UNIVERSIDAD DE PUERTO RICO
RECINTO UNIVERSITARIO DE MAYAGÜEZ
DECANATO DE ASUNTOS ACADÉMICOS

SOLICITUD PARA MODIFICACIONES A CURSOS REGISTRADOS

Unidad: UPR Mayagüez **Colegio: Artes y Ciencias**

Departamento/Programa: Psicología

Título del Curso: MODELOS DE INTERVENCIÓN PARA DESORDENES CONDUCTUALES, ACADÉMICOS Y EMOCIONALES EN NIÑOS Y ADOLESCENTES

Codificación Alfanumérica: PSIC 6360

INFORMACIÓN SOBRE CAMBIOS SOLICITADOS		
TIPO DE CAMBIO	**INFORMACIÓN VIGENTE**	**CAMBIO SOLICITADO**
[ ] Código alfabético		
[ ] Código numérico		
[X] Título en español	Modelos de Intervención para Desórdenes Conductuales, Académicos y Emocionales en Niños y Adolescentes	Modelos de Intervención para Trastornos Conductuales, Emocionales y del Neurodesarrollo en la Niñez y Adolescencia
[X] Título en inglés	Intervention Models for Academic, Behavioral, And Emotional Disorders in Children and Adolescents	Intervention Models for Behavioral, Emotional, and Neurodevelopmental Disorders in Childhood and Adolescence
[ ] Tipo de curso		
[ ] Modalidad en que se ofrece		
[ ] Ubicación de curso		
[ ] Prerrequisitos		
[ ] Correquisitos		
[ ] Sistema de calificación		
[ ] Horas de contacto		
[X] Descripción		

DESCRIPCIÓN EN ESPAÑOL ANTERIOR	NUEVA DESCRIPCIÓN EN ESPAÑOL
Desarrollo e implementación de intervenciones psicoeducativas basadas en el modelo ecológico-preventivo, la evidencia empírica y el análisis de los datos recopilados. Énfasis en intervenciones para dificultades académicas, conductuales, y emocionales y sus aplicaciones en el contexto individual, escolar, y clínico.	Desarrollo, implementación y evaluación de intervenciones psicoeducativas fundamentadas en el modelo ecológico-preventivo. Se presentan diversas intervenciones para el tratamiento de los trastornos conductuales, socioemocionales y del neurodesarrollo, así como su aplicación en contextos individuales, escolares y clínicos.
DESCRIPCIÓN EN INGLÉS ANTERIOR	NUEVA DESCRIPCIÓN EN INGLÉS
Development and implementation of	Development, implementation, and evaluation of

psychoeducational interventions based on data-driven, evidence-based, and an ecological-preventive perspective. Emphasis on intervention for academic, behavioral, and emotional difficulties and its applications in individual, educational, and clinical contexts.	psychoeducational interventions based on the ecological-preventive model. Various interventions for the treatment of behavioral, socio-emotional, and neurodevelopmental disorders are presented, along with their application in individual, school, and clinical settings.

Justificación de los cambios: El cambio de título responde a la necesidad de alinear el curso con la terminología contemporánea y los sistemas de clasificación diagnóstica actuales, incorporando el énfasis en los trastornos del neurodesarrollo.

Fecha de efectividad de los cambios: Agosto 2026

APROBACIÓN Y CERTIFICACIÓN A NIVEL DEL DEPARTAMENTO	**NOMBRE Y FIRMA**	**FECHA**
Director de Departamento		
APROBACIÓN Y CERTIFICACIÓN A NIVEL DE LA FACULTAD	**NOMBRE Y FIRMA**	**FECHA**
Decano de la Facultad		
APROBACIÓN Y CERTIFICACIÓN A NIVEL DEL DECANATO DE ASUNTOS ACADÉMICOS	**NOMBRE Y FIRMA**	**FECHA**
Decano de Asuntos Académicos		

University of Puerto Rico
Mayagüez Campus
College of Arts and Sciences
Department of Psychology
Graduate Program in School Psychology

TEMPLATE FOR A FACE TO FACE COURSE SYLLABUS

COURSE SYLLABUS

GENERAL INFORMATION:

COURSE TITLE:	Intervention Models for Behavioral, Emotional, and Neurodevelopmental Disorders in Childhood and Adolescence
ALPHANUMERIC CODIFICATION:	PSIC 6360
CONTACT HOURS / CREDITS	45 hours / Three credits
PREREQUISITES, COREQUISITES AND OTHER REQUIREMENTS:	PSIC 6035

COURSE DESCRIPTION:

ENGLISH: Development, implementation, and evaluation of psychoeducational interventions based on the ecological-preventive model. Various interventions for the treatment of behavioral, socio-emotional, and neurodevelopmental disorders are presented, along with their application in individual, school, and clinical settings. **«In-Person course»**

SPANISH: Desarrollo, implementación y evaluación de intervenciones psicoeducativas fundamentadas en el modelo ecológico-preventivo. Se presentan diversas intervenciones para el tratamiento de los trastornos conductuales, socioemocionales y del neurodesarrollo, así como su aplicación en contextos individuales, escolares y clínicos. **«Curso Presencial».**

LEARNING OBJECTIVES:

At the end of the course students will be able to:

1. **Demonstrate advanced theoretical and applied knowledge** in the development, implementation, and evaluation of psychoeducational interventions addressing academic, behavioral, emotional, and neurodevelopmental difficulties across diverse service delivery contexts.
2. **Design, implement, and systematically evaluate** evidence-based interventions within individual, school, and clinical settings, incorporating progress monitoring and data-driven adaptations.

3. **Exhibit advanced diagnostic reasoning and clinical decision-making**, including the formulation and testing of hypotheses using appropriate assessment procedures and the integration of data to inform intervention planning and outcomes.
4. **Integrate cultural responsiveness and ethical practice** by critically considering cultural, linguistic, and contextual factors, and demonstrating sensitivity to diversity in the selection, implementation, and evaluation of psychoeducational interventions.
5. **Critically appraise and apply current empirical research** to inform the selection and adaptation of intervention strategies for diverse child and adolescent populations.
6. **Select, implement, and evaluate evidence-based interventions** for a broad range of presenting concerns in childhood and adolescence, including externalizing behaviors, social skills deficits, anxiety, depression, and attention-related disorders.
7. **Apply crisis prevention and intervention strategies** across settings, demonstrating competence in risk assessment, immediate response, and coordination with multidisciplinary systems of care.

SUGGESTED TEXTBOOK:

Theodore, L. A. (Ed.). (2017). *Handbook of evidence-based interventions for children and adolescents.* Springer Publishing Company.

Prinstein, M. J., Youngstrom, E. A., Mash, E. A., & Barkley, R. A. (Eds.). (2019). *Treatment of disorders in childhood and adolescence* (4th ed.). Guilford Press.

Steele, R. G., & Roberts, M. C. (Eds.). (2020). *Handbook of evidence-based therapies for children and adolescents: Bridging science and practice* (2nd ed.). Springer Nature Switzerland AG. https://doi.org/10.1007/978-3-030-44226-2

Weisz, J. R., & Kazdin, A. E. (Eds.). (2017). *Evidence-based psychotherapies for children and adolescents* (3rd ed.). The Guilford Press.

COURSE OUTLINE AND TIME DISTRIBUTION:
(Example of course distribution for three (3) credits, 45 contact hours)

	CONFERENCE TOPIC	TIME DISTRIBUTION (HOURS)
I.	Introduction: Evidence-Based Interventions for Children and Adolescents	3
II.	Evidence-Based Interventions in Applied Settings	3
III.	Educational issues and learning disorders	3
IV.	Depression and self harm interventions	3
V.	Anxiety related interventions	3

VI.	Neurodevelopmental disorders interventions	3
VII.	Disruptive, Impulse-Control, and Conduct Disorders interventions	3
VIII.	Trauma and Stressor-Related Disorders interventions	3
IX.	Physical Conditions and Health-Related Disorders: Eating Disorders and Elimination Disorders interventions	3
X.	Crises and Response interventions	3
XI.	Psychosocial Adjustment: Social skills deficits, Stress and Family Disruption	3
XII.	Self-Concept and Psychological Well Being interventions	3
XIII.	Problems of Adolescence and Emerging Adulthood	3
XIV.	Implementation issues	6
	TOTAL CONTACT HOURS	**45**

INSTRUCTIONAL STRATEGIES:

Some of the following may be used:

☒ Lectures	☐ Project Based Learning
☒ Discussion	☐ Seminars or Workshops
☒ Cooperative Learning	☐ Problem Based Learning (PBL)
☒ Case Studies	☐ Flipped Classroom
☐ Lectures with Guest Speakers	

MINIMUM OR REQUIRED RESOURCES AVAILABLE:

RESOURCE	FACE-TO-FACE
Classroom or laboratory	Institution
Account in the institutional learning management platform (e.g. Moodle or Blackboard)	Institution
Institutional email account	Institution
Computer with high-speed internet access or mobile device with data service	Student
Programs or applications: word processor, spreadsheets, presentation editor	Student
Webcam or mobile with camera and microphone	Student
Integrated or external speakers	Student
Whiteboard	Institution
Digital projector	Institution

SUGGESTED ASSESSMENT TECHNIQUES:

Suggested Assessment Technique	Relative Weight
☒ Exams	50%
☒ Assignments	20%
☐ Short quizzes	XX
☐ Laboratory	XX
☐ Oral presentations	XX
☐ Written reports	XX
☒ Projects (team or individual)	30%
☐ Portfolio	XX
☐ Peer evaluation	XX
☐ Critical thinking assignments	XX
☐ Informed participation in class	XX
☐ Attendance	XX
☐ Other (Explain)	XX
Total:	**100%**

Standard scale: 90 to 100 A; 80 < 90 B; 70 < 80 C; 60 < 70 D; < 60 F

REASONABLE MODIFICATION (REASONABLE ACCOMMODATION):

The University of Puerto Rico (UPR) acknowledges the right of students with disabilities to an inclusive, equitable, and comparable post-secondary education. In accordance with its policy toward students with disabilities, based on federal and state legislation, every qualified student with disabilities is entitled to equal participation in those services, programs, and activities that are physically, mentally or sensorially natured and have thus substantially affected one or more major life activities, such as their area of post-secondary studies. They have the right to receive reasonable accommodation or modifications. If you require accommodation or reasonable modification in the course, you must inform the professor without the need to disclose your condition or diagnosis. Simultaneously, you should promptly request the Office of Services for Students with Disabilities (OSEI) of the unit or campus for your need for modification or reasonable accommodation.

The University of Puerto Rico at Mayagüez (RUM) recognizes that each student has an inherited right to request reasonable accommodation according to Law 51: Law for Integral Educational Services for People with Disabilities. Every student has the right to receive reasonable accommodation if he/she presents the necessary evidence to be evaluated by the Office of Services to Students with Disabilities (OSEI-RUM), and the related information can be found at the following link: https://www.uprm.edu/cms/index.php/page/85. If your case is approved by OSEI-RUM, you will receive reasonable accommodation in your courses and evaluation, and you must contact each professor for course registered. For additional information contact OSEI-RUM at the Office of the Dean of Students, DE 12, via telephone 787-832-4040 extensions 6734

or 6735, email: oseirum@uprm.edu, at the virtual office: https://meet.google.com/yvd-nrqo-mor, or join by telephone: (US)+1 475-558-0169 PIN: 814 895 818#.

ACADEMIC INTEGRITY:

The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Section 6.2 of the UPR General Student Regulations (Certification No.13, 2009-2010, Board of Trustees) provides that academic dishonesty includes, but is not limited to: "fraudulent actions, obtaining grades or academic degrees by false or fraudulent simulations, copying all or part of another's academic work, copying all or part of another's answer to questions on an examination, taking or having another take any oral or written test or examination on behalf of another, and aiding or facilitating another person to engaging such conduct." Any of these actions will be subject to disciplinary sanctions in accordance with the disciplinary procedure provided in the UPR General Student Regulations in force. To ensure the integrity and security of user data, all hybrid, distance-learning and online courses shall be offered through the institutional learning management platform or through tools required by the course, which uses secure connection and authentication protocols. The system authenticates the user identity using the username and password assigned through the student institutional account. The user is responsible for keeping secure, protecting, and not sharing their password with others.

POLICY AND PROCEDURES FOR MANAGING SEX AND GENDER-BASED DISCRIMINATION AT THE UNIVERSITY OF PUERTO RICO:

The Policy and procedures for managing Sex and Gender-Based Discrimination at the University of Puerto Rico, Certification No. 107 (2021-2022) of the Governing Board, certifies that the University of Puerto Rico, as an institution of higher learning and a workplace, safeguards the rights and offers a safe space for those who interact therein, whether they be students, employees, contractors, or visitors. It seeks to promote an environment that respects diversity and the rights of the university community. This policy provides a protocol for handling situations related to the following prohibited conduct in the workplace or in the academic setting: discrimination based on sex, gender, pregnancy, sexual harassment, sexual violence, domestic violence, dating, violence, and stalking.

DIVERSITY, EQUITY, AND INCLUSION

The University of Puerto Rico is committed to establishing an environment that values diversity, promotes equity and equality, and aspires to the full inclusion of its entire university community. Courses will be offered in an inclusive and equitable environment, ensuring the participation of students with diverse backgrounds, experiences, and abilities. Thus, the University of Puerto Rico reiterates its dedication to upholding the principles of diversity, equity, and inclusion in its academic programs.

CONTINGENCY PLAN IN CASE OF AN EMERGENCY OR INTERRUPTION OF CLASSES

In the event of an emergency or interruption of classes, the professor will contact the students through the institutional email or other available means to coordinate the continuity of the course.

The contingency plan must preserve the modality in which the course was created and programmed in the course offering.

Certification 23-29 of the Academic Senate establishes that a face-to-face course may have up to 25% of the hours at a distance and if necessary, this option may be used.

GRADING SYSTEM

☒ Quantifiable (letters, A, B, C, D, F) ☐ Not Quantifiable (Pass, Fail)

BIBLIOGRAPHY:

Alizadeh-Dizaj, G., Raoofi, S., Khoshsirat, S., & Damanabi, S. (2024). Evaluating the Effectiveness of Using Virtual Reality Interventions on Children and Adolescents with Autism Spectrum Disorder: A Systematic Review. *Evidence Based Health Policy, Management and Economics*. https://doi.org/10.18502/jebhpme.v7i4.15482

Alzaghoul, A. F., McKinlay, A. R., & Archer, M. (2022). Post-traumatic stress disorder interventions for children and adolescents affected by war in low- and middle-income countries in the Middle East: systematic review. *BJPsych Open*, *8*(5), e153. doi:10.1192/bjo.2022.552

Datta, N., Matheson, B. E., Citron, K., Van Wye, E. M., & Lock, J. D. (2023). Evidence Based Update on Psychosocial Treatments for Eating Disorders in Children and

Adolescents. *Journal of Clinical Child & Adolescent Psychology*, *52*(2), 159–170. https://doi.org/10.1080/15374416.2022.2109650

Galán-Luque, T. (2023). Effectiveness of psychological interventions for child and adolescent specific anxiety disorders: A systematic review of systematic reviews and meta-analyses. *Revista de Psicología Clínica Con Niños y Adolescentes*. doi: 10.21134/rpcna.2023.10.1.3

Lange, B.C.L., Nelson, A., Lang, J.M. *et al.* Adaptations of evidence-based trauma-focused interventions for children and adolescents: a systematic review. *Implement Sci Commun* **3**, 108 (2022). https://doi.org/10.1186/s43058-022-00348-5

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Parenting Interventions for Children and Adolescents. *Journal of Clinical Child & Adolescent Psychology*, *51*(3), 277–294. https://doi.org/10.1080/15374416.2022.2025598

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https://www.nimh.nih.gov/