
DEPARTMENT OF
PSYCHOLOGY

GRADUATE PROGRAM CATALOG
2022-2023



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

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

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| | | |
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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.

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

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.



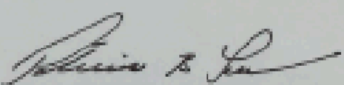
Mission

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. <u>50</u> Series of 2012 | | |
| SUBJECT : CENTER OF EXCELLENCE FOR THE PSYCHOLOGY PROGRAM | | |
| <p>=====</p> <p>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 404th 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:</p> | | |
| <ol style="list-style-type: none"> 1. Centers of Excellence: <ol style="list-style-type: none"> a. Ateneo De Manila University b. De La Salle University - Manila c. University of the Philippines-Diliman 2. Center of Development <ol style="list-style-type: none"> a. University of Santo Tomas | | |
| <p>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.</p> | | |
| <p>Issued this <u>20th</u> day of December 2012.</p> | | |
| <div align="right">  PATRICIA B. LICUANAN, Ph.D. Chairperson </div> | | |
| <hr/> <p>Higher Education Development Center Building, C.P. Garcia Ave., UP Campus, Diliman, Quezon City, Philippines Web Site: www.ched.gov.ph Tel. Nos. 441-1177, 385-4381, 441-1169, 441-1149, 441-1170, 441-1216, 392-5296</p> | | |

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.

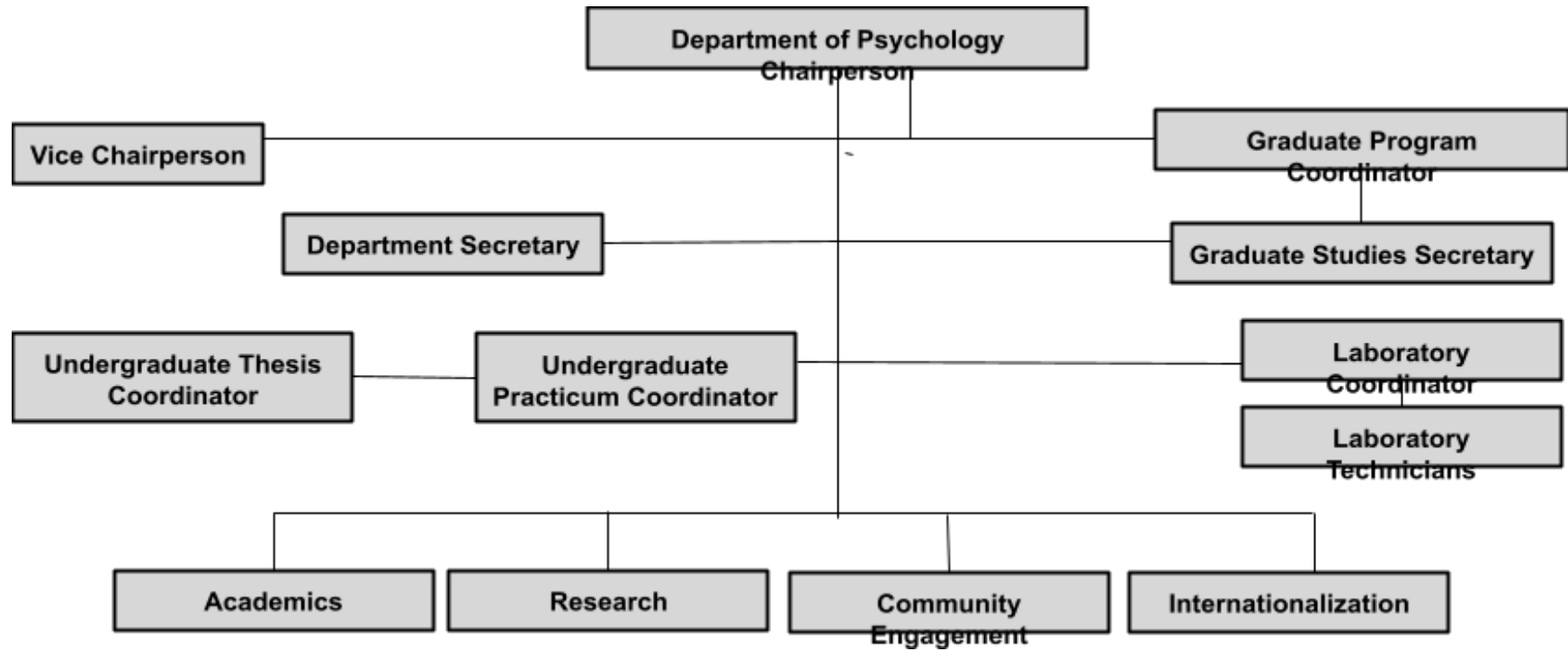
Furthermore, the extension of COEs and CODs is intended to enable the Centers that had just begun to implement their projects to complete them. The extension will also give more time for the Commission to set into motion the processing of applications for the next round of COEs and CODs.

For the information and guidance of all concerned.


PATRICIA B. LICUANAN, Ph.D.

Higher Education Development Center Building, C.P. Garcia Ave., UP Campus, Diliman, Quezon City, Philippines
Web Site: www.ched.gov.ph Tel. Nos. 441-1177, 385-4391, 441-1169, 441-1149, 441-1170, 441-1216, 382-5296

**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 | https://www.scopus.com/authid/detail.uri?authorId=36922889000 | 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 | https://www.scopus.com/authid/detail.uri?authorId=57193675365 | Asst. Prof. 1 | Ph.D in Clinical Psychology | Mental Health, Migration |
| Javier | Roberto Jr. | https://www.scopus.com/authid/detail.uri?authorId=57190116648 | 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 | https://www.scopus.com/authid/detail.uri?authorId=57191372410 | 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 | https://www.scopus.com/authid/detail.uri?authorId=57203206377 | Asso. Prof. 6 | Ph.D. in Counseling Psychology | Clinical Psychology, Counseling Psychology |
| Reyes | Melissa Lucia | https://www.scopus.com/authid/detail.uri?authorId=57203206377 | 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 | https://www.scopus.com/authid/detail.uri?authorId=24167427700 | Asso. Prof. 7 | Ph.D. in Counseling Psychology | Social Psychology, Qualitative Research, Cross-Cultural Psychology, Intergroup relations |
| Sta. Maria | Madelene | https://www.scopus.com/authid/detail.uri?authorId=56028161100 | Senior Lecturer (Full Prof. 7) | Ph.D. in Psychology | Cultural Psychology, Human Development, Adolescent Development, Positive Youth Psychology |
| Tan-Mansukhani | Roseann | https://www.scopus.com/authid/detail.uri?authorId=57204352057 | Asso. Prof. 7 | Ph.D. in Clinical Psychology | Clinical Psychology, Counseling Psychology |
| Tarroja | Ma. Caridad | https://www.scopus.com/authid/detail.uri?authorId=55632037600 | 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 | https://www.scopus.com/authid/detail.uri?authorId=57201901716 | Asso. Prof. Lec. 6 | Ph.D in Counseling Psychology | |
| Delariarte | Clarissa | https://www.scopus.com/authid/detail.uri?authorId=57216782108 | 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 | https://www.scopus.com/authid/detail.uri?authorId=57201901716 | Asst. Prof. Lec. 1 | M.S. in Psychology major in | |

| | | | | | |
|-----------|----------------|---|-----------------------|---|--|
| | | i?authorId=57449484900 | | Clinical Psychology | |
| Peñaranda | Gerald | https://www.scopus.com/authid/detail.uri?authorId=57219911644 | Asst. Prof. Lec. 1 | M.S. in Psychology major in Industrial/ Organizational Psychology | |
| Ramos | Sixtus Dane | https://www.scopus.com/authid/detail.uri?authorId=57194610910 | 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**

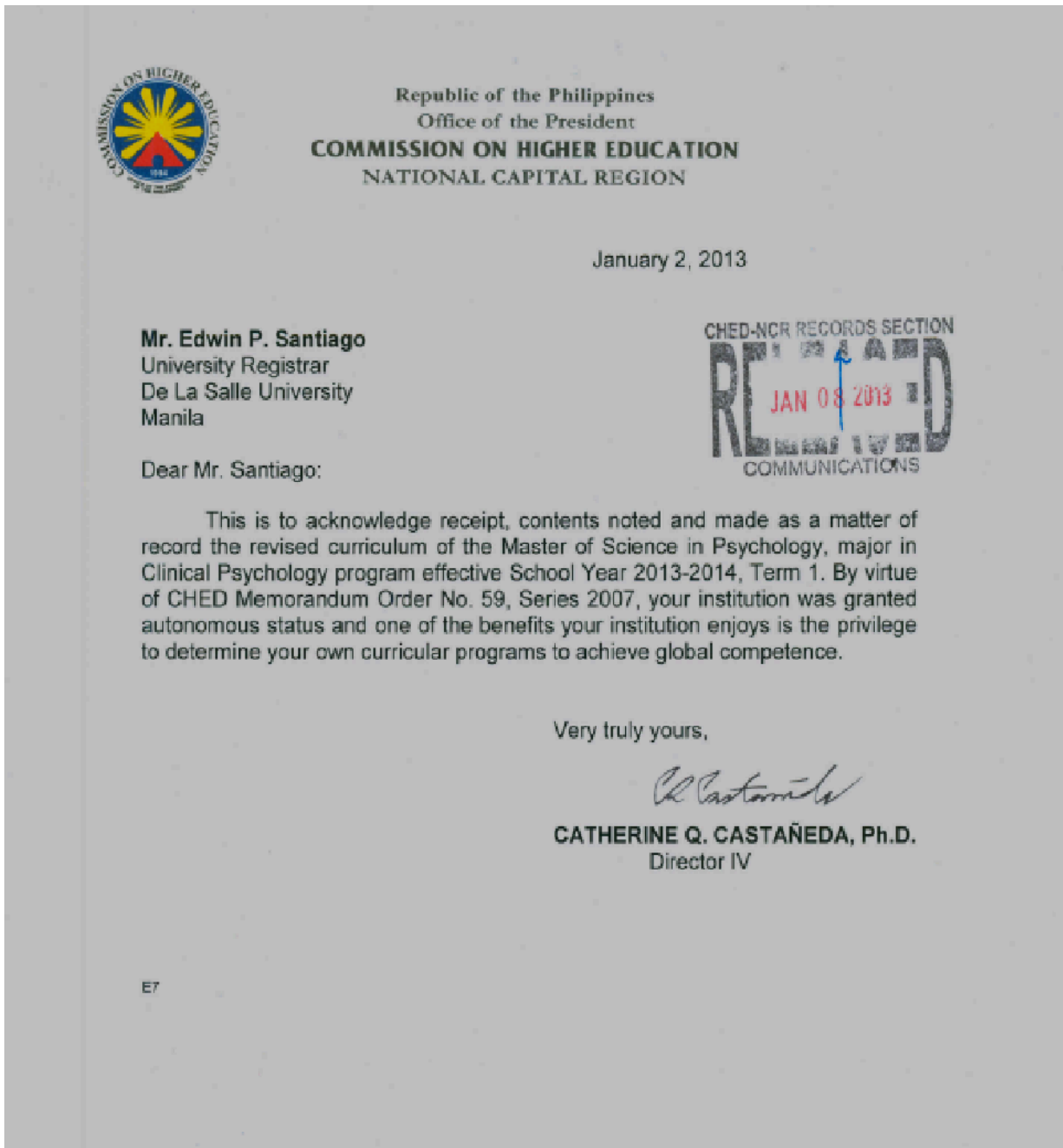
Master's programs

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

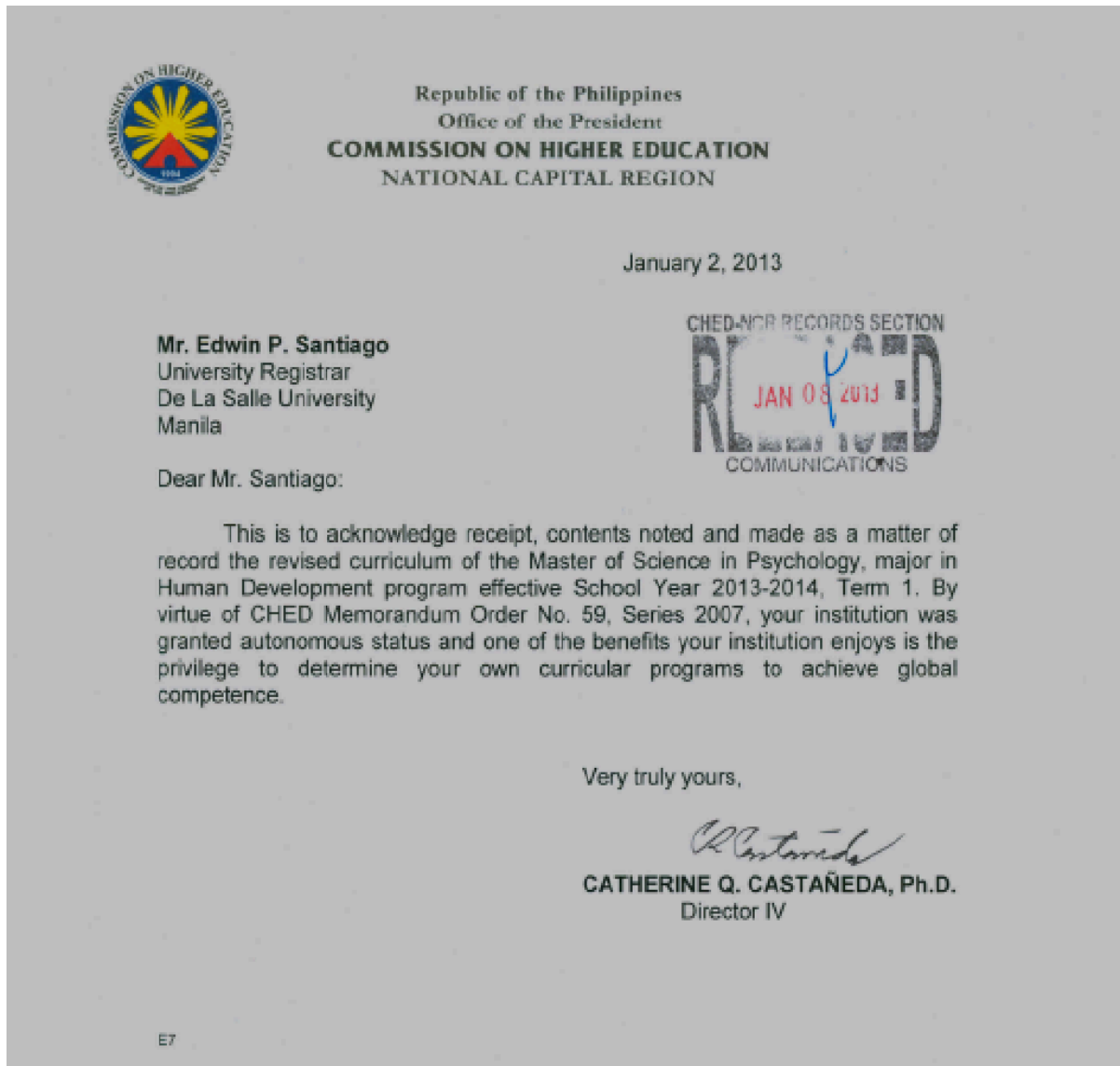
Doctor of Philosophy programs

- Doctor of Philosophy in Psychology

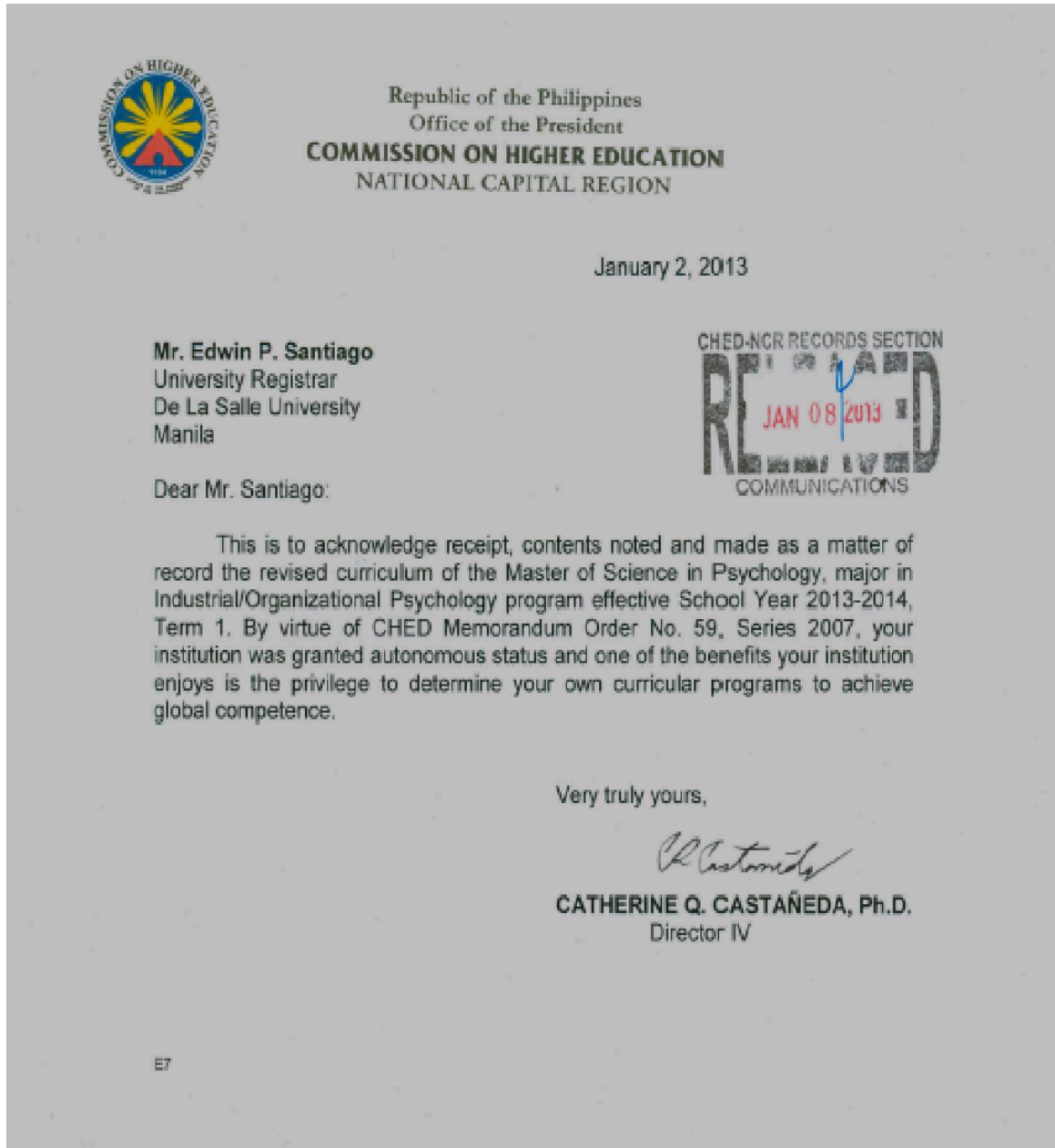
**Commission on Higher Education Approval of the Revised Curriculum of
M.S. Psychology (Major in Clinical Psychology) Effective AY 2013-2014**



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



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



**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



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)**



COMMISSION ON HIGHER EDUCATION
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COMMISSION ON HIGHER EDUCATION

1416

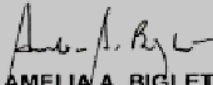
2nd Indorsement
June 27, 2014

CHED
JUL 14 2014
CENTRAL OFFICE
RECORDS SECTION
RELEASED
By: *[Signature]*
Date: **14 JUL 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


3rd Indorsement
January 8, 2018



Respectfully transmitted to **Dr. Derrick Ethelbert C. Yu**, University Registrar, De La Salle University, 2401 Taft Avenue, Manila, the attached 2nd 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 Arts in Psychology | Major in Clinical Psychology |
| Master of Arts in Psychology | Major in Human Development |
| Master of Arts in Psychology | Major in Industrial/Organizational Psychology |

Description of the program

The Master of Arts 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 Arts 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)

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

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| 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 |
| Practicum Written Comprehensive Examination Thesis | Practicum Written Comprehensive Examination Thesis | Practicum Written Comprehensive Examination Thesis |
| Mandatory requirements to graduate <ul style="list-style-type: none"> ■ Passing the Written Comprehensive Examinations ■ Completion of thesis ■ At least one publication in a refereed journal or juried creative outlet | Mandatory requirements to graduate <ul style="list-style-type: none"> ■ Passing the Written Comprehensive Examinations ■ Completion of thesis ■ At least one publication in a refereed journal or juried creative outlet | Mandatory requirements to graduate <ul style="list-style-type: none"> ■ Passing the Written Comprehensive Examinations ■ Completion of thesis ■ At least one publication in a refereed journal or juried creative outlet |

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) |
|---|---|---|---|---|---|
| Program Learning Outcomes (PLO) | 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 |

Curriculum Progression

| | First Term | Second Term | Third Term |
|--------------------|---|---|---|
| First Year | <ul style="list-style-type: none"> Core course 1 Major course 1 | <ul style="list-style-type: none"> Major course 2 Major course 3 | <ul style="list-style-type: none"> Core course 2 Major course 4 |
| Second Year | <ul style="list-style-type: none"> Major course 5 Elective course 1 | <ul style="list-style-type: none"> Major course 6 Elective course 2 | <ul style="list-style-type: none"> Major course 7 |
| Third Year | Written Comprehensive Examinations | Practicum | Thesis |
| Fourth Year | Thesis | Thesis | Thesis |

Course descriptions (Master of Arts in Psychology, Major in Clinical Psychology)

| Type of course, unit | Course name | Course description |
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| <ul style="list-style-type: none"> ■ Core ■ 3 units | <ul style="list-style-type: none"> ■ Advanced Statistics I | <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"> ■ Core ■ 3 units | <ul style="list-style-type: none"> ■ Advanced Research Methods I | <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"> ■ Major ■ 3 units | <ul style="list-style-type: none"> ● Advanced Theories of Personality | <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"> ■ Major ■ 3 units | <ul style="list-style-type: none"> ● Advanced Abnormal Psychology | <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"> ■ Major | <ul style="list-style-type: none"> ■ Group Therapy | <p>This course discusses frameworks, processes, and therapies for dealing with client-problem</p> |

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| ■ 3 units | | 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. |
| ■ Major ■ 3 units | ■ Psychotherapy I | 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. |
| ■ Major ■ 3 units | ■ Individual Assessment | 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. |
| ■ Major ■ 3 units | ■ Projective Techniques | 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. |
| ■ Major ■ 3 units | ■ Integration Seminar in Clinical Psychology | 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. |
| ■ Elective ■ 3 units | ■ Child Development This is just one of the many electives that students can choose. The electives available to students may vary each term. | 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. |

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| <ul style="list-style-type: none"> ■ Elective ■ 3 units | <ul style="list-style-type: none"> ■ Culture and Human Development <p>This is just one of the many electives that students can choose. The electives available to students may vary each term.</p> | <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.</p> |
| <ul style="list-style-type: none"> ● Written Comprehensive Examination | <ul style="list-style-type: none"> ■ Research and Statistics | <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"> ● Written Comprehensive Examination | <ul style="list-style-type: none"> ■ Psychological Theory and Content | <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 psychological theory and content</p> |
| <ul style="list-style-type: none"> ● Written Comprehensive Examination | <ul style="list-style-type: none"> ■ Psychological Issues, Trends, and Practices | <p>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.</p> |
| <ul style="list-style-type: none"> ● Practicum ● 3 units | <ul style="list-style-type: none"> ■ Practicum in Clinical Psychology | <p>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.</p> |
| <ul style="list-style-type: none"> ● Thesis ● 6 units | <ul style="list-style-type: none"> ■ Thesis Writing | <p>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.</p> |

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

| Courses | Course Learning Outcomes (CLO) | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 |
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| 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 | | ✓ | | | | |

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| | 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 | | | ✓ | ✓ | | ✓ |

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| | 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 | | ✓ | | | | |

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| | 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 | | | | ✓ | | |

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| | 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 | | | | ✓ | | |

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| | 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 | | ✓ | | | | |

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| | 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), 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 | | | | | | ✓ |
| 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. | | ✓ | | | ✓ | ✓ |

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| | 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. | | | ✓ | | | |

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| | 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, | | | | ✓ | | ✓ |

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| | 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. | | | | ✓ | | |

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| | CLO 7. Effectively collaborate with mentors, research participants, and other collaborators in meeting the research goals. | | | | | ✓ | |
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Course descriptions (Master of Arts in Psychology, Major in Human Development)

| Type of course, unit | Course name | Course description |
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| <ul style="list-style-type: none"> Core 3 units | <ul style="list-style-type: none"> Advanced Statistics I | 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. |
| <ul style="list-style-type: none"> Core 3 units | <ul style="list-style-type: none"> Advanced Research Methods I | 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"> Major 3 units | <ul style="list-style-type: none"> Foundations of Human Development | 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. |
| <ul style="list-style-type: none"> Major 3 units | <ul style="list-style-type: none"> Child Development | 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 |

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| | | 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"> • Major • 3 units | <ul style="list-style-type: none"> ■ Adolescent Development | 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 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"> • Major • 3 units | <ul style="list-style-type: none"> ■ Adult Development and Aging | 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"> • Major • 3 units | <ul style="list-style-type: none"> ■ Culture and Human Development | 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"> • Major • 3 units | <ul style="list-style-type: none"> ■ Research Methods and Issues in Human Development | 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"> ■ Major ■ 3 units | <ul style="list-style-type: none"> • Integration Seminar in Human Development | 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. |

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| <ul style="list-style-type: none"> ■ Elective ■ 3 units | <ul style="list-style-type: none"> ● Advanced Theories of Personality <p>This is just one of the many electives that students can choose. The electives available to students may vary each term.</p> | <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"> ■ Elective ■ 3 units | <ul style="list-style-type: none"> ● Advanced Abnormal Psychology <p>This is just one of the many electives that students can choose. The electives available to students may vary each term.</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"> ■ Written Comprehensive Examination | <ul style="list-style-type: none"> ■ Research and Statistics | <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"> ■ Written Comprehensive Examination | <ul style="list-style-type: none"> ■ Psychological Theory and Content | <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"> ■ Written Comprehensive Examination | <ul style="list-style-type: none"> ■ Psychological Issues, Trends, and Practices | <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"> ■ Practicum ■ 3 units | <ul style="list-style-type: none"> ■ Practicum in Human Development | <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</p> |

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| | | an on-site supervisor. Students attend class meetings for updates of work, discussions of concerns, and research presentations. |
| ■ Thesis ■ 6 units | ■ Thesis Writing | 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. |

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. | | | | | ✓ | |

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| 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. | | | | | ✓ | |

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| 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. | | ✓ | | | ✓ | ✓ |

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| | 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. | ✓ | | | | | |

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| | 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 | | | ✓ | | | |

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| | 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, | | ✓ | | ✓ | ✓ | ✓ |

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| | 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 | | | ✓ | | | |

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| | 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 | | | | ✓ | | |

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| | 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. | | | | ✓ | | |

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| | CLO 7. Effectively collaborate with mentors, research participants, and other collaborators in meeting the research goals. | | | | | ✓ | |
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Course descriptions (Master of Arts in Psychology, Major in Industrial/Organizational Psychology)

| Type of course, unit | Course name | Course description |
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| <ul style="list-style-type: none"> Core 3 units | <ul style="list-style-type: none"> Advanced Statistics I | 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. |
| <ul style="list-style-type: none"> Core 3 units | <ul style="list-style-type: none"> Advanced Research Methods I | 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"> Major 3 units | <ul style="list-style-type: none"> Advanced Theories of Personality | 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"> Major 3 units | <ul style="list-style-type: none"> Applied Social Psychology | 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 |

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| | | selected themes, such as aging, mental health, gender, leadership, conflict and its management, and migration and the environment. |
| <ul style="list-style-type: none"> • Major • 3 units | <ul style="list-style-type: none"> ■ Advanced Industrial/Organizational Psychology | This course gives a comprehensive overview of the concepts and theories in Industrial/Organizational Psychology and considers the various individual, group and 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"> • Major • 3 units | <ul style="list-style-type: none"> ■ Psychological Assessment | 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"> • Major • 3 units | <ul style="list-style-type: none"> ■ Industrial Counseling and Employee Assistance Program | 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"> • Major • 3 units | <ul style="list-style-type: none"> ■ Organizational Development | 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"> ■ Major ■ 3 units | <ul style="list-style-type: none"> ■ Integration Seminar in Industrial/Organizational Psychology | 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"> ■ Elective | <ul style="list-style-type: none"> ■ Adult | This course examines the key changes that happen as individuals progress through the various |

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| <ul style="list-style-type: none"> ■ 3 units | <p>Development and Aging</p> <p>This is just one of the many electives that students can choose. The electives available to students may vary each term.</p> | <p>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"> ■ Elective ■ 3 units | <ul style="list-style-type: none"> ■ Culture and Human Development <p>This is just one of the many electives that students can choose. The electives available to students may vary each term.</p> | <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.</p> |
| <ul style="list-style-type: none"> ■ Written Comprehensive Examination | <ul style="list-style-type: none"> ■ Research and Statistics | <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 research methods and statistics.</p> |
| <ul style="list-style-type: none"> ■ Written Comprehensive Examination | <ul style="list-style-type: none"> ■ Psychological Theory and Content | <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 theory and research.</p> |
| <ul style="list-style-type: none"> ■ Written Comprehensive Examination | <ul style="list-style-type: none"> ■ Psychological Issues, Trends, and Practices | <p>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.</p> |
| <ul style="list-style-type: none"> ■ Practicum ■ 3 units | <ul style="list-style-type: none"> ■ Practicum in Industrial/ | <p>In this course, the student undergoes apprenticeship, experiencing first-hand applications of concepts and theories learned in industrial/organizational psychology courses. Students are</p> |

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| | Organizational Psychology | 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 |
| ■ Thesis ■ 6 units | ■ Thesis Writing | 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. |

Outcomes-based graduate program design (Master of Arts 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. | | | | | ✓ | |

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| 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. | | | | | ✓ | |

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| 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. | ✓ | | | | | |

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| 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. | | | | ✓ | | |

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| 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 | | | ✓ | ✓ | ✓ | |

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| | 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. | | ✓ | | | | |

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| | 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. | | | | ✓ | | |

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| | 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. | | | | | ✓ | |

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

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.

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.

Total units, 51

- Core courses, 9 units
- Major courses, 18 units
- Elective courses, 6 units (Students may be advised to take a 3-unit cognate course from the College of Liberal Art. This will be optional.)
- Internship, 6 units
- Dissertation, 12 units

MA-level bridging courses that the student may be advised to take are:

- Advanced Statistics I
- Advanced Research Methods I

Students may be advised to take other MA-level bridging courses that will align with their research interests.

Core courses, 9 units

- Advanced Statistics II
- Advanced Research Methods II
- Ethics in Psychological Research and Practice

Major courses, 18 units

There will be a selection of major courses that the students will choose from every term. They only need to take 18 units of major courses under the PhD in Psychology program.

- Contemporary Theories of Personality and Social Psychology
- Current Trends in Psychology and Social Issues
- Current Trends in Psychology and Emerging Technologies
- Culture and Psychology
- Cognitive Neuroscience
- Social Institutions and Human Development
- Directed Readings in Advanced Psychological Research
- Directed Research in Psychological Science 1
- Directed Research in Psychological Science 2
- Directed Research in Applied Psychology 1
- Directed Research in Applied Psychology 2
- Directed Research in Human Development
- Advanced Research Seminar in Human Development
- Advanced Research Seminar in Clinical Psychology

Elective courses, 6 units

Students may be advised to take a 3-unit cognate course from the College of Liberal Art. This will be optional.

Students only need to take 6 units of elective courses under the PhD in Psychology program.

These are just some of the many electives that students can choose. The electives available to students may vary each term.

- Contemporary Theories of Psychopathology
- Psychotherapy II

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

Curriculum progression

| | First Term | Second Term | Third Term |
|--------------------|---|---|---|
| First Year | <ul style="list-style-type: none"> Core course 1 Major course 1 | <ul style="list-style-type: none"> Core course 2 Major course 2 | <ul style="list-style-type: none"> Core course 3 Major course 3 |
| Second Year | <ul style="list-style-type: none"> Major course 4 Elective course 1 | <ul style="list-style-type: none"> Major course 5 Elective course 2 | <ul style="list-style-type: none"> Major course 6 |
| Third Year | Written Comprehensive Examinations | Internship | Dissertation |
| Fourth Year | Dissertation | Dissertation | Dissertation |

Course descriptions (Doctor of Philosophy in Psychology)

| Type of course, unit | Course name | Course description |
|---|--|---|
| <ul style="list-style-type: none"> Core 3 units | <ul style="list-style-type: none"> Advanced Statistics II | 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"> Core 3 units | <ul style="list-style-type: none"> Advanced Research Methods II | 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"> Core 3 units | <ul style="list-style-type: none"> Ethics in Psychological | The course presents a comprehensive discourse about ethics as applied in psychological research and professional practice in Psychology. The course will be guided by the different ethical guidelines of the Psychological Association of the Philippines, the International Union of |

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| | Research and Practice | Psychological Societies, and other international and local organizations (e.g., WHO, CHED). The course will also cover specific issues and cases encountered in actual research and practice in the Philippines. |
| <ul style="list-style-type: none"> • Major • 3 units | <ul style="list-style-type: none"> • Contemporary Theories of Personality and Social Psychology | This course focuses on the most recent theories in personality and social psychology. Students in this course will be engaged in reading of important theoretical perspectives and the relevant empirical work in personality and social psychology, and the readings will focus on works published within the last five years. The major output of the course is an integrated analytic paper applying selected theories to current work and practices in psychology, especially in the Philippines. |
| <ul style="list-style-type: none"> • Major • 3 units | <ul style="list-style-type: none"> • Current Trends in Psychology and Social Issues | The course Current Trends in Psychology and Social Issues engages students in readings and discussions on current work on how psychology theory, research, and applications are used to address current societal issues in different parts of the world. The course will focus on work in the past years and that relate to the United Nation's Sustainable Development Goals and highlight the intersectionality across the different social issues. |
| <ul style="list-style-type: none"> • Major • 3 units | <ul style="list-style-type: none"> • Current Trends in Psychology and Emerging Technologies | The course Current Trends in Psychology and Emerging Technologies explores different interphases among emerging digital technologies, human behavior, and the research and practice of psychologists. The course will focus on work in the past years as developments in this area are fast evolving and psychologists need to understand how the emerging technologies impact on the science of psychology and the work of psychologists. |
| <ul style="list-style-type: none"> • Major • 3 units | <ul style="list-style-type: none"> • Culture and Psychology | This course focuses on the most recent theories and empirical research on the cultural aspects of human behavior and its implications for the study and practice of professional psychology. Students in this course will be engaged in reading of important theoretical perspectives and the relevant empirical work on different interfaces between psychology, and the readings will focus on works published within the last ten years. The major output of the course is an integrated paper applying a cultural perspective to some aspects of the study and/or practice of psychology in the Philippines. |
| <ul style="list-style-type: none"> • Major • 3 units | <ul style="list-style-type: none"> • Cognitive Neuroscience | This course provides students with an overview of the cognitive and neural processes that explain visual perception, attention, memory, language, executive functions, motor behavior, social cognition, and consciousness. Theories, models and current empirical findings related to these cognitive processes will be discussed. The course will also cover basic neuroanatomy, research methods used in cognitive neuroscience, and behavioral measures of cognition. It will also discuss methods by which inferences about the neural bases of cognition are made. |
| <ul style="list-style-type: none"> • Major • 3 units | <ul style="list-style-type: none"> • Social Institutions and | 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 |

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| | Human Development | development in the social institutions of the family, culture, work, and the community are analyzed. |
| <ul style="list-style-type: none"> • Major • 3 units | <ul style="list-style-type: none"> • Directed Readings in Advanced Psychological Research | This course Directed Readings in Advanced Psychological Research engages students in independent and in-depth reading on a specialized area of psychology under the supervision of the faculty member. The readings should focus on most current and advanced research on the selected topic. The major output of the course is an integrated review paper that presents the students' systematic understanding of the research on the selected topic. |
| <ul style="list-style-type: none"> • Major • 3 units | <ul style="list-style-type: none"> • Directed Research in Psychological Science 1 | This course Directed Research in Psychological Science 1 engages students in independent research under the supervision of the faculty member. The students will conceptualize a specific research question in a particular specialized area in psychology that will be answered using empirical research methods in psychology. The directed research project 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, and that is different from the output in Directed Research in Psychological Science 2. |
| <ul style="list-style-type: none"> • Major • 3 units | <ul style="list-style-type: none"> • Directed Research in Psychological Science 2 | This course Directed Research in Psychological Science 2 engages students in independent research under the supervision of the faculty member. The students will conceptualize a specific research question in a particular specialized area in psychology that will be answered using empirical research methods in psychology. The directed research project 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, and that is different from the output in Directed Research in Psychological Science 1. |
| <ul style="list-style-type: none"> • Major • 3 units | <ul style="list-style-type: none"> • Directed Research in Applied Psychology 1 | This course Directed Research in Applied Psychology 1 engages students in independent research in applied psychology under the supervision of the faculty member. The students will conceptualize a specific research question that relates (a) to using psychological research tools to understand behavioral processes in real-world domains (e.g., communities, workplaces, schools, media, health services, etc.) or (b) to applying psychological knowledge to address a real work concern. The research will use appropriate empirical research methods in psychology. The research project is started and completed within 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, and that is different from the output in Directed Research in Applied Psychology 2. |
| <ul style="list-style-type: none"> • Major • 3 units | <ul style="list-style-type: none"> • Directed Research in Applied Psychology 2 | This course Directed Research in Applied Psychology 2 engages students in independent research in applied psychology under the supervision of the faculty member. The students will conceptualize a specific research question that relates (a) to using psychological research tools to understand behavioral processes in real-world domains (e.g., communities, workplaces, schools, media, health |

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| | | services, etc.) or (b) to applying psychological knowledge to address a real work concern. The research will use appropriate empirical research methods in psychology. The research project is started and completed within 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, and that is different from the output in Directed Research in Applied Psychology 1. |
| <ul style="list-style-type: none"> Major 3 units | <ul style="list-style-type: none"> Directed Research in Human Development | 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"> Major 3 units | <ul style="list-style-type: none"> Advanced Research Seminar in Human Development | 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 a research paper. |
| <ul style="list-style-type: none"> Major 3 units | <ul style="list-style-type: none"> Advanced Research Seminar in Clinical Psychology | 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 a 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. |
| <ul style="list-style-type: none"> Elective 3 units | <ul style="list-style-type: none"> Contemporary Theories of Psychopathology <p>This is just one of the many electives that students can choose. The electives available to students may vary each term.</p> | This course focuses on the most recent theories of psychopathology and of specific categories of mental disorders. Students in this course will be engaged in reading of important theoretical perspectives and the relevant empirical work in psychopathology/clinical psychology, and the readings will focus on works published within the last five years. The major output of the course is an integrated analytic paper applying selected theories to current work and practices in psychology, especially in clinical psychology the Philippines. |
| <ul style="list-style-type: none"> Elective 3 units | <ul style="list-style-type: none"> 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 |

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| | This is just one of the many electives that students can choose. The electives available to students may vary each term. | psychotherapy interventions and techniques on various clinical populations. Foundational concepts and issues related to competency in psychotherapy and underlying principles of effective psychotherapy will be discussed. |
| <ul style="list-style-type: none"> • Written Comprehensive Examination | <ul style="list-style-type: none"> • 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. |
| <ul style="list-style-type: none"> • Written Comprehensive Examination | <ul style="list-style-type: none"> • 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. |
| <ul style="list-style-type: none"> • Written Comprehensive Examination | <ul style="list-style-type: none"> • 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. |
| <ul style="list-style-type: none"> • Internship • 6 units | <ul style="list-style-type: none"> • PhD in Psychology Internship | The student undergoes apprenticeship, experiencing first-hand applications of concepts and theories in research and practice. The student is given opportunities to engage in clinical practice, program evaluation, management, and evaluation, consultation, and / or research. At the start of the term, the student is matched with a supervisor that will guide them during this stage of their development. |
| <ul style="list-style-type: none"> • Dissertation • 12 units | <ul style="list-style-type: none"> • 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. |

Outcomes-based education (Doctor of Philosophy in Psychology)

| 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) |
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| Program Learning Outcomes (PLO) | 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)

| Courses | Course Learning Outcomes (CLO) | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 |
|------------------------|---|-------|-------|-------|-------|-------|-------|
| Advanced Statistics II | CLO 1. Understand the conceptual basis of a particular statistical analysis and identify the problems that can be addressed by it | | ✓ | | | | |
| | CLO 2. Determine the appropriate data set needed for running a particular statistical | | ✓ | | | | |

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| | analysis, run the analysis using a software, and interpret the result | | | | | | |
| | CLO 3. Accurately and succinctly report statistical findings in a precise and understandable way and in accordance with current professional conventions | | | ✓ | | | |
| | CLO 4. generate a research question that can be appropriately addressed by a particular statistical analysis. | | ✓ | | | | |
| | CLO 5. Articulate well one's thoughts and ideas in class and in writing | | | ✓ | | | |
| | CLO 6. Present research results truthfully | | | | | ✓ | |
| | CLO 7. Document, using standard citation formats, references used in writing reports. | | | ✓ | | | |
| Advanced Research Methods II | CLO 1. Understand of the distinctions between quantitative and qualitative research approaches | | ✓ | | | | |
| | CLO 2. Distinguish the differences between qualitative research designs/traditions taken up in the course, namely, ethnography, case study, phenomenology, narrative approach, and grounded theory | | ✓ | | | | |
| | CLO 3. Demonstrate skills in conducting a qualitative research, i.e., recording observations, designing interview protocols, generating and applying a coding scheme for analyzing qualitative data, | | ✓ | | | | |
| | CLO 4. Apply strategies to enhance credibility of, and to address ethical concerns in, qualitative research. | | | | | ✓ | |

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| Ethics in Psychological Research and Practice | CLO 1. Explain the different ethical principles and guidelines and their applications in psychological research and professional practice, including assessment, interventions, supervision, and consultancy | ✓ | | | | | |
| | CLO 2. Evaluate critically the various international and local ethical guidelines, principles, and framework vis-à-vis the actual practice and context of Psychology in the Philippines | ✓ | | | | | |
| | CLO 3. Write a systematic review of literature focusing on any ethical issue in psychological research or practice | | | ✓ | | | |
| | CLO 4. Participate in a discourse or discussion identifying and resolving various ethical issues in different settings | | | ✓ | | | |
| | CLO 5. Develop strategies to address common ethical issues in psychology research and practice in the Philippines thru a systematic review of literature | | ✓ | | | | |
| | CLO 6. Develop a personal framework to guide in making ethical decisions or addressing ethical dilemma based on a systematic review of literature | | ✓ | | | | |
| | CLO 7. Lead a small group discussion analyzing and resolving an ethical dilemma following the different ethical guidelines | | | | ✓ | | |
| | CLO 8. Present an ethical dilemma case that impacts current social issues in the country | | | | | ✓ | |

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| | CLO 9. Identify the strengths, limitations, and difficulties in addressing ethical issues that they encounter in psychological research and practice | | | | | | ✓ |
| Contemporary Theories of Personality and Social Psychology | CLO 1. Describe and explain selected core concepts and proposition in contemporary theories in psychopathology | ✓ | | | | | |
| | CLO 2. Discuss and critique contemporary theories of psychopathology in relation historical theories in current teaching, research, and practice of clinical psychology in the country | ✓ | | | | | |
| | CLO 3. Demonstrate awareness and understanding of limitations in one's personal knowledge and of intentions and strategies to build on one's current knowledge in relation to contemporary theories of psychopathology | | | ✓ | ✓ | | |
| | CLO 4. Communicate one's own understanding and lack thereof, comments, critiques, and applications of theories and concepts in relation to current theories and practices | | | ✓ | ✓ | | |
| | CLO 5. Demonstrate the ability to listen with an open mind and to respond thoughtfully and respectfully to other students' ideas | | | ✓ | ✓ | | |
| | CLO 6. Lead a group discussion and encourage other students to communicate their own ideas, to reflect on and respond to each other's ideas | | | ✓ | ✓ | | |

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| | CLO 7. Help in facilitating the continuous life-long learning process of other students/scholars | | | | | ✓ | |
| | CLO 8. Reflect on how psychological knowledge informs better professional psychological practices to serve the community | | | | | ✓ | |
| Current Trends in Psychology and Social Issues | CLO 1. Analyze current issues from the perspective of psychological theories and research | ✓ | | | | | |
| | CLO 2. Relate psychological factors as possible causes or conditions to understand social issues and to develop solutions to address social issues | ✓ | | | | | |
| | CLO 3. Communicate one's own understanding and lack thereof, comments, critiques, and applications of psychological knowledge to social issues | | | ✓ | | | |
| | CLO 4. Write a critical essay presenting a psychological perspective related to a specific issue related to one of the sustainable development goals, in a style following the APA format that avoids bias, stereotypes, prejudice, and demeaning attitudes | | | ✓ | | | |
| | CLO 5. Demonstrate awareness of limitations in one's personal knowledge, beliefs, values, and perspectives related to current social issues | | | | ✓ | | |
| | CLO 6. Demonstrate the ability to listen with an open mind and to respond thoughtfully | | | | ✓ | | |

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| | and respectfully to perspectives expressed by other persons | | | | | | |
| | CLO 7. Lead a group discussion and encourage other students/scholars to communicate their own ideas, to reflect on and respond to each other's ideas | | | | ✓ | | |
| | CLO 8. Participate in a public discussion/forum that presents diverse perspectives on how psychological knowledge can be resources for addressing specific sustainable development goals in the Philippines | | | | | ✓ | |
| Current Trends in Psychology and Emerging Technologies | CLO 1. Understand and explain different positive and negative impact of emerging digital technologies on different aspects of human behavior | ✓ | | | | | |
| | CLO 2. Understand and explain how emerging digital technologies are changing aspects of psychological practices | ✓ | | | | | |
| | CLO 3. Communicate one's own understanding and lack thereof, comments and critiques, about the interphases between psychology and emerging digit technologies | | | ✓ | | | |
| | CLO 4. Write an essay that develops a research proposition related to the impact of emerging technologies on behavior or on psychological practice , in a style following the APA format that avoids bias, stereotypes, prejudice, and demeaning attitudes | | | ✓ | | | |
| | CLO 5. Demonstrate awareness of limitations in one's personal knowledge, | | | | ✓ | | |

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| | beliefs, values, and perspectives related to psychology and emerging digit technologies | | | | | | |
| | CLO 6. Demonstrate the ability to listen with an open mind and to respond thoughtfully and respectfully to perspectives expressed by other persons | | | | ✓ | | |
| | CLO 7. Lead a group discussion and encourage other students/scholars to communicate their own ideas, to reflect on and respond to each other's ideas | | | | ✓ | | |
| | CLO 8. Help in facilitating the continuous life-long learning process of other students/scholars | | | | | ✓ | |
| | CLO 9. Reflect on how technological change transforms human lives and the functioning of societies, and how psychological knowledge needs to evolve its professional practices to better serve the community | | | | | ✓ | |
| Cognitive Neuroscience | CLO 1. Be able to critically evaluate published research in the topics of the course and to draw inferences and testable hypotheses from models and theories of cognitive processes | ✓ | | | | | |
| | CLO 3. Be able to write a manuscript reporting the implemented research following conventions set by the APA Publication Manual | | | ✓ | | | |
| | CLO 2. Be able to propose and/or implement a research plan to test hypotheses derived from a specific cognitive model | | ✓ | | | | |

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| | CLO 4. Be able to collaborate with peers in planning, implementing, and writing research | | | | ✓ | | |
| | CLO 5. Be able to create and present a critical review of the literature on a specific topic in cognitive neuroscience | | | | | ✓ | |
| | CLO 6. Demonstrate skills in one or more research method(s) used in cognitive neuroscience | | | | | | ✓ |
| Culture and Psychology | CLO 1. Describe and explain selected core concepts and proposition in contemporary theories in culture and psychology | ✓ | | | | | |
| | CLO 2. Discuss and critique contemporary psychology theories in relation different cultural perspectives | ✓ | | | | | |
| | CLO 3. Demonstrate awareness and understanding of limitations in one's current personal knowledge in relation to the role of culture in the study practice of psychology | | | ✓ | ✓ | | |
| | CLO 4. Communicate one's own understanding and lack thereof, comments, critiques, and applications of theories and concepts in relation to contemporary theories of culture and psychology | | | ✓ | ✓ | | |
| | CLO 5. Demonstrate the ability to listen with an open mind and to respond thoughtfully and respectfully to ideas expressed by other students/scholars | | | ✓ | ✓ | | |
| | CLO 6. Lead a group discussion and encourage other students/scholars to | | | ✓ | ✓ | | |

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| | communicate their own ideas, to reflect on and respond to each other's ideas | | | | | | |
| | CLO 7. Help in facilitating the continuous life-long learning process of other students/scholars | | | | | ✓ | |
| | CLO 8. Reflect on how psychological knowledge with a cultural perspective informs fair and just practices in society | | | | | ✓ | |
| Social Institutions and Human Development | CLO1. Distinguish the various social institutions and their role in human development. | ✓ | | | | | |
| | CLO 2. Determine how the various social institutions interact to influence human development. | | | ✓ | | | |
| | CLO 3. Critique the current structure and function of a social institution according to contemporary theories and empirical scientific literature in human development | | ✓ | | ✓ | | |
| | CLO 4. As an individual and as practitioner of psychology, determine one's membership in and roles in the maintenance of specific social institutions. | | | | ✓ | ✓ | |
| | CLO 5. Effectively communicate ideas from CLO1-4 to audiences of varying expertise and positions (e.g., peers, professionals, institution leaders, general public) and for different purposes using relevant standards. | | | | | ✓ | ✓ |
| Directed Readings in Advanced Psychological Research | CLO 1. Meaningfully organize theories, concepts, and empirical research findings related to a specific topic in psychology in a systematic manner | ✓ | ✓ | | | | |

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| | CLO 2. Critically analyze the literature and point to gaps and limitations in the current research on a specific topic | ✓ | ✓ | | | | |
| | CLO 3. Write a review manuscript that coherently presents the systematic review of the literature and that follows the APA format for publication | | | ✓ | | | |
| | CLO 4. Avoid bias, stereotypes, prejudice, and demeaning attitudes in writing the manuscript, | | | | ✓ | | |
| | CLO 5. Present in class the processes and learnings from the review of the literature | | | | ✓ | | |
| | CLO 6. Share ideas, provide appreciative and critical feedback to help other students develop and improve their review manuscripts | | | | ✓ | | |
| | CLO 7. Discuss how insights from the review of research contributes knowledge that can be resources for improving the conditions of individuals and communities in particular sectors of Philippine society | | | | | ✓ | |
| Directed Research in Psychological Science 1 | CLO 1. Conceptualize a research question and proposition based on a critical analysis and synthesis the relevant theories and research | ✓ | ✓ | | | | |
| Directed Research in Psychological Science 2 | CLO 2. Articulate the theory or theoretical frame that guides the research inquiry and the original contributions of the research proposition in the context of the current theories and research | ✓ | ✓ | | | | |

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| | CLO 3 Present the research plan with appropriate research design, method, analysis | ✓ | ✓ | | | | |
| | CLO 4 Gather and analyze the data according to the plan and discuss the results | ✓ | ✓ | | | | |
| | CLO 5 Discuss the limitations in the theoretical scope and methodological approach of the directed research project | ✓ | ✓ | | | | |
| | CLO 6 Write a manuscript in a style that addresses the appropriate audiences of the study and following the APA format for publication | | | ✓ | ✓ | | |
| | CLO 7 Avoid bias, stereotypes, prejudice, and demeaning attitudes in writing the manuscript, | | | ✓ | ✓ | | |
| | CLO 8 Share in class the processes and learnings from the research study | | | ✓ | ✓ | | |
| | CLO 9 Share ideas, provide appreciative and critical feedback to help other students develop and improve their research projects | | | ✓ | ✓ | | |
| | CLO 10. Abide by the ethical standards for research in psychology | | | | | ✓ | |
| | CLO 11. Discuss how the research contributes knowledge that can be resources for improving the conditions of individuals and communities | | | | | ✓ | |
| Directed Research in Applied Psychology 1 Directed Research in Applied | CLO 1. Conceptualize a research question and proposition based on a critical analysis and synthesis the relevant theories and research | ✓ | ✓ | | | | |

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| Psychology 2 | CLO 2 Articulate the theory or theoretical frame that guides the research inquiry and the original contributions of the research proposition in the context of the current theories and research | ✓ | ✓ | | | | |
| | CLO 3 Present the research plan with appropriate research design, method, analysis | ✓ | ✓ | | | | |
| | CLO 4 Gather and analyze the data according to the plan and discuss the results | ✓ | ✓ | | | | |
| | CLO 5 Discuss the limitations in the theoretical scope and methodological approach of the directed research project | ✓ | ✓ | | | | |
| | CLO 6 Write a manuscript in a style that addresses the appropriate audiences of the study and following the APA format for publication | | | ✓ | ✓ | | |
| | CLO 7 Avoid bias, stereotypes, prejudice, and demeaning attitudes in writing the manuscript, | | | ✓ | ✓ | | |
| | CLO 8 Share in class the processes and learnings from the research study | | | ✓ | ✓ | | |
| | CLO 9 Share ideas, provide appreciative and critical feedback to help other students develop and improve their research projects | | | ✓ | ✓ | | |
| | CLO 10. Abide by the ethical standards for research in psychology | | | | | ✓ | |
| | CLO 11. Discuss how the research contributes knowledge that can be resources | | | | | ✓ | |

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| | for improving the conditions of individuals and communities | | | | | | |
| Directed Research in Human Development | CLO 1. Demonstrate knowledge and understanding of the major theoretical approaches to human development leading to significant areas for research. | ✓ | ✓ | | | | |
| | CLO 2. Demonstrate the ability to analyze previous work on concepts and propositions leading to new areas of inquiry. | ✓ | ✓ | | | | |
| | CLO 3. Demonstrate the ability to identify and expound on key issues in a selected research area in human development relevant to research and policy. | ✓ | ✓ | ✓ | | | |
| | CLO 4. Demonstrate an ability to produce and present valid and reliable research findings contributing to /existing knowledge in an area in human development. | ✓ | ✓ | | | | |
| Advanced Research Seminar in Human Development | CLO 1. Rigorously examine and select theories, concepts, and empirical research and effectively use these to situate research problems in a relevant context or to justify research hypotheses | ✓ | | ✓ | ✓ | | |
| | CLO 2. Present a logical and orderly presentation or discussion of a specific issue or concern in one's area of research interest or inquiry. | ✓ | | ✓ | ✓ | | |
| | CLO 3. Convincingly argue for the theoretical or practical significance of one's research problem | ✓ | | ✓ | ✓ | | |

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| | CLO 4. Design and justify sound data-gathering and data-analytic protocols to address a research problem or hypothesis | ✓ | | ✓ | ✓ | | |
| | CLO 5. Write a manuscript in a coherent, organized, and elegant manner, following scholarly writing conventions and standards | ✓ | | ✓ | ✓ | ✓ | |
| | CLO 6. Know and adhere to principles of honest and just research collaborations, and honest and accurate research dissemination | ✓ | | ✓ | ✓ | | |
| Advanced Research Seminar in Clinical Psychology | CLO 1. Rigorously examine and select theories, concepts, and empirical research and effectively use these to situate research problems in a relevant context or to justify research hypotheses | ✓ | | ✓ | ✓ | | |
| | CLO 2. Present a logical and orderly presentation or discussion of a specific issue or concern in one's area of research interest or inquiry. | ✓ | | ✓ | ✓ | | |
| | CLO 3. Convincingly argue for the theoretical or practical significance of one's research problem | ✓ | | ✓ | ✓ | | |
| | CLO 4. Design and justify sound data-gathering and data-analytic protocols to address a research problem or hypothesis | ✓ | | ✓ | ✓ | | |
| | CLO 5. Write a manuscript in a coherent, organized, and elegant manner, following scholarly writing conventions and standards | ✓ | | ✓ | ✓ | ✓ | |

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| | CLO 6. Know and adhere to principles of honest and just research collaborations, and honest and accurate research dissemination | ✓ | | ✓ | ✓ | | |
| Contemporary Theories of Psychopathology | CLO 1. Describe and explain selected core concepts and proposition in contemporary theories in psychopathology | ✓ | | | | | |
| | CLO 2. Discuss and critique contemporary theories of psychopathology in relation historical theories in current teaching, research, and practice of clinical psychology in the country | ✓ | | | | | |
| | CLO 3. Demonstrate awareness and understanding of limitations in one's personal knowledge and of intentions and strategies to build on one's current knowledge in relation to contemporary theories of psychopathology | | | ✓ | ✓ | | |
| | CLO 4. Communicate one's own understanding and lack thereof, comments, critiques, and applications of theories and concepts in relation to current theories and practices | | | ✓ | ✓ | | |
| | CLO 5. Demonstrate the ability to listen with an open mind and to respond thoughtfully and respectfully to other students' ideas | | | ✓ | ✓ | | |
| | CLO 6. Lead a group discussion and encourage other students to communicate their own ideas, to reflect on and respond to each other's ideas | | | ✓ | ✓ | | |

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| | CLO 7. Help in facilitating the continuous life-long learning process of other students/scholars | | | | | ✓ | |
| | CLO 8. Reflect on how psychological knowledge informs better professional psychological practices to serve the community | | | | | ✓ | |
| Psychotherapy II | CLO 1. Identify and critically analyze the various concepts, principles, procedures, and issues under each psychotherapy intervention/technique. | ✓ | | ✓ | | | |
| | CLO 2. Apply chosen technique to a particular population by developing a treatment plan and evaluate the treatment plan of their colleagues in the profession. | | ✓ | | ✓ | | |
| | CLO 3. Acquire skills in communicating psychotherapy outcomes in the context of our culture and chosen advocacy/population. | | | ✓ | | | |
| | CLO 4. Identify a clinical population to serve and an advocacy to specialize in. | | | | | ✓ | |
| | CLO 5. Imbibe ethical standards in practicing psychotherapy with the chosen population consistent with the standards set by the PAP Code of Ethics. | | | | | | ✓ |
| PhD in Psychology Internship | CLO 1. Demonstrate an understanding and respect for research, including quantitative and qualitative research methodologies, techniques of data collection and analysis, and the biological, cognitive-affective, sociocultural, and the lifespan developmental bases of behavior. | ✓ | | | | | |

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| | CLO 2. Demonstrate critical scientific thinking and values and apply scientific methods to professional practice, including knowledge and application of the concept of evidence-based practice. | ✓ | | | | | |
| | CLO 3. Demonstrate knowledge of theoretical, scientific, contextual basis of interventions; the importance of evidence-based practice and its role in scientific psychology | ✓ | | | | | |
| | CLO 4. Respect, work collaboratively with, and meet commitments to clients, support staff, colleagues, supervisors, other professionals and the institution. | | | ✓ | ✓ | | |
| | CLO 5. Exhibit refined project management skills | | | ✓ | ✓ | | |
| | CLO 6. Apply knowledge base and scientific thinking skills in professional settings | | | ✓ | ✓ | | |
| | CLO 7. Identify and solve problems in professional settings by using content knowledge and scientific reasoning | | | ✓ | ✓ | | |
| | CLO 8. Demonstrates commitment to and knowledge of ethical practice | | | | | ✓ | ✓ |
| | CLO 9. Engage in supervision in a responsible manner, prepares appropriately, works collaboratively with team members, and uses supervision feedback effectively | | | | | ✓ | ✓ |
| Dissertation | CLO 1. Critically evaluate research to independently develop a research plan based on current empirical literature | ✓ | ✓ | | | | |

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| | 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. | | | | ✓ | ✓ | |
| | CLO 8. Communicate research plans and findings clearly effectively and clearly | | | ✓ | ✓ | ✓ | |

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 5th 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 https://dlsu.instructure.com/ |
| 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 |

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|-----------------------------------|-----------------------------|---|
| 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 | | https://www.dlsu.edu.ph/library |
| Turnitin | | Software for plagiarism check |
| Citation Management Tools | | https://www.dlsu.edu.ph/library/citation-management/ |

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

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, vicechairpsych@dlsu.edu.ph, 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

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.

Appendix A. Course advising survey form and email reminders

Appendix B. Written comprehensive exam reminders

Appendix C. Practicum/internship reminders

Appendix E. Thesis/dissertation forms and reminders