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

# SOLICITUD PARA MODIFICACIONES A CURSOS REGISTRADOS

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| **Unidad: Mayagüez** | **Colegio: Artes y Ciencias** | |
| **Departamento/Programa: Psicología** | | |
| **Título del Curso:**<br><br>**ADVANCED PRACTICUM in SCHOOL PSYCHOLOGY II** | **Codificación Alfanumérica**<br><br>**PSIC: 8522** | |
| **INFORMACIÓN SOBRE CAMBIOS SOLICITADOS** | | |
| **TIPO DE CAMBIO** | **INFORMACIÓN VIGENTE** | **CAMBIO SOLICITADO** |
| [ ] Código alfabético | | |
| [ ] Código numérico | | |
| [ ] Título en español | | |
| [ ] Título en inglés | | |
| [ ] Tipo de curso | | |
| [ ] Modalidad en que se ofrece | | |
| [ ] Ubicación de curso | | |
| [ ] Prerrequisitos | | |
| [ ] Correquisitos | | |
| [ ] Sistema de calificación | | |
| [ x ] Horas de contacto | 3 horas | 2 horas |
| [ x ] Descripción | | |
| DESCRIPCIÓN EN ESPAÑOL ANTERIOR<br>Profundizar en el desarrollo de destrezas en las áreas de evaluación, consultoría, intervención y evaluación de resultados. El estudiantado ofrecerá servicios psicológicos y educativos a clientes bajo la supervisión de un profesional en psicología escolar con licencia profesional. Se requieren cuatrocientas (400) horas de práctica supervisada en la planificación de las sesiones con clientes e intervenciones de tratamiento individuales o grupales. | NUEVA DESCRIPCIÓN EN ESPAÑOL<br>Desarrollo avanzado de competencias en evaluación, consultoría, intervención y evaluación de resultados. El estudiantado brindará servicios psicológicos y educativos bajo la supervisión de un profesional en psicología con licencia profesional. Se requiere un mínimo de 400 horas de práctica supervisada, con énfasis en la planificación de sesiones y la implementación de intervenciones individuales y grupales. | |
| DESCRIPCIÓN EN INGLÉS ANTERIOR<br>In-depth development of skills in the areas of assessment, consultation, intervention, supervision, and outcome assessment. Students will offer psychological and educational services to clients under the supervision of a licensed school psychologist. Four hundred (400) supervised practicum hours in session planning and treatment interventions with clients are | NUEVA DESCRIPCIÓN EN INGLÉS<br>Advanced development of competencies in assessment, consultation, intervention, and outcome evaluation. Students will deliver psychological and educational services under the supervision of a licensed psychologist. A minimum of 400 supervised practicum hours is required, emphasizing session planning and the implementation of individual and group | |

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| required, individually or in-group | interventions. |
| **Justificación de los cambios:**<br>Descripción: se actualiza la descripción para destacar el apoyo en prácticas y competencias<br>Horas contacto: también se reduce la carga a 2 créditos para abrir espacio a formación especializada en supervisión como parte de las recomendaciones de acreditación de APA. | |
| **Fecha de efectividad de los cambios:** Próximo semestre luego de ser aprobado. | |

| **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 Science
Department of Psychology
School Psychology Graduate Program

**TEMPLATE FOR A IN-PERSON COURSE SYLLABUS**

# COURSE SYLLABUS

## GENERAL INFORMATION:

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|---|---|
| COURSE TITLE: | **ADVANCED PRACTICUM in SCHOOL PSYCHOLOGY II** |
| ALPHANUMERIC CODIFICATION: | PSIC 8522 |
| CONTACT HOURS / CREDITS | 30 hours / Two credits<br>400 hours of practice per semester |
| PREREQUISITES, COREQUISITES AND OTHER REQUIREMENTS: | PREREQUISITES:<br>PSIC 8521 Advanced Practicum in School Psychology I |

## COURSE DESCRIPTION:

ENGLISH: Advanced development of competencies in assessment, consultation, intervention and outcome evaluation. Students will deliver psychological and educational services under the supervision of a licensed psychologist. A minimum of 400 supervised practicum hours is required, emphasizing session planning and the implementation of individual and group interventions. **«Face to face course»**

SPANISH: Desarrollo avanzado de competencias en evaluación, consultoría, intervención y evaluación de resultados. El estudiantado brindará servicios psicológicos y educativos bajo la supervisión de un psicólogo o psicóloga licenciado. Se requiere un mínimo de 400 horas de práctica supervisada, con énfasis en la planificación de sesiones y la implementación de intervenciones individuales y grupales.

## LEARNING OBJECTIVES:

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

1. Demonstrate professional behavior, including maintaining client confidentiality, preparing thoroughly for each session, and respecting the rights and dignity of clients, families, and teachers.
2. Apply skills in psychological assessment, consultation, intervention, and evaluation in school settings.

3. Acquire and refine skills in psychological assessment, consultation, intervention, and evaluation through interaction with peers and other professionals in the field.
4. Demonstrate the ability to incorporate constructive feedback from supervisors to improve professional skills and behavior.
5. Apply knowledge of ethics and law in school psychology through class discussions, applied experiences, and case studies and related literature.
6. Obtain experience working with students in both general and special education settings.
7. Examine current challenges confronting psychologists practicing in school settings.

**SUGGESTED TEXTBOOK:**

Harrison, P.L., Proctor, S. L. & Thomas, A. (Eds) (2023). *Best Practices in School Psychology (3 Volume Set) Seventh Edition.* National Association of School Psychologist.

**COURSE OUTLINE AND TIME DISTRIBUTION:**

| CONFERENCE TOPIC | TIME DISTRIBUTION (HOURS) |
|---|---|
| I. Weekly meetings for case presentations, administrative updates, and case consultation. Meetings will follow confidentiality protocols and require presenters to submit a brief case summary 24 hours in advance. | 20 |
| II. Advanced Training Seminars (10 hours per semester) will be conducted to provide instruction on topics of clinical relevance (e.g., psychodiagnostics classification, psychological testing, treatment planning, consultation, and counseling skills. Seminars are designed to enhance practitioners' applied competencies and may cover additional topics of interest to students. | 10 |
| **TOTAL CONTACT HOURS** | **30** |

**INSTRUCTIONAL STRATEGIES:**

Some of the following may be used:

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| ☐ 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 | IN-PERSON |
|---|---|
| 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: Include a list of available assessment techniques according to the course department. You may delete those that you will not use in the course and add/modify any that are not listed. (Examples of assessment techniques)**

| Suggested Assessment Technique | Relative Weight |
|---|---|
| ☐ Exams | |
| ☐ Assignments | |
| ☐ Short quizzes | |
| ☐ Laboratory | |
| ☒ Oral presentations | 15% |
| ☒ Written reports | 15% |
| ☐ Projects (team or individual) | |
| ☒ Portfolio | 25% |
| ☐ Peer evaluation | |
| ☒ Critical thinking assignments | 20% |
| ☒ Informed participation in class | 10% |
| ☒ Attendance | 15% |
| ☐ Other (Explain) | |
| **Total:** | **100%** |
| A minimum final grade of 80% or higher is required to pass the course | |

Standard scale: 90 to 100 A; 80 < 90 B; 70 < 80 C; 60 < 70 D; < 60 F
Grade: Satisfactory (S) Not Satisfactory (NS)

## 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.

## 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 an In-Person 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:

Código de Ética de la Junta Examinadora de Psicólogos de Puerto Rico. San Juan: Junta Examinadora de Psicólogos (2021). https://www.salud.pr.gov/CMS/DOWNLOAD/6224

Dennis J. Simon, & Mark E. Swerdlik. (2023). Supervision in School Psychology: The Developmental, Ecological, Problem-solving Model: Vol. Second Edition. Routledge.

Danaher, T. S., Berry, L. L., Howard, C., Moore, S. G., & Attai, D. J. (2023). Improving how clinicians communicate with patients: An integrative review and framework. Journal of Service Research, 26(4). https://doi.org/10.1177/10946705231190018

Eklund, K., DeMarchena, S. L., Rossen, E., Izumi, J. T., Vaillancourt, K., & Rader Kelly, S. (2020). Examining the role of school psychologists as providers of mental and behavioral health services. Psychology in the Schools, 57(4), 489–501. https://doi.org/10.1002/pits.22323

Gary E. Schaffer, Elizabeth M. Power, Amy K. Fisk, Teniell L. Trolian & Jose M. Castillo (2023) Evaluating the Practices and Tasks of School Psychologists in School and Non-School Settings, Journal of Applied School Psychology. https://doi.org/10.1080/15377903.2023.2263388

Hamm, J. E., & Mousseau, A. D. (2023). Predicting parent trust based on professionals' communication skills. Education Sciences, 13(4), 350. https://doi.org/10.3390/educsci13040350

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Merrell, K.W., Ervin, R.A., Peacock, G.G. & Renshaw, T. L. (2022). School Psychology for the 21st Century Third Edition. New York, NY: Guilford Press.

Newman, D. S. (2019). The School Psychology Internship: A guide for Interns and Supervisors. (2nd edition). Routledge.

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Stamer, T., Steinhäuser, J., & Flägel, K. (2023). Artificial intelligence supporting the training of communication skills in the education of health care professions: Scoping review. Journal of Medical Internet Research, 25, e43311. https://doi.org/10.2196/43311.