

TABLE 10. Curricular Sufficiency

MISSION				
<p>The mission of the Graduate Program in School Psychology at UPRM is to prepare school psychology practitioners and scholars whose activities promote the psychological and educational development and well-being of children and youth. The Program is grounded on a scientist-practitioner model as reflected in its commitment to a synthesis between research and practice across all academic and professional preparation opportunities. As scientists, students develop a solid foundation of content knowledge in core areas of psychology, education, research methods, and professional school psychology. The Graduate Program is premised on a developmental-ecological view of human behavior. Graduates are prepared to effectively utilize this body of knowledge as practitioners to prevent, assess, and intervene regarding psychological and educational issues impacting children, families, and institutions and to conduct and evaluate basic and applied research. The Graduate Program in School Psychology is committed to preparing future school psychologists to assume professional leadership roles in university, school, clinical, and other community settings. The Program aims to educate school psychologists whose work will ensure positive educational outcomes for all children and youth, and to utilize their professional knowledge and skills to function as change agents.</p>				
PROGRAM GOAL 1	PROGRAM OBJECTIVES	GRADUTE PROFILE	CURRICULAR COMPONENT	COURSE TITLE
<p>To prepare highly skilled scientist-practitioners who are data-based, system-wide problem-solvers oriented toward prevention and early intervention.</p>	<p>To train a scientist-practitioner who:</p> <ul style="list-style-type: none"> • Is capable of applying knowledge and skills that promote identification and resolution of psychological and educational problems. • Possesses theoretical and applied knowledge on topics related to the practice of school psychology <ul style="list-style-type: none"> ○ prevention and intervention ○ developmental and ecological theories ○ clinical diagnostics ○ developmental disabilities ○ special education services ○ statistical and research methods ○ human diversity. • Demonstrates critical thinking, quantitative reasoning, and qualitative analysis abilities. 	<p>All GENERAL and SPECIFIC Objectives (See Section VI. E)</p>	<p>CORE COURSES</p> <p>SCHOOL PSYCHOLOGY COURSES</p> <p>RESEARCH COURSES</p> <p>PRACTICUM COURSES</p> <p>SPECIALIZED STRANDS</p>	<p>SEE SECTION VII A CURRICULAR SCHEME AND BALANCE</p>

PROGRAM GOAL 2	PROGRAM OBJECTIVES	GRADUTE PROFILE	CURRICULAR COMPONENT	COURSE TITLE
<p>To conduct research on problems of concern to schools.</p>	<p>To train a scientist-practitioner who:</p> <ul style="list-style-type: none"> • Is capable of applying knowledge and skills that promote identification and resolution of psychological and educational problems. • Possess theoretical and applied knowledge on topics related to the practice of school psychology <ul style="list-style-type: none"> ○ prevention and intervention' ○ developmental and ecological theories ○ clinical diagnostics ○ developmental disabilities ○ special education services ○ statistical and research methods ○ human diversity. • Demonstrating critical thinking, quantitative reasoning, and qualitative analysis abilities. • Understanding and applying 	<p>GENERAL OBJECTIVES</p> <ul style="list-style-type: none"> • Develop an understanding and an ability to integrate multiple theoretical perspectives that are relevant to the teaching, research, and practice of school psychology. • Demonstrate quantitative and qualitative reasoning skills. • Behave in accordance with professional, legal, and ethical guidelines. • Develop a commitment to the advancement the field of school psychology through exemplary teaching, research, or professional practice, as well as participation and leadership in professional organizations. • Demonstrate mastery of technologies necessary to support professional practice. <p>SPECIFIC OBJECTIVES - RESEARCH</p> <ul style="list-style-type: none"> • Master relevant research methodologies and theories in psychology and their 	<p>SCHOOL PSYCHOLOGY COURSES</p> <p>RESEARCH COURSES</p>	<p>PREVENTION, CONSULTATION, AND INTERVENTION IN SCHOOL CONTEXTS</p> <p>PROGRAM EVALUTATION IN SCHOOL CONTEXTS</p> <p>EDUCATIONAL PSYCHOLOGY</p> <p>COGNITIVE ASSESSMENT (Integrated Practicum)</p> <p>PSYCHO EDUCATIONAL ASSESSMENT (Integrated Practicum)</p> <p>SOCIO-EMOTIONAL ASSESSMENT (Integrated Practicum)</p> <p>INTRODUCTION TO SCHOOL PSYCHOLOGY: ROLES -FUNCTIONS AND ETHICAL-LEGAL ISSUES</p> <p>STATISTICS APPLIED TO PSYCHOLOGY</p> <p>EVALUTION AND MEASUREMENT</p>

	<p>ethical principles to all professional interactions activities.</p>	<p>application within school contexts</p> <ul style="list-style-type: none">• Design a plan for evaluation the effectiveness of psychological services provided in schools or applied settings• Summarize and communicate results of studies or reports of research in terms that are understandable to educators and parents.		<p>DISSERTATION</p> <p>ADVANCED RESEARCH METHODS: QUANTITATIVE AND QUALITATIVE</p>
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PROGRAM GOAL 3	PROGRAM OBJECTIVES	GRADUTE PROFILE	CURRICULAR COMPONENT	COURSE TITLE
<p>To provide expertise on matters pertaining to academic and mental health issues</p>	<p>To train a scientist-practitioner who:</p> <ul style="list-style-type: none"> • Is capable of applying knowledge and skills that promote identification and resolution of psychological and educational problems. • Possesses theoretical and applied knowledge on topics related to the practice of school psychology <ul style="list-style-type: none"> ○ prevention and intervention ○ developmental and ecological theories ○ clinical diagnostics ○ developmental disabilities ○ special education services ○ statistical and research methods ○ human diversity. 	<p>GENERAL OBJECTIVES</p> <ul style="list-style-type: none"> • Develop an understanding and an ability to integrate multiple theoretical perspectives that are relevant to the teaching, research, and practice of school psychology. • Demonstrate critical thinking in conceptualizing, assessing, and intervening in child and adolescent learning, behavior, and mental health concerns (with a range of developmentally and culturally sensitive techniques as well as empirically supported methods, targeted to several levels, including the individual, family, classroom, and larger social system). • Demonstrate mastery of verbal and writing communication skills with educators, parents, and fellow professionals. • Demonstrate quantitative and qualitative reasoning skills. • Demonstrate knowledge, skills, and appreciation for diverse abilities and disabilities. • Demonstrate knowledge of the major socio-cultural groups and relevance of group differences for school related work. • Demonstrate effective interpersonal skills which 	<p>CORE COURSES</p> <p>SCHOOL PSYCHOLOGY COURSES</p>	<p>CHILD and ADOLESCENT DEVELOPMENT</p> <p>THEORIES OF PERSONALITY</p> <p>BIOLOGICAL BASES OF DISORDERS IN CHILDREN AND ADOLESCENTS</p> <p>LEARNING AND COGNITION</p> <p>HUMAN DIVERSITY and SOCIAL PSYCHOLOGY ISSUES</p> <p>HISTORY AND SYSTEMS OF PSYCHOLOGY</p> <p>DIAGNOSTIC MODELS FOR ACADEMIC AND BEHAVIORAL ISSUES</p> <p>INTERVENTION MODELS FOR ACADEMIC AND BEHAVIORAL ISSUES</p> <p>PREVENTION, CONSULTATION, AND INTERVENTION IN SCHOOL CONTEXTS</p> <p>PROGRAM EVALUTATION IN SCHOOL CONTEXTS</p> <p>EDUCATIONAL PSYCHOLOGY</p> <p>COGNITIVE ASSESSMENT (Integrated Practicum)</p> <p>PSYCHOEDUCATIONAL ASSESSMENT (Integrated Practicum)</p>

		<p>facilitate working with educators, parents, and fellow professionals.</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the major professional issues that influence the profession and practice of school psychology. • Behave in accordance with professional, legal, and ethical guidelines. • Develop a commitment to the advancement the field of school psychology through exemplary teaching, research, or professional practice, as well as participation and leadership in professional organizations. • Demonstrate mastery of technologies necessary to support professional practice. • SPECIFIC OBJECTIVES • ASSESSMENT • Demonstrate knowledge of the use of a broad range of methods for assessing children’s: <ul style="list-style-type: none"> ○ social-emotional behavior functioning ○ cognitive/intellectual functioning ○ academic functioning • Demonstrate knowledge of principles and best practices that guide assessment activities. • Conceptualize and implement assessment techniques that facilitate the design and evaluation of interventions. 	<p>PRACTICUM COURSES</p> <p>SPECIALIZED STRANDS</p>	<p>SOCIO-EMOTIONAL ASSESSMENT (Integrated Practicum)</p> <p>INTRODUCTION TO SCHOOL PSYCHOLOGY: ROLES - FUNCTIONS AND ETHICAL-LEGAL ISSUES</p> <p>INTERNSHIP IN SCHOOL PSYCHOLOGY</p> <p>ADVANCED PRACTICUM IN SCHOOL PSYCHOLOGY I</p> <p>ADVANCED PRACTICUM IN SCHOOL PSYCHOLOGY II</p> <p>PRACTICUM in SCHOOL PSYCHOLOGY I</p> <p>PRACTICUM II SCHOOL PSYCHOLOGY II</p> <p>Clinical Strand</p> <p>BEHAVIOR MODIFICATION TECHNIQUES for ADHD and DISRUPTIVE BEHAVIOR DISORDERS</p> <p>MOOD and ANXIETY DISORDERS and EVIDENCED BASED TREATMENTS</p> <p>PLAY THERAPY with TRAUMA and STRESS RELATED DISORDERS</p> <p>PROJECTIVE ASSESSMENT TECHNIQUES for CHILDREN and ADOLESCENTS</p>
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		<ul style="list-style-type: none"> • Select assessment tools that are non-biased, reliable, and valid for the purpose intended. • Select culturally sensitive and appropriate assessment tools. • Demonstrate mastery of verbal and written communication skills in order to convey assessment procedures and findings to educators, parents and other professionals • INTERVENTION • Explain principles and best practices that guide intervention activities. • Conceptualize treatment goals and develop intervention plans to accomplish these goals across diverse populations. • Demonstrate understanding of the theoretical and procedural similarities and differences of various approaches to interventions for school-related social-emotional problems. • Demonstrate understanding of the theoretical and procedural similarities and differences of various approaches to interventions for cognitive and academic problems. • Demonstrate command of methods for monitoring treatment and progress evaluating the integrity and effectiveness of interventions. 		<p>Neuropsychology Strand NEUROPSYCHOLOGICAL ASSESSMENT</p> <p>NEURO ANATOMY</p> <p>PRINCIPLES OF NEUROPSYCHOLOGY</p> <p>NEUROPSYCHOLOGICAL REHABILITATION</p>
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		<ul style="list-style-type: none">• Demonstrate understanding of the theory and practice of preventing and intervening for school-related problems• Demonstrate understanding of the theory and practice of preventing and responding to school-related crises.		
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PROGRAM GOAL 4	PROGRAM OBJECTIVES	GRADUTE PROFILE	CURRICULAR COMPONENT	COURSE TITLE
To consult on district programs and special projects	<p>To train a scientist-practitioner who:</p> <ul style="list-style-type: none"> • Is capable of applying knowledge and skills that promote identification and resolution of psychological and educational problems. • Possesses theoretical and applied knowledge on topics related to the practice of school psychology <ul style="list-style-type: none"> ○ prevention and intervention ○ developmental and ecological theories ○ clinical diagnostics ○ developmental disabilities ○ special education services ○ statistical and research methods ○ human diversity. • Demonstrates critical thinking, quantitative reasoning, and qualitative analysis abilities. • Shows well-developed interpersonal skills that 	<p>GENERAL OBJECTIVES</p> <ul style="list-style-type: none"> • Develop an understanding and an ability to integrate multiple theoretical perspectives that are relevant to the teaching, research, and practice of school psychology. • Demonstrate critical thinking in conceptualizing, assessing, and intervening in child and adolescent learning, behavior, and mental health concerns (with a range of developmentally and culturally sensitive techniques as well as empirically supported methods, targeted to several levels, including the individual, family, classroom, and larger social system). • Demonstrate mastery of verbal and writing communication skills with educators, parents, and fellow professionals. • Demonstrate quantitative and qualitative reasoning skills. • Demonstrate knowledge, skills, and appreciation for diverse abilities and 	<p>CORE COURSES</p> <p>SCHOOL PSYCHOLOGY COURSES</p>	<p>CHILD and ADOLESCENT DEVELOPMENT</p> <p>PERSONALITY THEORIES</p> <p>BIOLOGICAL BASES OF DISORDERS IN CHILDREN AND ADOLESCENTS</p> <p>LEARNING AND COGNITION HUMAN DIVERSITY and SOCIAL PSYCHOLOGY ISSUES</p> <p>HISTORY AND SYSTEMS OF PSYCHOLOGY</p> <p>DIAGNOSTIC MODELS FOR ACADEMIC AND BEHAVIORAL ISSUES</p> <p>INTERVENTION MODELS FOR ACADEMIC AND BEHAVIORAL ISSUES</p> <p>PREVENTION, CONSULTATION, AND INTERVENTION IN SCHOOL CONTEXTS</p>

	<p>facilitate effective work with families, children and adolescents</p> <ul style="list-style-type: none"> Understands and applies ethical principles to all professional interactions 	<p>disabilities.</p> <ul style="list-style-type: none"> Demonstrate knowledge of the major socio-cultural groups and relevance of group differences for school related work. Demonstrate effective interpersonal skills which facilitate working with educators, parents, and fellow professionals. Demonstrate an understanding of the major professional issues that influence the profession and practice of school psychology. Behave in accordance with professional, legal, and ethical guidelines. <p>SPECIFIC CONSULTATION</p> <ul style="list-style-type: none"> Demonstrate skills for conducting consultation interviews with teachers or parents with diverse backgrounds. Conceptualize assessment issues and intervention goals within an indirect service delivery model. Design methods for monitoring the consultation process and measuring outcomes. 	<p>PRACTICUM COURSES</p>	<p>PROGRAM EVALUTATION IN SCHOOL CONTEXTS</p> <p>EDUCATIONAL PSYCHOLOGY</p> <p>COGNITIVE ASSESSMENT (Integrated Practicum)</p> <p>PSYCHOEDUCATIONAL ASSESSMENT (Integrated Practicum)</p> <p>SOCIO-EMOTIONAL ASSESSMENT (Integrated Practicum)</p> <p>INTRODUCTION TO SCHOOL PSYCHOLOGY: ROLES -FUNCTIONS AND ETHICAL-LEGAL ISSUES</p> <p>INTERNSHIP IN SCHOOL PSYCHOLOGY</p> <p>ADVANCED PRACTICUM IN SCHOOL PSYCHOLOGY I</p> <p>ADVANCED PRACTICUM IN SCHOOL PSYCHOLOGY</p>
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				NEUROPSYCHOLOGICAL REHABILITATION
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		<p>advancement the field of school psychology through exemplary teaching, research, or professional practice, as well as participation and leadership in professional organizations.</p>	<p>PRACTICUM COURSES</p>	<p>PSYCHOLOGY</p> <p>COGNITIVE ASSESSMENT (Integrated Practicum)</p> <p>PSYCHOEDUCATIONAL ASSESSMENT (Integrated Practicum)</p> <p>SOCIO-EMOTIONAL ASSESSMENT (Integrated Practicum)</p> <p>INTRODUCTION TO SCHOOL PSYCHOLOGY: ROLES -FUNCTIONS AND ETHICAL-LEGAL ISSUES</p> <p>INTERNSHIP IN SCHOOL PSYCHOLOGY</p> <p>ADVANCED PRACTICUM IN SCHOOL PSYCHOLOGY I</p> <p>ADVANCED PRACTICUM IN SCHOOL PSYCHOLOGY II</p> <p>PRACTICUM in SCHOOL PSYCHOLOGY I</p> <p>PRACCTICUM II SCHOOL PSYCHOLOGY II</p> <p>Clinical Strand</p> <p>BEHAVIOR MODIFICTION TECHNIQUES for ADHD and DISRUPTIVE BEHAVIOR DISORDERS</p> <p>MOOD and ANXIETY DISORDERS and</p>
		<p>SPECIFIC - SPECIALIZATION AREA Demonstrate in-depth and rigorous knowledge of theory, practice, and current issues pertaining to the chosen area of specialization (clinical, neuropsychology, pre-school, special education)</p>	<p>SPECIALIZED STRANDS</p>	

				<p>EVIDENCED BASED TREATMENTS</p> <p>PLAY THERAPY with TRAUMA and STRESS RELATED DISORDERS</p> <p>PROJECTIVE ASSESSMENT TECHNIQUES for CHILDREN and ADOLESCENTS</p> <p>Neuropsychology Strand NEUROPSYCHOLOGICAL ASSESSMENT</p> <p>NEURO ANATOMY</p> <p>PRINCIPLES OF NEUROPSYCHOLOGY</p> <p>NEUROPSYCHOLOGICAL REHABILITATION</p>
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PROGRAM GOAL 6	PROGRAM OBJECTIVES	GRADUTE PROFILE	CURRICULAR COMPONENT	COURSE TITLE
<p>To offer two sub-specializations, in neuropsychology and mental health (clinical)</p>	<p>To train a scientist-practitioner who:</p> <ul style="list-style-type: none"> • Is capable of applying knowledge and skills that promote identification and resolution of psychological and educational problems. • Possesses theoretical and applied knowledge on topics related to the practice of school psychology <ul style="list-style-type: none"> ○ prevention and intervention ○ developmental and ecological theories ○ clinical diagnostics ○ developmental disabilities ○ special education services ○ statistical and research methods <p>human diversity.</p>	<p>GENERAL OBJECTIVES</p> <p>Develop an understanding and an ability to integrate multiple theoretical perspectives that are relevant to the teaching, research, and practice of school psychology.</p> <p>Demonstrate critical thinking in conceptualizing, assessing, and intervening in child and adolescent learning, behavior, and mental health concerns (with a range of developmentally and culturally sensitive techniques as well as empirically supported methods, targeted to several levels, including the individual, family, classroom, and larger social system). Demonstrate knowledge, skills, and appreciation for diverse abilities and disabilities.</p> <p>Demonstrate knowledge of the major socio-cultural groups and relevance of group differences for school related work.</p> <p>SPECIFIC - SPECIALIZATION AREA</p> <p>Demonstrate in-depth and rigorous knowledge of theory, practice, and current issues pertaining to the chosen area of specialization (clinical, neuropsychology, pre-school, special education)</p>	<p>SPECIALIZED STRANDS</p>	<p>Clinical Strand</p> <p>BEHAVIOR MODIFICATION TECHNIQUES for ADHD and DISRUPTIVE BEHAVIOR DISORDERS</p> <p>MOOD and ANXIETY DISORDERS and EVIDENCED BASED TREATMENTS</p> <p>PLAY THERAPY with TRAUMA and STRESS RELATED DISORDERS</p> <p>PROJECTIVE ASSESSMENT TECHNIQUES for CHILDREN and ADOLESCENTS</p> <p>Neuropsychology Strand</p> <p>NEURO PSYCHOLOGICAL ASSESSMENT</p> <p>NEURO ANATOMY</p> <p>PRINCIPLES OF NEUROPSYCHOLOGY</p> <p>NEURO PSYCHOLOGICAL REHABILITATION</p>

PROGRAM GOAL 7	PROGRAM OBJECTIVES	GRADUTE PROFILE	CURRICULAR COMPONENT	COURSE TITLE
<p>To train professionals who are pro-active in the development and implementation of methods recognized to facilitate healthy growth and learning in children and adolescents.</p>	<ul style="list-style-type: none"> • To train a scientist-practitioner who: • Is capable of applying knowledge and skills that promote identification and resolution of psychological and educational problems. • Possesses theoretical and applied knowledge on topics related to the practice of school psychology <ul style="list-style-type: none"> ○ prevention and intervention ○ developmental and ecological theories ○ clinical diagnostics ○ developmental disabilities ○ special education services ○ statistical and research methods ○ human diversity. • Demonstrates critical thinking, quantitative reasoning, and qualitative analysis abilities. • Shows well-developed interpersonal skills that facilitate effective work with families, children and adolescents • Understands and applies ethical principles to all professional interactions. 	<p>All GENERAL and SPECIFIC Objectives (See Section VI. E)</p>	<p>CORE COURSES</p>	<p>CHILD and ADOLESCENT DEVELOPMENT</p> <p>PERSONALITY THEORIES</p> <p>DIAGNOSTIC MODELS FOR ACADEMIC AND BEHAVIORAL ISSUES</p> <p>INTERVENTION MODELS FOR ACADEMIC AND BEHAVIORAL ISSUES</p> <p>PROGRAM EVALUTATION IN SCHOOL CONTEXTS</p> <p>EDUCATIONAL PSYCHOLOGY</p> <p>COGNITIVE ASSESSMENT (Integrated Practicum)</p> <p>PSYCHOEDUCATION AL ASSESSMENT (Integrated Practicum)</p> <p>SOCIO-EMOTIONAL ASSESSMENT (Integrated Practicum)</p>

			<p>SCHOOL PSYCHOLOGY COURSES</p>	<p>INTRODUCTION TO SCHOOL PSYCHOLOGY: ROLES -FUNCTIONS AND ETHICAL-LEGAL ISSUES</p>
			<p>RESEARCH COURSES</p>	<p>DESCRIPTIVE and INFERENTIAL STATISTICS APPLIED TO PSYCHOLOGY</p> <p>EVALUTION AND MEASUREMENT</p> <p>DISSERTATION</p> <p>ADVANCED RESEARCH METHODS: QUANTITATIVE AND QUALITATIVE</p>
			<p>PRACTICUM COURSES</p>	<p>INTERNSHIP IN SCHOOL PSYCHOLOGY</p> <p>ADVANCED PRACTICUM IN SCHOOL PSYCHOLOGY I</p> <p>ADVANCED PRACTICUM IN SCHOOL PSYCHOLOGY II</p> <p>PRACTICUM in SCHOOL PSYCHOLOGY I</p> <p>PRACCTICUM in SCHOOL PSYCHOLOGY II</p>

			SPECIALIZED STRANDS	Neuropsychology Strand NEURO PSYCHOLOGICAL ASSESSMENT NEURO ANATOMY PRINCIPLES OF NEUROPSYCHOLOGY NEURO PSYCHOLOGICAL REHABILITATION
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PROGRAM GOAL 8	PROGRAM OBJECTIVES	GRADUTE PROFILE	CURRICULAR COMPONENT	COURSE TITLE
<p>To prepare students to engage in curricular innovations at both the classroom (e.g., reading strategy interventions, social skills interventions) and larger systems levels (e.g., inclusion, school restructuring, gifted education programs).</p>	<p>To train a scientist-practitioner who:</p> <ul style="list-style-type: none"> • Is capable of applying knowledge and skills that promote identification and resolution of psychological and educational problems. • Possesses theoretical and applied knowledge on topics related to the practice of school psychology <ul style="list-style-type: none"> ○ prevention and intervention ○ developmental and ecological theories ○ clinical diagnostics ○ developmental disabilities ○ special education services ○ statistical and research methods ○ human diversity. • Demonstrates critical thinking, quantitative reasoning, and qualitative analysis abilities. 	<p>Develop an understanding and an ability to integrate multiple theoretical perspectives that are relevant to the teaching, research, and practice of school psychology.</p> <p>Demonstrate critical thinking in conceptualizing, assessing, and intervening in child and adolescent learning, behavior, and mental health concerns (with a range of developmentally and culturally sensitive techniques as well as empirically supported methods, targeted to several levels, including the individual, family, classroom, and larger social system).</p> <p>Demonstrate mastery of verbal and writing communication skills with educators, parents, and fellow professionals.</p>	<p>CORE COURSES</p> <p>SCHOOL PSYCHOLOGY COURSES</p>	<p>CHILD and ADOLESCENT DEVELOPMENT</p> <p>THEORIES OF PERSONALITY</p> <p>BIOLOGICAL BASES OF DISORDERS IN CHILDREN AND ADOLESCENTS</p> <p>LEARNING AND COGNITION</p> <p>HUMAN DIVERSITY and SOCIAL PSYCHOLOGY ISSUES</p> <p>HISTORY AND SYSTEMS OF PSYCHOLOGY</p> <p>DIAGNOSTIC MODELS FOR ACADEMIC AND BEHAVIORAL ISSUES</p> <p>INTERVENTION MODELS FOR ACADEMIC AND BEHAVIORAL ISSUES</p> <p>PROGRAM EVALUTATION IN SCHOOL CONTEXTS</p> <p>EDUCATIONAL PSYCHOLOGY</p>

		<p>Demonstrate quantitative and qualitative reasoning skills.</p> <p>Demonstrate knowledge, skills, and appreciation for diverse abilities and disabilities.</p> <p>Demonstrate knowledge of the major socio-cultural groups and relevance of group</p>	<p>RESEARCH COURSES</p> <p>CORE COURSES</p>	<p>COGNITIVE ASSESSMENT (Integrated Practicum)</p> <p>PSYCHOEDUCATIONAL ASSESSMENT (Integrated Practicum)</p> <p>SOCIO-EMOTIONAL ASSESSMENT (Integrated Practicum)</p> <p>INTRODUCTION TO SCHOOL PSYCHOLOGY: ROLES -FUNCTIONS AND ETHICAL-LEGAL ISSUES</p> <p>DESCRIPTIVE and INFERENTIAL STATISTICS APPLIED TO PSYCHOLOGY</p> <p>EVALUTION AND MEASUREMENT</p> <p>DISSERTATION</p> <p>ADVANCED RESEARCH METHODS: QUANTITATIVE AND QUALITATIVE</p> <p>CHILD and ADOLESCENT DEVELOPMENT</p> <p>PERSONALITY OF</p>
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	<p>differences for school related work.</p> <p>Behave in accordance with professional, legal, and ethical guidelines.</p> <p>Develop a commitment to the advancement the field of school psychology through exemplary teaching, research, or professional practice, as well as participation and leadership in professional organizations.</p> <p>INTERVENTION</p> <p>Explain principles and best practices that guide intervention activities.</p> <p>Conceptualize treatment goals and develop intervention plans to accomplish these goals across diverse populations.</p> <p>Demonstrate understanding of the theoretical and procedural</p>		<p>SCHOOL PSYCHOLOGY COURSES</p>	<p>THEORIES</p> <p>BIOLOGICAL BASES OF DISORDERS IN CHILDREN AND ADOLESCENTS</p> <p>LEARNING AND COGNITION</p> <p>HUMAN DIVERSITY and SOCIAL PSYCHOLOGY ISSUES</p> <p>HISTORY AND SYSTEMS OF PSYCHOLOGY</p> <p>PREVENTION, CONSULTATION, AND INTERVENTION IN SCHOOL CONTEXTS</p> <p>DIAGNOSTIC MODELS FOR ACADEMIC AND BEHAVIORAL ISSUES</p> <p>INTERVENTION MODELS FOR ACADEMIC AND BEHAVIORAL ISSUES</p> <p>PROGRAM EVALUTATION IN SCHOOL CONTEXTS</p> <p>EDUCATIONAL</p>
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		<p>similarities and differences of various approaches to interventions for school-related social-emotional problems.</p> <p>Demonstrate understanding of the theoretical and procedural similarities and differences of various approaches to interventions for cognitive and academic problems.</p> <p>Demonstrate command of methods for monitoring treatment and progress evaluating the integrity and effectiveness of interventions.</p> <p>Demonstrate understanding of the theory and practice of preventing and intervening for school-related problems</p> <p>Demonstrate understanding of the theory and practice of preventing and responding to school-related</p>		<p>PSYCHOLOGY</p> <p>COGNITIVE ASSESSMENT (Integrated Practicum)</p> <p>PSYCHOEDUCATIONAL ASSESSMENT (Integrated Practicum)</p> <p>SOCIO-EMOTIONAL ASSESSMENT (Integrated Practicum)</p> <p>INTRODUCTION TO SCHOOL PSYCHOLOGY: ROLES -FUNCTIONS AND ETHICAL-LEGAL ISSUES</p>
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		<p>crises.</p> <p>CONSULTATION</p> <p>Demonstrate skills for conducting consultation interviews with teachers or parents with diverse backgrounds.</p> <p>Conceptualize assessment issues and intervention goals within an indirect service delivery model.</p> <p>Design methods for monitoring the consultation process and measuring outcomes.</p> <p>SPECIALIZATION AREA</p> <p>Demonstrate in-depth and rigorous knowledge of theory, practice, and current issues pertaining to the chosen area of specialization (clinical, neuropsychology, pre-school, special education</p>		<p>Clinical Strand</p> <p>BEHAVIOR MODIFICATION TECHNIQUES for ADHD and DISRUPTIVE BEHAVIOR DISORDERS</p> <p>MOOD and ANXIETY DISORDERS and EVIDENCED BASED TREATMENTS</p> <p>PLAY THERAPY with TRAUMA and STRESS RELATED DISORDERS</p>
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