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 DIAGNÓSTICO PARA DESÓRDENES CONDUCTUALES, ACADÉMICOS Y EMOCIONALES EN NIÑOS Y ADOLESCENTES

Codificación Alfanumérica: PSIC 6035

INFORMACIÓN SOBRE CAMBIOS SOLICITADOS		
TIPO DE CAMBIO	**INFORMACIÓN VIGENTE**	**CAMBIO SOLICITADO**
[ ] Código alfabético		
[ ] Código numérico		
[X] Título en español	Modelos de Diagnóstico para Desórdenes Conductuales, Académicos y Emocionales en Niños y Adolescentes	Modelos de Diagnóstico para Trastornos Conductuales, Emocionales y del Neurodesarrollo en la Niñez y Adolescencia
[X] Título en inglés	Diagnostic Models for Academic, Behavioral, And Emotional Disorders in Children and Adolescents	Diagnostic 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
Perspectivas actuales e históricas de la psicopatología infantil, su diagnóstico y sistemas de clasificación, con un énfasis en aquellos trastornos que se observan típicamente en escuelas y otros contextos aplicados. Discusión y análisis de los desórdenes mentales en niños y adolescentes. Se enfatiza la etiología, epidemiología, fenomenología, nosología, y el	Estudio de las perspectivas históricas y contemporáneas de la psicopatología infantil, con énfasis en los sistemas de diagnóstico y clasificación. Se examinan los trastornos más prevalentes en contextos escolares y otros entornos aplicados. Análisis crítico de los trastornos mentales en la niñez y la adolescencia, abordando su etiología, epidemiología,

diagnóstico de desórdenes mentales.	fenomenología y nosología, así como de los procesos implicados en su diagnóstico.
DESCRIPCIÓN EN INGLÉS ANTERIOR Historical and current perspectives on childhood psychopathology, its diagnosis and systems of classification, with an emphasis on disorders that are typically observed in schools and other applied settings. Discussion and analysis of child and adolescent mental disorders. Emphasis on etiology, epidemiology, phenomenology, nosology and diagnosis of mental disorders	NUEVA DESCRIPCIÓN EN INGLÉS Study of the historical and contemporary perspectives of child psychopathology, with an emphasis on diagnostic and classification systems. Examination of the most prevalent disorders in school contexts and other applied settings. Critical analysis of mental disorders in childhood and adolescence, addressing their etiology, epidemiology, phenomenology, and nosology, as well as the processes involved in their diagnosis.
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: **Tan pronto sea 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 Sciences
Department of Psychology
Graduate Program in School Psychology

TEMPLATE FOR A FACE TO FACE COURSE SYLLABUS

COURSE SYLLABUS

GENERAL INFORMATION:

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

COURSE DESCRIPTION:

ENGLISH: Study of the historical and contemporary perspectives of child psychopathology, with an emphasis on diagnostic and classification systems. Examination of the most prevalent disorders in school contexts and other applied settings. Critical analysis of mental disorders in childhood and adolescence is promoted, addressing their etiology, epidemiology, phenomenology, and nosology, as well as the processes involved in their diagnosis.

SPANISH: Estudio de las perspectivas históricas y contemporáneas de la psicopatología infantil, con énfasis en los sistemas de diagnóstico y clasificación. Se examinan los trastornos más prevalentes en contextos escolares y otros entornos aplicados. Análisis crítico de los trastornos mentales en la niñez y la adolescencia, abordando su etiología, epidemiología, fenomenología y nosología, así como de los procesos implicados en su diagnóstico.

LEARNING OBJECTIVES:

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

1. **Analyze** the conceptual foundations of deviant behavior and psychopathology in children and adolescents, integrating both historical and contemporary perspectives.

2. **Examine** major classification systems and theoretical approaches used in the diagnosis of mental disorders in childhood and adolescence, emphasizing their underlying assumptions and practical applications.
3. **Apply** the diagnostic criteria outlined in the Diagnostic and Statistical Manual of Mental Disorders (DSM) to accurately identify and classify specific disorders in child and adolescent populations.
4. **Utilize** the DSM diagnostic framework to formulate appropriate clinical diagnoses based on the analysis of relevant clinical case information.
5. **Evaluate** the impact of individual, familial, environmental, and cultural factors on diagnostic decision-making within developmental psychopathology.
6. **Critically analyze** current controversies and emerging issues faced by practitioners in the assessment and diagnosis of child and adolescent psychopathology.

SUGGESTED TEXTBOOK:

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). https://doi.org/10.1176/appi.books.9780890425787

Diamanduros, T., Tysinger, P. D., Tysinger, J. A., & Fenning, P. A. (2022). *Child and Adolescent Psychopathology for School Psychology: A practical approach*. Springer Publishing Company. https://doi.org/10.1891/9780826135872

Tobin, R. M., & House, A. E. (2016). *DSM-5® diagnosis in the schools.* Guilford Press.

COURSE OUTLINE AND TIME DISTRIBUTION:

CONFERENCE TOPIC	TIME DISTRIBUTION (HOURS)
Introduction: Child and Adolescent Mental Health Disorders in Schools	4.5
Psychiatric Diagnosis: Issues for School Psychology	4.5
An overview of Classification Systems of Diagnostics & eligibilities	4.5
Neurodevelopmental Disorders	4.5
Disruptive, Impulse-Control and Conduct Disorders	4.5
Anxiety Disorders	4.5
Mood Disorders	4.5
Trauma and Stressor Related Disorders	4.5
Highly Focused Symptom Patterns	4.5
Substance-Related and Addictive Disorders	4.5
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	30%
☐ Laboratory	XX
☐ Oral presentations	XX
☐ Written reports	XX
☐ Projects (team or individual)	XX
☐ 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)

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Alves, F., Figueiredo, D. V., & Vagos, P. (2022). The Prevalence of Adolescent Social Fears and Social Anxiety Disorder in School Contexts. *International Journal of Environmental Research and Public Health*, *19*(19), 12458. https://doi.org/10.3390/ijerph191912458

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Hagen I, Skjelstad S and Nayar US (2023) Promoting mental health and wellbeing in schools: the impact of yoga on young people's relaxation and stress levels. Front. Psychol. 14:1083028. doi: 10.3389/fpsyg.2023.1083028

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Pagerols, M., Autet, A., Prat, R. *et al.* The negative impact of neurodevelopmental disorders and multiple co-occurring conditions on academic performance of school-age children and adolescents. *Sci Rep* **16**, 2406 (2026). https://doi.org/10.1038/s41598-025-27769-1

Tegtmejer, T., & Säljö, R. (2026). Circular reasoning in diagnostic practices: a case study of how educational psychologists evaluate special needs. *Emotional and Behavioural Difficulties*, *31*(1), 4–17. https://doi.org/10.1080/13632752.2025.2546229

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