18 units
  - Minor courses, 9 units
  - Internship, 6 units
  - Dissertation, 12 units

#### **Internship**

#### **Written Comprehensive Examination**

#### **Dissertation**

#### **Mandatory graduation requirements**

- Passing the Written Comprehensive Examinations
- Public defense of PhD dissertation
- Completion of PhD dissertation
- Publication in an internationally-indexed journal

Program and Major	Doctor of Philosophy in Clinical Psychology (Without MA or MS in Psychology)	Doctor of Philosophy in Clinical Psychology (With MA or MS in Psychology)	Doctor of Philosophy in Clinical Psychology (Without MA or MS in Psychology)	Doctor of Philosophy in Clinical Psychology (With MA or MS in Psychology)	Doctor of Philosophy in Clinical Psychology (Without MA or MS in Psychology)	Doctor of Philosophy in Clinical Psychology (With MA or MS in Psychology)
	Clinical Psychology		Human Development		Industrial / Organizational Psychology	
Prerequisite undergraduate course *	General Psychology	General Psychology	General Psychology	General Psychology	General Psychology	General Psychology
	Psychological Statistics	Psychological Statistics	Psychological Statistics	Psychological Statistics	Psychological Statistics	Psychological Statistics
	Experimental Psychology	Experimental Psychology	Experimental Psychology	Experimental Psychology	Experimental Psychology	Experimental Psychology
	Abnormal Psychology	Abnormal Psychology	Developmental Psychology	Developmental Psychology	Developmental Psychology	Developmental Psychology
Prerequisite master's course *	Group Therapy	Group Therapy	Foundations of Human Development	Foundations of Human Development	Applied Social Psychology	Applied Social Psychology
	Psychotherapy I	Psychotherapy I	Child Development	Child Development	Advanced Industrial / Organizational Psychology	Advanced Industrial / Organizational Psychology
	Individual Assessment	Individual Assessment	Adolescent Development	Adolescent Development	Psychological Assessment	Psychological Assessment

Prerequisite research project *	Directed Research Project in Psychology	Directed Research Project in Psychology	Directed Research Project in Psychology	Directed Research Project in Psychology	Directed Research Project in Psychology	Directed Research Project in Psychology
Core course (CHED allows these courses to have been taken during the master's degree program) **	Advanced Statistics I	Advanced Statistics I	Advanced Statistics I	Advanced Statistics I	Advanced Statistics I	Advanced Statistics I
	Advanced Research Methods I	Advanced Research Methods I	Advanced Research Methods I	Advanced Research Methods I	Advanced Research Methods I	Advanced Research Methods I
Core course	Advanced Statistics II	Advanced Statistics II	Advanced Statistics II	Advanced Statistics II	Advanced Statistics II	Advanced Statistics II
	Advanced Research Methods II	Advanced Research Methods II	Advanced Research Methods II	Advanced Research Methods II	Advanced Research Methods II	Advanced Research Methods II
Major course (some students may be EXEMPTED for taking these courses) **	Advanced Theories of Personality	Advanced Theories of Personality	Adult Development and Aging	Adult Development and Aging	Advanced Theories of Personality	Advanced Theories of Personality
	Advanced Abnormal Psychology	Advanced Abnormal Psychology	Culture and Human Development	Culture and Human Development	Industrial Counseling and Employee Assistance Program	Industrial Counseling and Employee Assistance Program
	Projective Tests	Projective Tests	Research Methods and Issues in Human Development	Research Methods and Issues in Human Development	Organizational Development	Organizational Development

Major course	Psychotherapy II	Psychotherapy II	Cognitive Processes in Human Development	Cognitive Processes in Human Development	Human Resource Management	Human Resource Management
	Psychopharmacology	Psychopharmacology	Socio-Emotional Development	Socio-Emotional Development	International Human Resource Management	International Human Resource Management
	Clinical Supervision	Clinical Supervision	Social Institutions and Human Development	Social Institutions and Human Development	Return of Investment	Return of Investment
	Ethics in Clinical Practice	Ethics in Clinical Practice	Ethics in Human Development	Ethics in Human Development	Ethics in Psychological Practice in Industry and Organizations	Ethics in Psychological Practice in Industry and Organizations
	Rorschach I	Rorschach I	Directed Research in Human Development	Directed Research in Human Development	Psychological Measurement and Assessment in Industry	Psychological Measurement and Assessment in Industry
	Advanced Research Seminar in Clinical Psychology	Advanced Research Seminar in Clinical Psychology	Advanced Research Seminar in Human Development	Advanced Research Seminar in Human Development	Advanced Research Seminar in Industrial / Organizational Psychology	Advanced Research Seminar in Industrial / Organizational Psychology
Minor courses	9 units	9 units	9 units	9 units	9 units	9 units
Comprehensive examination	Advanced Research	Advanced Research	Advanced Research	Advanced Research	Advanced Research	Advanced Research

	Methods and Statistics	Methods and Statistics	Methods and Statistics	Methods and Statistics	Methods and Statistics	Methods and Statistics
	Advanced Psychological Theory and Content	Advanced Psychological Theory and Content	Advanced Psychological Theory and Content	Advanced Psychological Theory and Content	Advanced Psychological Theory and Content	Advanced Psychological Theory and Content
	Advanced Psychological Issues, Trends, and Practices	Advanced Psychological Issues, Trends, and Practices	Advanced Psychological Issues, Trends, and Practices	Advanced Psychological Issues, Trends, and Practices	Advanced Psychological Issues, Trends, and Practices	Advanced Psychological Issues, Trends, and Practices
Internship	6 units	6 units	6 units	6 units	6 units	6 units
Dissertation	12 units	12 units	12 units	12 units	12 units	12 units
Mandatory graduation requirements	<ul style="list-style-type: none"> <li>■ Passing the Written Comprehensive Examinations</li> <li>■ Public defense of PhD dissertation</li> <li>■ Completion of PhD dissertation</li> <li>■ Publication in an internationally-indexed journal</li> </ul>		Passing the Written Comprehensive Examinations Public defense of PhD dissertation Completion of PhD dissertation Publication in an internationally-indexed journal		Passing the Written Comprehensive Examinations Public defense of PhD dissertation Completion of PhD dissertation Publication in an internationally-indexed journal	

Expected Lasallian Graduate Attributes (ELGA)	ELGA 1. Critical and Creative Thinker (CCT)	ELGA 2. Effective Communicator (ECO)	ELGA 3. Innovator and constant seeker of improvement (IE)	ELGA 4. Service-Driven Citizen (SDC)	ELGA 5. Reflective Life-Long Learner (RLL)
<b>Program Learning Outcomes (PLO)</b>	PLO 1. Exhibit systematic and critical understanding and originality in the use of a substantial of psychological theory and knowledge	PLO 3. Communicate this new knowledge (see PLO 2) to peers using the publication norms in psychology	PLO 2. Develop and adapt research methods to extend and redefine existing knowledge and practice, and in a specialized area of psychology	PLO 5. Engage in discourse related to individual and societal concerns using psychological knowledge and skills that demonstrates authoritative and ethical judgment, adaptability, and individual responsibility	
			PLO 4. Lead and participate in professional collaborations with psychologists and other scholars / professional that have scientific merit and social relevance	PLO 6. Demonstrate awareness of professional strengths, adaptability and individual responsibility for continuing professional development as a psychologist	

#### Course descriptions (Doctor of Philosophy in Psychology, Major in Clinical Psychology)

Type of course, unit	Course name	Course description
<ul style="list-style-type: none"> <li>■ Core</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Advanced Statistics 1</li> </ul>	<p>This course covers the conceptual foundation, data requirements, and interpretation of multiple regression models (including hierarchical, moderational, and mediational models); one-way analyses of variance (between-subjects and within-subjects), two-way factorial designs (between-subjects, within-subjects, and split-plot or mixed designs), and three-way factorial designs; multivariate analyses of variance; item and reliability analysis; factor analysis; and, chi-square tests of independence and nonparametric tests. Descriptive statistics and basic univariate inferential statistics (simple linear regression/correlation and t-tests for independent and dependent samples) will be reviewed as appropriate. Emphasis is given on selecting appropriate</p>

		analyses for a given research problem and on interpreting results of these analyses. The student will receive training in managing and analyzing data using statistical software.
<ul style="list-style-type: none"> <li>■ Core</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Advanced Research Methods I</li> </ul>	This course gives a comprehensive treatment of the logic, methodologies, and standards of the quantitative approach in empirical research in psychology and the social sciences. Experimental designs, quasi-experimental designs, and surveys are covered. Students examine published research, propose and implement their own research, and evaluate others' research.
<ul style="list-style-type: none"> <li>■ Core</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Advanced Statistics II</li> </ul>	This course covers the conceptual foundation, data requirements, and interpretation of multivariate data analysis (including discriminant analysis, multidimensional scaling, canonical correlation analysis, cluster analysis, factor analysis, path analysis, and structural equation modeling). Emphasis is given on selecting appropriate analyses for a given research problem and on interpreting results of these analyses. The student will receive training in managing and analyzing data using statistical software.
<ul style="list-style-type: none"> <li>■ Core</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Advanced Research Methods II</li> </ul>	This course provides a comprehensive treatment of qualitative research methods. It covers the qualitative research paradigm, case study, qualitative interviews, focus groups, field observations and ethnography, and systematic analyses of qualitative data. Lectures, discussions, empirical research article critiques, simulation of the qualitative research process will be the primary teaching strategies and will provide students with programmed opportunities for critical thinking and experiential learning.
<ul style="list-style-type: none"> <li>■ Major</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Advanced Theories of Personality</li> </ul>	The course is a comprehensive treatment of personality theories. It covers contemporary issues in the study of personality, including debates about measurement, implications of personality science for clinical and organizational practice, the cultural and indigenous context of the person, and feasibility of an integrated theory of human personality given the field's history. Discussions feature critical appraisals of cases utilizing cutting-edge instruments and methodologies.
<ul style="list-style-type: none"> <li>■ Major</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Advanced Abnormal Psychology</li> </ul>	This course gives a comprehensive overview of abnormal psychology and psychopathology and uses the biopsychosocial model to analyze mental illness. The biological dimension includes genetic, neurostructural, and neurochemical factors. The psychological dimension includes developmental and personality factors. The social dimension includes family, community, and cultural factors. This course further focuses on the epidemiology, clinical features, etiology, diagnosis, management, and prognosis of common mental illnesses. Learning in this course is facilitated by interactions with actual patients, their families, and health caregivers both in the hospital and community settings. Discussions of recent research on abnormal psychology are done to further enrich students' learning experience.
<ul style="list-style-type: none"> <li>■ Major</li> </ul>	<ul style="list-style-type: none"> <li>■ Projective Tests</li> </ul>	The course covers the various projective techniques, examining their nature, assumptions,

■ 3 units		principles, and applications to clinical assessment. The student is exposed to the actual use of projective tests as part of a comprehensive clinical assessment. It looks into the practical considerations in selecting, administering, scoring, and interpreting commonly used projective techniques in the Philippine setting.
■ Major ■ 3 units	■ Psychotherapy II	This course aims to develop the psychotherapeutic skills of students through the application of different strategies and techniques in a psychotherapeutic setting, with an emphasis on evidence-based psychotherapy interventions and techniques. Foundational concepts and issues related to competency in psychotherapy and underlying principles of effective psychotherapy will be discussed.
■ Major ■ 3 units	■ Psychopharmacology	In this course, psychopharmacology is studied using the neurobiological model of mental illness. This model posits that psychopharmacological agents address certain neurobiological abnormalities that are believed to contribute to signs and symptoms of mental disorders. This course will integrate principles of neurobiology, pharmacology, and psychopathology to the treatment of psychiatric disorders such as psychotic disorders, mood disorders, anxiety disorders, substance use disorders, dementia, attention deficit-hyperactivity disorder, and personality disorders. Learning is facilitated by interactions with actual patients and their families and health care givers. Discussions of recent research on psychopharmacology will also be done in order to further enrich the learning experience of the students.
■ Major ■ 3 units	■ Clinical Supervision	This course exposes students to theoretical models and professional issues and skills that are essential for competent clinical supervision. It will also tackle the stages of supervision, supervisory relationship, supervision roles and strategies, evaluation of supervision, and legal and ethical issues relevant to clinical supervision. This course will be conducted through lectures, assigned readings, and student demonstrations and presentations.
■ Major ■ 3 units	■ Ethics in Clinical Practice	This course presents a comprehensive discourse about ethics as applied in clinical practice, particularly in the areas of assessment, intervention, and supervision. Ethical guidelines in doing research in clinical psychology are also covered. Ethical guidelines from the Psychological Association of the Philippines, the American Psychological Association, and the International Union of Psychological Societies will be discussed. The course will also cover specific issues and cases encountered in actual clinical practice in the Philippines.
■ Major ■ 3 units	■ Rorschach I	The course focuses on the use of the Rorschach test as a projective test. It provides exposure to the administration, scoring, and interpretation of the Rorschach test using the Exner's Comprehensive Scoring System. It also looks into some practical considerations in the use of Rorschach as part of a comprehensive clinical assessment.



<ul style="list-style-type: none"> <li>■ Major</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Advanced Research Seminar in Clinical Psychology</li> </ul>	<p>The course allows the student to initiate a formal inquiry on a subject matter of his or her choice in the field of clinical psychology. The student is guided in the process of conceptualizing for research and in determining the appropriate tools for addressing questions posed for research. The student is likewise guided in the preparation of a research report and in the presentation of research paper. The output of the course will be a proposal to be presented for critique in class sessions. Class assignments will contribute to the development of the final proposal.</p>
<ul style="list-style-type: none"> <li>■ Minor</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Aging and the Family</li> <li>■ <b>This is just one of the many electives that students can choose. The electives available to students may vary each term.</b></li> </ul>	<p>The course is an introduction to the processes of aging in the context of family relationships. In this course aging is used to describe the journey from midlife to later adulthood/old age including health issues, retirement, and return-to-work possibilities. Theory, research and applications are emphasized.</p>
<ul style="list-style-type: none"> <li>■ Minor</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Child and Adolescent Psychotherapy</li> <li>■ <b>This is just one of the many electives that students can choose. The electives available to students may vary each term.</b></li> </ul>	<p>This course covers the various aspects of providing psychotherapy to children and adolescents. Different theories and approaches that are appropriate to their developmental needs will be discussed. It will also deal with the common psychological disorders among children and adolescents encountered by professionals in mental health and educational settings and how to create treatment plans for these disorders. Legal and ethical issues in dealing with this population will be presented. The course will combine lectures, case presentations, discussions, videos, and experiential exercises.</p>
<ul style="list-style-type: none"> <li>■ Minor</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Longitudinal Research Design</li> <li>■ <b>This is just one of the many electives that students can</b></li> </ul>	<p>This research elective course focuses on the longitudinal research design for human development students. It will focus on the application of longitudinal research design for researches on human development. It will focus on designing, and analyzing longitudinal research designs.</p>

	<b>choose. The electives available to students may vary each term.</b>	
<ul style="list-style-type: none"> <li>■ Written Comprehensive Examination</li> </ul>	<ul style="list-style-type: none"> <li>■ Advanced Research and Statistics</li> </ul>	This is one of the subject areas for the Written Comprehensive Examination for PhD in Psychology students. This exam area will focus on the integration of knowledge and skills in research methods and statistics.
<ul style="list-style-type: none"> <li>■ Written Comprehensive Examination</li> </ul>	<ul style="list-style-type: none"> <li>■ Advanced Psychological Theory and Content</li> </ul>	This is one of the subject areas for the Written Comprehensive Examination for PhD in Psychology students. This exam area will focus on the integration of knowledge and skills in psychological theory and content.
<ul style="list-style-type: none"> <li>■ Written Comprehensive Examination</li> </ul>	<ul style="list-style-type: none"> <li>■ Advanced Psychological Issues, Trends, and Practices</li> </ul>	This is one of the subject areas for the Written Comprehensive Examination for PhD in Psychology students. This exam area will focus on the integration of knowledge and skills in contemporary issues, trends, and practices in psychology.
<ul style="list-style-type: none"> <li>■ Internship</li> <li>■ 6 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Internship in Clinical Psychology</li> </ul>	The student undergoes apprenticeship, experiencing first-hand applications of concepts and theories in the practice of industrial/organizational psychology. Students will be matched with an appropriate institution, where they will design, implement, and evaluate human resources or organizational development initiatives and interventions. They will work closely with an on-site supervisor and will attend class meetings for updates of work, discussions of concerns, and case conferences.
<ul style="list-style-type: none"> <li>■ Dissertation</li> <li>■ 12 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Dissertation writing</li> </ul>	The student is supervised in their research project as a final requirement in the Doctor of Philosophy in Psychology program. The student is supervised on the conduct of the research and in the writing of their dissertation.

**Course descriptions (Doctor of Philosophy in Psychology, Major in Human Development)**

Type of course, unit	Course name	Course description
<ul style="list-style-type: none"> <li>■ Core</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Advanced Statistics 1</li> </ul>	<p>This course covers the conceptual foundation, data requirements, and interpretation of multiple regression models (including hierarchical, moderational, and mediational models); one-way analyses of variance (between-subjects and within-subjects), two-way factorial designs (between-subjects, within-subjects, and split-plot or mixed designs), and three-way factorial designs; multivariate analyses of variance; item and reliability analysis; factor analysis; and, chi-square tests of independence and nonparametric tests. Descriptive statistics and basic univariate inferential statistics (simple linear regression/correlation and t-tests for independent and dependent samples) will be reviewed as appropriate. Emphasis is given on selecting appropriate analyses for a given research problem and on interpreting results of these analyses. The student will receive training in managing and analyzing data using statistical software.</p>
<ul style="list-style-type: none"> <li>■ Core</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Advanced Research Methods I</li> </ul>	<p>This course gives a comprehensive treatment of the logic, methodologies, and standards of the quantitative approach in empirical research in psychology and the social sciences. Experimental designs, quasi-experimental designs, and surveys are covered. Students examine published research, propose and implement their own research, and evaluate others' research.</p>
<ul style="list-style-type: none"> <li>■ Core</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Advanced Statistics II</li> </ul>	<p>This course covers the conceptual foundation, data requirements, and interpretation of multivariate data analysis (including discriminant analysis, multidimensional scaling, canonical correlation analysis, cluster analysis, factor analysis, path analysis, and structural equation modeling). Emphasis is given on selecting appropriate analyses for a given research problem and on interpreting results of these analyses. The student will receive training in managing and analyzing data using statistical software.</p>
<ul style="list-style-type: none"> <li>■ Major</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Adult Development and Aging</li> </ul>	<p>This course examines the key changes that happen as individuals progress through the various stages of adult development and aging, including biological, physical, social, psychological, and cognitive changes. Classic and contemporary theoretical constructions alongside current research and issues in the field will be discussed. By the end of the course, the student is expected to conceptualize and propose research that will contribute to the understanding of adult development and aging.</p>
<ul style="list-style-type: none"> <li>■ Major</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Culture and Human Development</li> </ul>	<p>In this course, the students are guided in examining how an individual's psychological and social development from infancy to adulthood occurs in the context of culture. Discussed in this course are theories and research that account for and demonstrate how culture influences individual development. Metatheoretical and metamethodological issues that permit culture to be an</p>

		explanatory factor to individual development are used in this course as a guide in examining research on the life periods of childhood, adolescence, and adulthood.
<ul style="list-style-type: none"> <li>■ Major</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Research Methods and Issues in Human Development</li> </ul>	This course provides the student with an in-depth discussion of methodologies and both classical and contemporary methodological issues in human development research. Research exemplars utilizing the discussed methods or that embody a particular methodological issue are examined. In this course, the student gains experience in articulating a research question, in formulating an appropriate conceptual framework, and in designing the corresponding methodology. By the end of the course, the student is expected to conceptualize and propose research that utilizes a methodological design, technique, or innovation in human development research.
<ul style="list-style-type: none"> <li>■ Major</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Cognitive Processes in Human Development</li> </ul>	The course reviews contemporary advances in the understanding of key concepts in the development of language, conceptualization and reasoning, social cognition., and other cognitive functions or processes. Students are introduced to the principles and methods that characterize current research on cognition, and how these are applicable to key issues in the field of human development.
<ul style="list-style-type: none"> <li>■ Major</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Socio and Emotional Development</li> </ul>	This course provides a deeper understanding of the factors that play an important role in social, emotional, and personality development, as well as in the socialization processes within which these factors are embedded. A review of social and emotional development across the lifespan is undertaken and is substantiated by discussions about selected thematic areas for research. Discussions likewise deal with contemporary issues in Philippine society and culture.
<ul style="list-style-type: none"> <li>■ Major</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Social Institutions and Human Development</li> </ul>	This course examines the development of individuals and of social groups in the context of social institutions. Theoretical approaches that allow this examination are discussed in terms of their conceptualizations and of compatible methodologies. Key works that have investigated human development in the social institutions of the family, culture, work, and the community are analyzed.
<ul style="list-style-type: none"> <li>■ Major</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Ethics in Human Development</li> </ul>	This course presents a comprehensive discourse about ethics as applied in human development. It focuses on ethical guidelines in doing research in human development across the lifespan and with different populations. Ethical guidelines from the Psychological Association of the Philippines, the International Union of Psychological Societies, and the American Psychological Association are discussed. The course also covers specific issues encountered in actual human development research in the Philippines.
<ul style="list-style-type: none"> <li>■ Major</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Directed Research in Human Development</li> </ul>	In this course, the student conceptualizes a specific research problem in human development that can be addressed through empirical research. The empirical research is started and completed during the duration of the course. The major output is an empirical research article that is suitable for presentation in a conference or for submission to a scientific or scholarly journal.

<ul style="list-style-type: none"> <li>■ Major</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Advanced Research Seminar in Human Development</li> </ul>	<p>The course allows the student to initiate a formal inquiry on a subject matter of his or her choice in the field of human development. The student is guided in the process of conceptualizing for research and in determining the appropriate tools for addressing questions posed for research. The student is likewise guided in the preparation of a research report and in the presentation of research paper. The output of the course will be a proposal to be presented for critique in class sessions. Class assignments will contribute to the development of the final proposal.</p>
<ul style="list-style-type: none"> <li>■ Minor</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Aging and the Family</li> <li>■ <b>This is just one of the many electives that students can choose. The electives available to students may vary each term.</b></li> </ul>	<p>The course is an introduction to the processes of aging in the context of family relationships. In this course aging is used to describe the journey from midlife to later adulthood/old age including health issues, retirement, and return-to-work possibilities. Theory, research and applications are emphasized.</p>
<ul style="list-style-type: none"> <li>■ Minor</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Child and Adolescent Psychotherapy</li> <li>■ <b>This is just one of the many electives that students can choose. The electives available to students may vary each term.</b></li> </ul>	<p><b>Child and Adolescent Psychotherapy</b> This course covers the various aspects of providing psychotherapy to children and adolescents. Different theories and approaches that are appropriate to their developmental needs will be discussed. It will also deal with the common psychological disorders among children and adolescents encountered by professionals in mental health and educational settings and how to create treatment plans for these disorders. Legal and ethical issues in dealing with this population will be presented. The course will combine lectures, case presentations, discussions, videos, and experiential exercises.</p>
<ul style="list-style-type: none"> <li>■ Minor</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Longitudinal Research Design</li> <li>■ <b>This is just one of the many electives that students can</b></li> </ul>	<p>This research elective course focuses on the longitudinal research design for human development students. It will focus on the application of longitudinal research design for researches on human development. It will focus on designing, and analyzing longitudinal research designs.</p>

	<b>choose. The electives available to students may vary each term.</b>	
■ Written Comprehensive Examination	■ Advanced Research and Statistics	This is one of the subject areas for the Written Comprehensive Examination for PhD in Psychology students. This exam area will focus on the integration of knowledge and skills in research methods and statistics.
■ Written Comprehensive Examination	■ Advanced Psychological Theory and Content	This is one of the subject areas for the Written Comprehensive Examination for PhD in Psychology students. This exam area will focus on the integration of knowledge and skills in psychological theory and content.
■ Written Comprehensive Examination	■ Advanced Psychological Issues, Trends, and Practices	This is one of the subject areas for the Written Comprehensive Examination for PhD in Psychology students. This exam area will focus on the integration of knowledge and skills in contemporary issues, trends, and practices in psychology.
■ Internship ■ 6 units	■ Internship in Human Development	The student undergoes apprenticeship in the teaching of and research in human development. Students will be matched with a higher educational institution, where they will teach undergraduate-level courses and conduct research. They will work closely with an on-site supervisor and will attend class meetings for updates of work, discussions of concerns, and paper presentations.
■ Dissertation ■ 12 units	■ Dissertation writing	The student is supervised in their research project as a final requirement in the Doctor of Philosophy in Psychology program. The student is supervised on the conduct of the research and in the writing of their dissertation.

**Course descriptions (Doctor of Philosophy in Psychology, Major in Industrial/Organizational Psychology)**

Type of course, unit	Course name	Course description
<ul style="list-style-type: none"> <li>■ Core</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Advanced Statistics 1</li> </ul>	<p>This course covers the conceptual foundation, data requirements, and interpretation of multiple regression models (including hierarchical, moderational, and mediational models); one-way analyses of variance (between-subjects and within-subjects), two-way factorial designs (between-subjects, within-subjects, and split-plot or mixed designs), and three-way factorial designs; multivariate analyses of variance; item and reliability analysis; factor analysis; and, chi-square tests of independence and nonparametric tests. Descriptive statistics and basic univariate inferential statistics (simple linear regression/correlation and t-tests for independent and dependent samples) will be reviewed as appropriate. Emphasis is given on selecting appropriate analyses for a given research problem and on interpreting results of these analyses. The student will receive training in managing and analyzing data using statistical software.</p>
<ul style="list-style-type: none"> <li>■ Core</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Advanced Research Methods I</li> </ul>	<p>This course gives a comprehensive treatment of the logic, methodologies, and standards of the quantitative approach in empirical research in psychology and the social sciences. Experimental designs, quasi-experimental designs, and surveys are covered. Students examine published research, propose and implement their own research, and evaluate others' research.</p>
<ul style="list-style-type: none"> <li>■ Core</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Advanced Statistics II</li> </ul>	<p>This course covers the conceptual foundation, data requirements, and interpretation of multivariate data analysis (including discriminant analysis, multidimensional scaling, canonical correlation analysis, cluster analysis, factor analysis, path analysis, and structural equation modeling). Emphasis is given on selecting appropriate analyses for a given research problem and on interpreting results of these analyses. The student will receive training in managing and analyzing data using statistical software.</p>
<ul style="list-style-type: none"> <li>■ Major</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Advanced Theories of Personality</li> </ul>	<p>The course is a comprehensive treatment of personality theories. It covers contemporary issues in the study of personality, including debates about measurement, implications of personality science for clinical and organizational practice, the cultural and indigenous context of the person, and feasibility of an integrated theory of human personality given the field's history. Discussions feature critical appraisals of cases utilizing cutting-edge instruments and methodologies.</p>

<ul style="list-style-type: none"> <li>■ Major</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Industrial Counseling and Employee Assistance Program</li> </ul>	<p>This course equips the student with knowledge, skills, and approaches in industrial or workplace counseling as carried out in a variety of situations and settings. The place of counseling in the employee assistance programs of companies and organizations will be discussed. Also to be discussed is the typical scope of employee assistance programs (workplace concerns, stress amidst life events, emotional instability, relationships issues, etc.) Workplace counseling models are evaluated in the context of Philippine industrial realities.</p>
<ul style="list-style-type: none"> <li>■ Major</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Organizational Development</li> </ul>	<p>The course provides an in-depth examination and evaluation of the various strategies for the systematic introduction of change in organizations. The course develops students' skills in organization diagnosis and assessment, as well as in the design and implementation of change interventions.</p>
<ul style="list-style-type: none"> <li>■ Major</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Advanced Human Resource Management</li> </ul>	<p>The course provides an in-depth examination of the concepts, skills, and principles for managing human resources within an organization. Particular focus is placed on the process, policies, and benchmarked practices subsumed under the following components: acquisition and preparation, assessment and development, motivational aspects, and maintenance. Applied research questions and issues are discussed, as well as current trends in the practice of human resource management.</p>
<ul style="list-style-type: none"> <li>■ Major</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ International Human Resource Management</li> </ul>	<p>This course presents the principles and problems of internationalization and the consequences of this process on the personnel and organizational policies of internationally operating companies. Human Resource Management is studied from a comparative and international perspective. Issues and concerns regarding following topics are examined: policy differences among countries, cross-cultural differences reflected in an international staff, and industrial democracy and industrial relations within an international context.</p>
<ul style="list-style-type: none"> <li>■ Major</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Performance Accountability and Return of Investment</li> </ul>	<p>This course presents the principles and strategies for evaluating enhanced workplace learning and performance accountability using the concept and principles of Return on Investment (ROI) in Human Resource function and programs. Students are introduced to the basics of how to implement a comprehensive evaluation process that utilizes a proactive approach to accountability in organizations. Various organizational functions and systems may be evaluated for development.</p>
<ul style="list-style-type: none"> <li>■ Major</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Ethics in Psychological Practice in Industry and Organizations</li> </ul>	<p>This course presents a comprehensive discourse about ethics as applied in the practice of psychology in industry and organizations. Ethical guidelines and standards from the Psychological Association of the Philippines, the International Union of Psychological Societies, and the American Psychological Association will be examined. The course also covers specific issues encountered in the actual practice of industrial/organizational psychology in the Philippines.</p>
<ul style="list-style-type: none"> <li>■ Major</li> </ul>	<ul style="list-style-type: none"> <li>■ Psychological</li> </ul>	<p>The course is a comprehensive coverage of the assumptions, principles, and methods of</p>



<ul style="list-style-type: none"> <li>■ 3 units</li> </ul>	Measurement and Assessment in Industry	psychological measurement and assessment as these are used in organizations at both the individual and group levels of analyses. Applications to different functions, such as recruitment, selection, training and development, organizational development, and evaluation are discussed. Procedures and standards of both canonical and innovative methods are studied. There are extensive, actual practice in the application, construction and design, and evaluation of these methods. Ethical principles in measurement and assessment are discussed.
<ul style="list-style-type: none"> <li>■ Major</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Advanced Research Seminar in Industrial/Organizational Psychology</li> </ul>	The course allows the student to initiate a formal inquiry on a subject matter of his or her choice in the field of advanced/industrial psychology. The student is guided in the process of conceptualizing for research and in determining the appropriate tools for addressing questions posed for research. The student is likewise guided in the preparation of a research report and in the presentation of research paper. The output of the course will be a proposal to be presented for critique in the class sessions. Class assignments will contribute to the development of the final proposal.
<ul style="list-style-type: none"> <li>■ Minor</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Aging and the Family</li> <li>■ <b>This is just one of the many electives that students can choose. The electives available to students may vary each term.</b></li> </ul>	The course is an introduction to the processes of aging in the context of family relationships. In this course aging is used to describe the journey from midlife to later adulthood/old age including health issues, retirement, and return-to-work possibilities. Theory, research and applications are emphasized.
<ul style="list-style-type: none"> <li>■ Minor</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Child and Adolescent Psychotherapy</li> <li>■ <b>This is just one of the many electives that students can choose. The electives available to students may vary each term.</b></li> </ul>	Child and Adolescent Psychotherapy This course covers the various aspects of providing psychotherapy to children and adolescents. Different theories and approaches that are appropriate to their developmental needs will be discussed. It will also deal with the common psychological disorders among children and adolescents encountered by professionals in mental health and educational settings and how to create treatment plans for these disorders. Legal and ethical issues in dealing with this population will be presented. The course will combine lectures, case presentations, discussions, videos, and experiential exercises.

<ul style="list-style-type: none"> <li>■ Minor</li> <li>■ 3 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Longitudinal Research Design</li> <li>■ <b>This is just one of the many electives that students can choose. The electives available to students may vary each term.</b></li> </ul>	<p>This research elective course focuses on the longitudinal research design for human development students. It will focus on the application of longitudinal research design for researches on human development. It will focus on designing, and analyzing longitudinal research designs.</p>
<ul style="list-style-type: none"> <li>■ Written Comprehensive Examination</li> </ul>	<ul style="list-style-type: none"> <li>■ Advanced Research and Statistics</li> </ul>	<p>This is one of the subject areas for the Written Comprehensive Examination for PhD in Psychology students. This exam area will focus on the integration of knowledge and skills in research methods and statistics.</p>
<ul style="list-style-type: none"> <li>■ Written Comprehensive Examination</li> </ul>	<ul style="list-style-type: none"> <li>■ Advanced Psychological Theory and Content</li> </ul>	<p>This is one of the subject areas for the Written Comprehensive Examination for PhD in Psychology students. This exam area will focus on the integration of knowledge and skills in psychological theory and content.</p>
<ul style="list-style-type: none"> <li>■ Written Comprehensive Examination</li> </ul>	<ul style="list-style-type: none"> <li>■ Advanced Psychological Issues, Trends, and Practices</li> </ul>	<p>This is one of the subject areas for the Written Comprehensive Examination for PhD in Psychology students. This exam area will focus on the integration of knowledge and skills in contemporary issues, trends, and practices in psychology.</p>
<ul style="list-style-type: none"> <li>■ Internship</li> <li>■ 6 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Internship in Industrial / Organizational Psychology</li> </ul>	<p>The student undergoes apprenticeship, experiencing first-hand applications of concepts and theories in the practice of industrial/organizational psychology. Students will be matched with an appropriate institution, where they will design, implement, and evaluate human resources or organizational development initiatives and interventions. They will work closely with an on-site supervisor and will attend class meetings for updates of work, discussions of concerns, and case conferences.</p>
<ul style="list-style-type: none"> <li>■ Dissertation</li> <li>■ 12 units</li> </ul>	<ul style="list-style-type: none"> <li>■ Dissertation writing</li> </ul>	<p>The student is supervised in their research project as a final requirement in the Doctor of Philosophy in Psychology program. The student is supervised on the conduct of the research and in the writing of their dissertation.</p>

**Program learning outcomes and the courses in the Doctor of Philosophy in Psychology program, Major in Clinical Psychology**

COURSE	PO1	PO2	PO3	PO4	PO5	PO6
Advanced Statistics I		✓	✓		✓	
Advanced Research Methods I	✓	✓	✓	✓	✓	
Advanced Statistics II		✓	✓		✓	
Advanced Research Methods II		✓			✓	
Advanced Theories of Personality	✓	✓			✓	✓
Advanced Abnormal Psychology	✓	✓			✓	✓
Projective Tests	✓	✓	✓	✓	✓	✓
Psychotherapy II	✓	✓	✓	✓	✓	✓
Psychopharmacology	✓	✓			✓	✓
Clinical Supervision	✓		✓		✓	✓
Ethics in Clinical Psychology	✓	✓	✓	✓	✓	
Rorschach I	✓	✓	✓	✓	✓	✓
Advanced Research Seminar in Clinical Psychology	✓	✓	✓	✓	✓	✓
Internship in Clinical Psychology	✓	✓	✓	✓	✓	✓
Written Comprehensive Exam: Advanced Research and Statistics	✓				✓	✓
Written Comprehensive Exam: Advanced Psychological Theory and Content	✓				✓	✓
Written Comprehensive Exam: Advanced Psychological Issues, Trends, and Practices	✓				✓	✓
Dissertation Writing	✓	✓	✓	✓	✓	

PLO 1. Exhibit systematic and critical understanding and originality in the use of a substantial of psychological theory and knowledge

PLO 2. Develop and adapt research methods to extend and redefine existing knowledge and practice, and in a specialized area of psychology

PLO 3. Communicate this new knowledge (see PLO 2) to peers using the publication norms in psychology

PLO 4. Lead and participate in professional collaborations with psychologists and other scholars / professional that have scientific merit and social relevance

PLO 5. Engage in discourse related to individual and societal concerns using psychological knowledge and skills that demonstrates authoritative and ethical judgment, adaptability, and individual responsibility

PLO 6. Demonstrate awareness of professional strengths, adaptability and individual responsibility for continuing professional development as a psychologist

**Program learning outcomes and the courses in the Doctor of Philosophy in Psychology program, Major in Human Development**

COURSE	PO1	PO2	PO3	PO4	PO5	PO6
Advanced Statistics I		✓	✓		✓	
Advanced Research Methods I	✓	✓	✓	✓	✓	
Advanced Statistics II		✓	✓		✓	
Advanced Research Methods II		✓			✓	
Adult Development and Aging	✓	✓			✓	✓
Culture and Human Development	✓	✓			✓	✓
Research Methods and Issues in Human Development	✓	✓	✓	✓	✓	✓
Cognitive Processes in Human Development	✓	✓	✓	✓	✓	✓
Socio-Emotional Development	✓	✓			✓	✓
Social Institutions in Human Development	✓		✓		✓	✓
Ethics in Human Development	✓	✓	✓	✓	✓	
Directed Research in Human Development	✓	✓	✓	✓	✓	✓
Advanced Research Seminar in Human Development	✓	✓	✓	✓	✓	✓
Internship in Human Development	✓	✓	✓	✓	✓	✓
Written Comprehensive Exam: Advanced Research and Statistics	✓				✓	✓
Written Comprehensive Exam: Advanced Psychological Theory and Content	✓				✓	✓
Written Comprehensive Exam: Advanced Psychological Issues, Trends, and Practices	✓				✓	✓
Dissertation Writing	✓	✓	✓	✓	✓	

PLO 1. Exhibit systematic and critical understanding and originality in the use of a substantial of psychological theory and knowledge

PLO 2. Develop and adapt research methods to extend and redefine existing knowledge and practice, and in a specialized area of psychology

PLO 3. Communicate this new knowledge (see PLO 2) to peers using the publication norms in psychology

PLO 4. Lead and participate in professional collaborations with psychologists and other scholars / professional that have scientific merit and social relevance

PLO 5. Engage in discourse related to individual and societal concerns using psychological knowledge and skills that demonstrates authoritative and ethical judgment, adaptability, and individual responsibility

PLO 6. Demonstrate awareness of professional strengths, adaptability and individual responsibility for continuing professional development as a psychologist

**Program learning outcomes and the courses in the Doctor of Philosophy in Psychology program, Major in Industrial/Organizational Psychology**

<b>COURSE</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>
Advanced Statistics I		✓	✓		✓	
Advanced Research Methods I	✓	✓	✓	✓	✓	
Advanced Statistics II		✓	✓		✓	
Advanced Research Methods II		✓			✓	
Advanced Theories of Personality	✓	✓			✓	✓
Industrial Counseling and Employee Assistance Program	✓			✓	✓	✓
Organizational Development	✓	✓	✓	✓	✓	✓
Advanced Human Resource Management	✓	✓	✓	✓	✓	✓
International Human Resource Management	✓	✓			✓	✓
Performance Accountability and Return of Investment	✓				✓	✓
Ethics in Psychological Practice in Industry and Organizations	✓	✓	✓	✓	✓	
Psychological Measurement and Assessment in Industry	✓	✓	✓	✓	✓	✓
Advanced Research Seminar in Industrial/Organizational Psychology	✓	✓	✓	✓	✓	✓
Written Comprehensive Exam: Advanced Research and Statistics	✓	✓	✓	✓	✓	✓
Written Comprehensive Exam: Advanced Psychological Theory and Content	✓				✓	✓
Written Comprehensive Exam: Advanced Psychological Issues, Trends, and Practices	✓				✓	✓
Dissertation Writing	✓				✓	✓

PLO 1. Exhibit systematic and critical understanding and originality in the use of a substantial of psychological theory and knowledge

PLO 2. Develop and adapt research methods to extend and redefine existing knowledge and practice, and in a specialized area of psychology

PLO 3. Communicate this new knowledge (see PLO 2) to peers using the publication norms in psychology

PLO 4. Lead and participate in professional collaborations with psychologists and other scholars / professional that have scientific merit and social relevance

PLO 5. Engage in discourse related to individual and societal concerns using psychological knowledge and skills that demonstrates authoritative and ethical judgment, adaptability, and individual responsibility

PLO 6. Demonstrate awareness of professional strengths, adaptability and individual responsibility for continuing professional development as a psychologist

## Teaching and Learning

Learning activities are programmed by the students themselves so that the course coverage initially is derived from their current levels of knowledge and competencies. Students read, discuss, and examine appropriate, context-rich cases that – far from being merely anecdotal or nebulous – illustrate with logical or scientific precision – a psychological issue or concern in current realities.

Discourse that ensues in learning is founded on directed, individual reading of classic and contemporary theoretical and empirical research articles from scientific journals. In addition, learning is founded on the faculty member's expertise as he or she articulates and integrates the elements of discourse. Through exposure to such articulations, the students build an individual, long-term, and concrete (albeit flexible) plan of inquiry in a specific area of research or practice that he or she can pursue in the course of graduate work. In carrying out this plan the students use principles of logical reasoning so that they knowingly and systematically derive the appropriate conclusions from the premises and assumptions given, continue to read theoretical and empirical literature so as to ground their work in current and relevant discourse, and apply sound methodology for gathering the necessary data to provide answers to the inquiry.

The student is encouraged to engage in meaningful collaborative research and practice that ensures equitable and balanced work amongst team members, harnessing the members' strengths while still tapping on members' competencies that need further strengthening.

This process should be the prevailing mode of inquiry and analysis in the classroom and in student research and practice.

## Assessment

1. Course requirements are geared towards improving the research culture among graduate students and having them get used to the scientist-practitioner model of thinking, research, and practice.
2. Students will be assessed according to whether they have achieved the following outcomes, or how close they are in achieving these outcomes:
3. Noteworthy performance in course examinations, indicative of the potential to pass the written comprehensive examinations and the licensure examination for psychologists
4. Presentation of research in national and international conferences
5. Manuscripts submitted for publication in refereed journal articles
6. Organization, documentation, and evaluation of one's current research apprenticeship and community and scholarly engagements for purposes of building a portfolio for certification of one's specialization
7. Analysis of a problem, concern, or point for improvement of an individual or a group, design of the appropriate program or intervention, including the corresponding evaluation of the program or intervention's success

## **Laboratories, laboratory facilities, and materials**

There are six rooms that make up the laboratory at the St. Joseph Hall (SJ308, SJ309).

The computer area at SJ308 houses 18 personal computers, all of which are networked and running on Windows platform. Apart from the standard Office programs, the computers are installed with programs that can run quantitative (i.e., Statistica) and qualitative (i.e., NVivo) analyses. The computers also allow students and faculty to access online journal subscriptions as well as Internet-related materials. The room can also be used for experimental research, psychological test administration, and other data gathering procedures that require a large number of participants.

The dyad rooms A, B and C are smaller rooms in J308 where students can perform for small sample data gathering, psychological testing, therapy or consultation with the faculty. One personal computer is allocated for each dyad room.

The registration/control booth of the laboratory is located at SJ308. The registration/control booth is equipped with one personal computer with scanner-capable printer where faculty members can consolidate their research outputs or attend to their laboratory-related course preparations.

The biopsychology laboratory at SJ 309 houses the brain specimens used by undergraduate students in their Biological Psychology Laboratory classes. Long tables are provided to facilitate group work in the course. The brain specimens and trays are placed separately in small tanks located on the sink area. The room also has cabinets where formalin solutions used for preserving specimens are contained. The room can also be used as a venue for experimental research or data gathering since it is also equipped with four personal computers.

The Department of Psychology also has an assessment laboratory on the second floor of the St. Miguel Hall. This laboratory has a small meeting room for 3-4 persons, a storage room for test materials and 4 dyad rooms for assessment and/or therapy courses.

Psychological test materials used by graduate students

1. \*16pf 5<sup>th</sup> Revised Edition
2. Achenbach System of Empirically Based Assessment (ASEBA)
3. Adaptive Behavior Assessment System III (ABAS-III)
4. \*Anxiety Scale Questionnaire (ASQ)
5. \*Association Adjustment Inventory
6. Bender Gestalt Visual-Motor Test II (BG-II)
7. \*Beck Anxiety Inventory
8. Beck Depression Inventory II (BDI-II)
9. \*Brainard Occupational Preference Inventory
10. \*Career Interest Inventory
11. Childhood Autism Rating Scale II (CARS-II)
12. Child Behavior Checklist (CBCL)
13. Comprehensive Test of Nonverbal Intelligence II (CTONI-II)
14. \*Coppersmith Self-Esteem Inventory
15. \*Differential Aptitude Test
16. Draw-a-Person Test (DAP)
17. \*Edwards Personal Preference Schedule
18. \*Filipino Self-Appraisal Inventory



19. \*Flanagan Industrial Test
20. \*Fundamental Interpersonal Relation Orientation-Behavior
21. Gilliam Autism Rating Scale III (GARS-III)
22. \*Gordon Personal Inventory
23. \*Gordon Personal Profile Inventory
24. \*Guilford-Zimmerman Temperament Survey
25. \*House-Tree-Person Test
26. \*IPAT Culture Fair Intelligence Test
27. Kinetic Family Drawing (KFD)
28. \*Leadership Opinion Questionnaire
29. \*Metropolitan Achievement Test
30. Masaklaw na Panukat ng Loob (MAPA ng Loob)
31. Millon Clinical Multiaxial Inventory IV (MCMI-IV)
32. \*Minnesota Multiphasic Personality Inventory
33. \*Mooney Problem Checklist
34. Multidimensional Aptitude Battery II (MAB-II)
35. \*Myers-Briggs Type Indicator
36. \*NEO-PI R
37. \*Neuroticism Scale Questionnaire
38. \*Otis-Lennon Mental Ability Test
39. \*Otis-Lennon School Ability Test (Advanced)
40. \*Panukat ng Pagkataong Pilipino III
41. \*Philippine Attitude Scale and Knowledge Orientation
42. Philippine Thematic Apperception Test (PTAT)
43. \*Purdue Non-Language Test
44. Raven's Progressive Matrices
45. \*Raven's Progressive Matrices (Advanced)
46. Repeatable Battery for the Assessment of Neuropsychological Status (RBANS)
47. Rotter Incomplete Sentence Blank (RISB)
48. \*Self-Concept Rating Scale (PASAO)
49. \*Self-Directive Search
50. \*SRA Adaptability Test
51. \*SRA Supervisory Index
52. \*SRA Survey of Interpersonal Values
53. \*SRA Survey of Personal Values
54. \*SRA Thurstone Test of Mental Alertness
55. \*SRA Verbal
56. \*Stanford Achievement Test
57. \*Stanford-Binet Intelligence Scale IV (SB-IV)
58. \*Stanford-Binet Intelligence Scale V (SB-V)
59. \*Student Needs Inventory
60. \*Survey of Study Habits and Attitudes
61. The Hand Test
62. The Forer Structured Sentence Completion Test
63. The Rorschach
64. Thematic Apperception Test (TAT)
65. \*Thurstone Interest Schedule
66. \*Universal Non-Verbal Intelligence Test
67. \*Watson-Glaser Critical Thinking Test
68. Wechsler Adult Intelligence Scale III (WAIS-III)
69. Wechsler Adult Intelligence Scale IV (WAIS-IV)

70. Wechsler Individual Achievement Test III (WIAT-III)
71. Wechsler Intelligence Scale for Children V (WISC-V)
72. Wechsler Memory Scale IV (WMS-IV)
73. Wide Range Achievement Test IV (WRAT-IV)
74. Wisconsin Card Sorting Test (WCST)
75. \*Work Values Inventory

\* These test materials are housed in the Institutional Testing and Evaluation Office

#### List of software used by graduate students

Statistical software		Description
JASP	Jeffreys's Amazing Statistics Program	Free and open-source program for statistical analysis
Jamovi		Open-source, user-friendly, intuitive, statistical software
Zoom		Video conferencing software
Canvas		Learning management software <a href="https://dlsu.instructure.com/">https://dlsu.instructure.com/</a>
SPSS	Statistical Package for the Social Sciences	Statistical software
EQS		Statistical software package for producing and analyzing structural equation models
Google Workspace		Gmail, Google Docs, Google Sheets, Google Slides, Google Forms
NVivo		Qualitative data analysis software
Biopac		Scientific tools for physiology measurement
Brain model software		Computer-based brain model and tutorials
RIAP5 (Rorschach)		Qualitative data analysis
Superlab 4.5 and 5.0		Software for designing and running experiments and surveys
Coglab		Computer-based demonstrations and tutorials of cognitive tasks

PUP	Panukat ng Ugaling Pilipino	Administration, scoring, and reporting of the Panukat ng Ugaling Pilipino
Office 365		Microsoft Word, PowerPoint, Excel, and OneNote.
Subscriptions to online databases		<a href="https://www.dlsu.edu.ph/library">https://www.dlsu.edu.ph/library</a>
Turnitin		Software for plagiarism check
Citation Management Tools		<a href="https://www.dlsu.edu.ph/library/citation-management/">https://www.dlsu.edu.ph/library/citation-management/</a>

## **Department guidelines for new students**

### **Graduate studies admission Department Record Department Record Form**

The courses students will enroll in during their first term of enrollment are indicated in the Departmental Acceptance Form (DeRF) from the Office of Admissions and Scholarships. Students are advised to enroll only in the courses listed in the DeRF. If there are questions or concerns about the courses listed in the DeRF, students are advised to email the graduate program coordinator at [gpcpsych@dlsu.edu.ph](mailto:gpcpsych@dlsu.edu.ph)

Students who enroll in courses not indicated in the DeRF risk being bumped off the class they enrolled in. This is a reminder that student should enroll only in the courses indicated in the DeRF.

### **Course advising for courses to enroll in every term**

Course advising is scheduled three weeks before the enrollment for the subsequent term starts. Course advising is a Department-led process.

Students are directed to a Google Form where they are directed to complete details (name, ID number, program) and submit their updated student records (DeRF, grades as seen in their My.LaSalle account, curriculum audit via their My.LaSalle account).

Every term during the advising period, students and their academic adviser determine the courses to be taken by students for the succeeding term. The advising sessions help ensure that class sizes are balanced and that the required prerequisites are fulfilled.

Students who enroll in courses not approved by the academic adviser during advising (and countersigned by adviser on the advising form) risk being bumped off the class they enrolled in.

If there are questions or concerns in the course of pre-enrollment, students are advised to email [gpcpsych@dlsu.edu.ph](mailto:gpcpsych@dlsu.edu.ph), [vicechairpsych@dlsu.edu.ph](mailto:vicechairpsych@dlsu.edu.ph), [chairpsych@dlsu.edu.ph](mailto:chairpsych@dlsu.edu.ph)

### **Maximum residency period for graduate students**

The maximum residency period for Master of Arts students is 8 years. For students in the Doctor of Philosophy program, the maximum residency period is 10 years. This period already includes terms when you are not enrolled. Students who have gone beyond these periods must take penalty/refresher courses, one course for every year of extension of the maximum residency period. For Master of Arts students, a 3-year extension period is allowed. For those in the Doctor of Philosophy program, the maximum extension period is 5 years. Prior to enrolling refresher/penalty courses please consult the Graduate Program Coordinator of the Department of Psychology and the College of Liberal Arts Academic Programming Officer.

### **Leave of absence, absence without leave, or being on residency**

If you need to skip a term for whatever reason, you are required to enroll in residency. There is no "leave of absence" in graduate school. Absence without leave is discouraged.

### **The Department of Psychology graduate student mailing list**

The Department sends announcements to graduate students via the graduate student mailing list, via graduate faculty, and through the Facebook group managed by the Department.

### **Written comprehensive examinations**

During the pandemic, Written Comprehensive Examinations are conducted using Zoom and Animospace (Canvas). Announcements are sent to students taking the WCE via Animospace (Canvas).

When in-person exams for graduate students are allowed, the Written Comprehensive Examination will be conducted in a computer laboratory. There will be 1-2 faculty proctors and 1-2 laboratory technicians who will oversee the conduct of the examinations.

Students attend an orientation session prior to their enrollment in thesis/dissertation writing.

### **Practicum/internship**

Students who are enrolling in practicum/internship are directed to a Google Drive Folder with important documents for processing their documents at the Department and with the OUR. Procedures and downloadable forms can be accessed by students using their @dlsu.edu.ph domain account

<https://drive.google.com/drive/folders/1y5D0h9jnTODvQEfMGBmX-ewHDYeUbLoA?usp=sharing>

### **Thesis/Dissertation Writing**

Students who are enrolling in thesis/dissertation writing are directed to Google Drive Folders that details important policies and processes of the OUR and the Department. Procedures and downloadable forms can be accessed by students using their @dlsu.edu.ph domain account [https://drive.google.com/drive/folders/1XIZSaBF14ErF53DJyf0\\_PU44nV7WHnE?usp=sharing](https://drive.google.com/drive/folders/1XIZSaBF14ErF53DJyf0_PU44nV7WHnE?usp=sharing)

Students attend an orientation session prior to their enrollment in thesis/dissertation writing.

### **Public defense**

The public defense is organized by the Department via the Graduate Program Coordinator. The Graduate Program Coordinator spearheads efforts in organizing the public defense. The defense is publicized via a Helpdesk Announcement sent by the Department of Psychology.

### **Publication requirement for MA and PhD students**

The student informs the Graduate Program Coordinator of their publication during the duration of their graduate program. The Graduate Program Coordinator convenes a committee of full time faculty members of the Department of Psychology to review the output.