TABLE 10. Curricular Sufficiency

MISSION

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.

PROGRAM GOAL 1	PROGRAM OBJECTIVES	GRADUTE PROFILE	CURRICULAR COMPONENT	COURSE TITLE
To prepare highly skilled scientist-practitioners who are data-based, system-wide problem-solvers oriented toward prevention and early intervention.	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 prevention and intervention developmental and ecological theories clinical diagnostics clinical diagnostics special education services statistical and research methods human diversity. Demonstrates critical thinking, quantitative reasoning, and qualitative analysis abilities.	All GENERAL and SPECIFIC Objectives (See Section VI. E)	COMPONENT CORE COURSES SCHOOL PSYCHOLOGY COURSES RESEARCH COURSES PRACTICUM COURSES SPECIALIZED STRANDS	SEE SECTION VII A CURRICULAR SCHEME AND BALANCE

PROGRAM GOAL 2	PROGRAM OBJECTIVES	GRADUTE PROFILE	CURRICULAR COMPONENT	COURSE TITLE
To conduct research on problems of concern to schools.	 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 prevention and intervention' developmental and ecological theories clinical diagnostics developmental disabilities special education services statistical and research methods human diversity. 	 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. 	SCHOOL PSYCHOLOGY COURSES	PREVENTION, CONSULTATION, AND INTERVENTION IN SCHOOL CONTEXTS PROGRAM EVALUTATION IN SCHOOL CONTEXTS EDUCATIONAL PSYCHOLOGY COGNITIVE ASSESSMENT (Integrated Practicum) PSYCHO EDUCATIONAL ASSESSMENT (Integrated Practicum) SOCIO-EMOTIONAL ASSESSMENT (Integrated Practicum) INTRODUCTION TO SCHOOL PSYCHOLOGY: ROLES -FUNCTIONS AND ETHICAL-LEGAL ISSUES
	 Demonstrating critical thinking, quantitative reasoning, and qualitative analysis abilities. Understanding and applying 	Master relevant research methodologies and theories in psychology and their	RESEARCH COURSES	STATISTICS APPLIED TO PSYCHOLOGY EVALUTION AND MEASUREMENT

ethical principles to all professional interactions	application within school contexts	DISSERTATION
activities.	 Design a plan for evaluation the effectiveness of psychological services provided in schools or applied settings 	ADVANCED RESEARCH METHODS: QUANTITATIVE AND QUALITATIVE
	Summarize and communicate results of studies or reports of research in terms that are understandable to educators and parents.	

PROGRAM GOAL 3	PROGRAM OBJECTIVES	GRADUTE PROFILE	CURRICULAR COMPONENT	COURSE TITLE
PROGRAM GOAL 3 To provide expertise on matters pertaining to academic and mental health issues	PROGRAM OBJECTIVES 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 prevention and intervention developmental and ecological theories clinical diagnostics developmental disabilities special education services statistical and research methods human diversity.	 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. 		COURSE TITLE CHILD and ADOLESCENT DEVELOPMENT THEORIES OF PERSONALITY BIOLOGICAL BASES OF DISORDERS IN CHILDREN AND ADOLESCENTS LEARNING AND COGNITION HUMAN DIVERSITY and SOCIAL PSYCHOLOGY ISSUES HISTORY AND SYSTEMS OF PSYCHOLOGY DIAGNOSTIC MODELS FOR ACADEMIC AND BEHAVIORAL ISSUES INTERVENTION MODELS FOR ACADEMIC AND BEHAVIORAL ISSUES PREVENTION, CONSULTATION, AND INTERVENTION IN SCHOOL CONTEXTS PROGRAM EVALUTATION IN SCHOOL CONTEXTS EDUCATIONAL PSYCHOLOGY
		 Demonstrate knowledge of the major socio-cultural groups and relevance of group differences for school related work. Demonstrate effective interpersonal skills which 		COGNITIVE ASSESSMENT (Integrated Practicum) PSYCHOEDUCATIONAL ASSESSMENT (Integrated Practicum)

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facilitate working with		
educators, parents, and fellow		SOCIO-EMOTIONAL
professionals.		ASSESSMENT (Integrated
•		Practicum)
 Demonstrate an understanding 		,
of the major professional issues		INTRODUCTION TO SCHOOL
that influence the profession and		PSYCHOLOGY: ROLES -
practice of school psychology.		FUNCTIONS AND ETHICAL-
practice or seriour pay enerogy.		LEGAL ISSUES
Behave in accordance with		
professional, legal, and ethical		
guidelines.	PRACTICUM COURSES	INTERNSHIP IN SCHOOL
guidennes.	11410110011001100	PSYCHOLOGY
Develop a commitment to the		
advancement the field of school		ADVANCED PRACTICUM IN
psychology through exemplary		SCHOOL PSYCHOLOGY I
teaching, research, or		
professional practice, as well as		ADVANCED PRACTICUM IN
participation and leadership in		SCHOOL PSYCHOLOGY II
professional organizations.		School i Si cholodi ii
professional organizations.		PRACTICUM in SCHOOL
Domonatuato mastour of		PSYCHOLOGY I
Demonstrate mastery of tacknologies pages and to		T ST GIT O E O G T T
technologies necessary to		PRACCTICUM II SCHOOL
support professional practice.		PSYCHOLOGY II
CDECIFIC ODIFCTIVES		T ST GITO EO GT II
• SPECIFIC OBJECTIVES	SPECIALIZED STRANDS	Clinical Strand
A CODOCA FINA	SI ECHILIZED STRUMDS	BEHAVIOR MODIFICTION
• ASSESSMENT		TECHNIQUES for ADHD and
 Demonstrate knowledge of the 		DISRUPTIVE BEHAVIOR
use of a broad range of methods		DISORDERS
for assessing children's:		DISORDERS
o social-emotional		MOOD and ANXIETY
behavior functioning		DISORDERS and EVIDENCED
o cognitive/intellectual		BASED TREATMENTS
functioning		DASED INLATIMENTS
 academic functioning 		PLAY THERAPY with TRAUMA
		and STRESS RELATED
Demonstrate knowledge of		DISORDERS
principles and best practices that		DISORDERS
guide assessment activities.		PROJECTIVE ASSESSMENT
		TECHNIQUES for CHILDREN
 Conceptualize and implement 		and ADOLESCENTS
assessment techniques that		and ADOLESCENTS
facilitate the design and		
evaluation of interventions.		

Select assessment tools that are non-biased, reliable, and valid	Neuropsychology Strand NEUROPSYCHOLOGICAL ASSESSMENT
for the purpose intended.	NEURO ANATOMY
Select culturally sensitive and	
appropriate assessment tools.	PRINCIPLES OF NEUROPSYCHOLOGY
Demonstrate mastery of verbal and written communication skills in order to convey assessment procedures and	NEUROPSYCHOLOGICAL REHABILITATION
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.	

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.	

PROGRAM GOAL 4	PROGRAM OBJECTIVES	GRADUTE PROFILE	CURRICULAR COMPONENT	COURSE TITLE
To consult on district programs and special projects	 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 prevention and intervention developmental and ecological theories clinical diagnostics developmental disabilities special education services statistical and research methods human diversity. 	 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. 	CORE COURSES	CHILD and ADOLESCENT DEVELOPMENT PERSONALITY THEORIES BIOLOGICAL BASES OF DISORDERS IN CHILDREN AND ADOLESCENTS LEARNING AND COGNITION HUMAN DIVERSITY and SOCIAL PSYCHOLOGY ISSUES HISTORY AND SYSTEMS OF PSYCHOLOGY DIAGNOSTIC MODELS FOR ACADEMIC AND BEHAVIORAL ISSUES INTERVENTION MODELS FOR ACADEMIC AND BEHAVIORAL ISSUES
	Demonstrates critical thinking, quantitative reasoning, and qualitative analysis abilities. Shows well developed.	 Demonstrate quantitative and qualitative reasoning skills. Demonstrate knowledge, skills, and appreciation for 	SCHOOL PSYCHOLOGY COURSES	PREVENTION, CONSULTATION, AND INTERVENTION IN SCHOOL
	Shows well-developed interpersonal skills that	diverse abilities and		CONTEXTS

facilitate effective work with families, children and adolescents • Understands and applies ethical principles to all professional interactions	disabilities. 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. SPECIFIC CONSULTATION 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.	PROGRAM EVALUTATION IN SCHOOL CONTEXTS EDUCATIONAL PSYCHOLOGY COGNITIVE ASSESSMENT (Integrated Practicum) PSYCHOEDUCATION AL ASSESSMENT (Integrated Practicum) SOCIO-EMOTIONAL ASSESSMENT (Integrated Practicum) INTRODUCTION TO SCHOOL PSYCHOLOGY: ROLES -FUNCTIONS AND ETHICAL-LEGAL ISSUES INTERNSHIP IN SCHOOL PSYCHOLOGY ADVANCED PRACTICUM IN SCHOOL PSYCHOLOGY I ADVANCED PRACTICUM IN SCHOOL PSYCHOLOGY

	SPECIALIZED STRANDS	PRACTICUM in SCHOOL PSYCHOLOGY I PRACTICUM in SCHOOL PSYCHOLOGY II Clinical Strand BEHAVIOR MODIFICTION TECHNIQUES for ADHD and DISRUPTIVE BEHAVIOR DISORDERS MOOD and ANXIETY DISORDERS and EVIDENCED BASED TREATMENTS PLAY THERAPY with TRAUMA and STRESS RELATED DISORDERS PROJECTIVE ASSESSMENT TECHNIQUES for CHILDREN and ADOLESCENTS Neuropsychology Strand NEUROPSYCHOLOGI CAL ASSESSMENT NEURO ANATOMY PRINCIPLES OF NEUROPSYCHOLOGY

				NEUROPSYCHOLOGI CAL REHABILITATION
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PROGRAM GOAL 5	PROGRAM OBJECTIVES	GRADUTE PROFILE	CURRICULAR COMPONENT	COURSE TITLE
To provide leadership in learning, instruction, and curricular issues.	 Is capable of applying knowledge and skills that promote identification and resolution of psychological and educational problems. 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 	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 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 facilitate working with educators, parents, and fellow professionals. Behave in accordance with professional, legal, and ethical guidelines. Develop a commitment to the	SCHOOL PSYCHOLOGY COURSES	CHILD and ADOLESCENT DEVELOPMENT PERSONALITY THEORIES BIOLOGICAL BASES OF DISORDERS IN CHILDREN AND ADOLESCENTS LEARNING AND COGNITION HUMAN DIVERSITY and SOCIAL PSYCHOLOGY ISSUES HISTORY AND SYSTEMS OF PSYCHOLOGY DIAGNOSTIC MODELS FOR ACADEMIC AND BEHAVIORAL ISSUES INTERVENTION MODELS FOR ACADEMIC AND BEHAVIORAL ISSUES PREVENTION, CONSULTATION, AND INTERVENTION IN SCHOOL CONTEXTS PREVENTION, CONSULTATION, AND INTERVENTION IN SCHOOL CONTEXTS PROGRAM EVALUTATION IN SCHOOL CONTEXTS EDUCATIONAL

advancement the field of school psychology through exemplary teaching, research, or professional practice, as well as participation and leadership in professional organizations.	PRACTICUM COURSES	PSYCHOLOGY COGNITIVE ASSESSMENT (Integrated Practicum) PSYCHOEDUCATIONAL ASSESSMENT (Integrated Practicum) SOCIO-EMOTIONAL ASSESSMENT (Integrated Practicum) INTRODUCTION TO SCHOOL PSYCHOLOGY: ROLES -FUNCTIONS AND ETHICAL-LEGAL ISSUES INTERNSHIP IN SCHOOL PSYCHOLOGY ADVANCED PRACTICUM IN SCHOOL PSYCHOLOGY I ADVANCED PRACTICUM IN SCHOOL PSYCHOLOGY II PRACTICUM in SCHOOL PSYCHOLOGY I PRACCTICUM II SCHOOL PSYCHOLOGY II
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)	SPECIALIZED STRANDS	Clinical Strand BEHAVIOR MODIFICTION TECHNIQUES for ADHD and DISRUPTIVE BEHAVIOR DISORDERS MOOD and ANXIETY DISORDERS and

	EVIDENCED BASED TREATMENTS
	PLAY THERAPY with TRAUMA and STRESS RELATED DISORDERS
	PROJECTIVE ASSESSMENT TECHNIQUES for CHILDREN and ADOLESCENTS
	Neuropsychology Strand NEUROPSYCHOLOGICAL ASSESSMENT
	NEURO ANATOMY
	PRINCIPLES OF NEUROPSYCHOLOGY
	NEUROPSYCHOLOGICAL REHABILITATION

PROGRAM GOAL 6	PROGRAM OBJECTIVES	GRADUTE PROFILE	CURRICULAR COMPONENT	COURSE TITLE
To offer two sub-specializations, in	To train a scientist-practitioner who:	GENERAL OBJECTIVES	SPECIALIZED	Clinical Strand
neuropsychology and mental health (clinical)	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 prevention and intervention developmental and ecological theories clinical diagnostics developmental disabilities special education services statistical and research methods human diversity.	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 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. 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	STRANDS	BEHAVIOR MODIFICTION TECHNIQUES for ADHD and DISRUPTIVE BEHAVIOR DISORDERS MOOD and ANXIETY DISORDERS and EVIDENCED BASED TREATMENTS PLAY THERAPY with TRAUMA and STRESS RELATED DISORDERS PROJECTIVE ASSESSMENT TECHNIQUES for CHILDREN and ADOLESCENTS Neuropsychology Strand NEURO PSYCHOLOGICAL ASSESSMENT NEURO ANATOMY PRINCIPLES OF NEUROPSYCHOLOGY
		education)		NEURO PSYCHOLOGICAL REHABILITATION

PROGRAM GOAL 7	PROGRAM OBJECTIVES	GRADUTE PROFILE	CURRICULAR COMPONENT	COURSE TITLE
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.	 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 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. 	All GENERAL and SPECIFIC Objectives (See Section VI. E)	CORE COURSES	CHILD and ADOLESCENT DEVELOPMENT PERSONALITY THEORIES DIAGNOSTIC MODELS FOR ACADEMIC AND BEHAVIORAL ISSUES INTERVENTION MODELS FOR ACADEMIC AND BEHAVIORAL ISSUES PROGRAM EVALUTATION IN SCHOOL CONTEXTS EDUCATIONAL PSYCHOLOGY COGNITIVE ASSESSMENT (Integrated Practicum) PSYCHOEDUCATION AL ASSESSMENT (Integrated Practicum) SOCIO-EMOTIONAL ASSESSMENT (Integrated Practicum)

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

	SPECIALIZED STRANDS	Neuropsychology Strand NEURO PSYCHOLOGICAL ASSESSMENT
		NEURO ANATOMY
		PRINCIPLES OF NEUROPSYCHOLOGY
		NEURO PSYCHOLOGICAL REHABILITATION

PROGRAM GOAL 8	PROGRAM OBJECTIVES	GRADUTE PROFILE	CURRICULAR COMPONENT	COURSE TITLE
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).	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 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.	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.	SCHOOL PSYCHOLOGY COURSES	CHILD and ADOLESCENT DEVELOPMENT THEORIES OF PERSONALITY BIOLOGICAL BASES OF DISORDERS IN CHILDREN AND ADOLESCENTS LEARNING AND COGNITION HUMAN DIVERSITY and SOCIAL PSYCHOLOGY ISSUES HISTORY AND SYSTEMS OF PSYCHOLOGY DIAGNOSTIC MODELS FOR ACADEMIC AND BEHAVIORAL ISSUES INTERVENTION MODELS FOR ACADEMIC AND BEHAVIORAL ISSUES PROGRAM EVALUTATION IN SCHOOL CONTEXTS EDUCATIONAL PSYCHOLOGY

		COGNITIVE ASSESSMENT (Integrated Practicum)
		PSYCHOEDUCATION AL ASSESSMENT (Integrated Practicum)
		SOCIO-EMOTIONAL ASSESSMENT (Integrated Practicum)
		INTRODUCTION TO SCHOOL PSYCHOLOGY: ROLES -FUNCTIONS AND ETHICAL-LEGAL ISSUES
Demonstrate quantitative qualitative		DESCRIPTIVE and INFERENTIAL STATISTICS APPLIED TO PSYCHOLOGY
reasoning ski Demonstrate knowledge, s	kills,	EVALUTION AND MEASUREMENT DISSERTATION
and apprecia for diverse al and disabiliti	bilities	ADVANCED RESEARCH METHODS: QUANTITATIVE AND QUALITATIVE
Demonstrate knowledge of major socio-o groups and relevance of g	f the cultural	CHILD and ADOLESCENT DEVELOPMENT PERSONALITY OF

differences for		THEORIES
school related		THEORIES
work.		BIOLOGICAL BASES
		OF DISORDERS IN
Behave in		CHILDREN AND
accordance with		ADOLESCENTS
professional, legal,		
and ethical		LEARNING AND
guidelines.		COGNITION
Develop a		HUMAN DIVERSITY
commitment to the		and SOCIAL
advancement the		PSYCHOLOGY ISSUES
field of school		
psychology through		HISTORY AND
exemplary teaching,		SYSTEMS OF
research, or		PSYCHOLOGY
professional		
practice, as well as		
participation and		
leadership in		
professional organizations.		
organizations.		
	SCHOOL	PREVENTION,
INTERVENTION	PSYCHOLOGY	CONSULTATION,
	COURSES	AND INTERVENTION
Explain principles		IN SCHOOL
and best practices		CONTEXTS
that guide		DIACNOCTIC
intervention activities.		DIAGNOSTIC MODELS FOR
activities.		ACADEMIC AND
Conceptualize		BEHAVIORAL ISSUES
treatment goals and		
develop		INTERVENTION
intervention plans		MODELS FOR
to accomplish these		ACADEMIC AND
goals across diverse		BEHAVIORAL ISSUES
populations.		77.007.414
		PROGRAM
Demonstrate		EVALUTATION IN
understanding of		SCHOOL CONTEXTS
the theoretical and		
procedural		EDUCATIONAL

 similarities and	PSYCHOLOGY
differences of	
various approaches	COGNITIVE
to interventions for	ASSESSMENT
school-related	(Integrated
social-emotional	Practicum)
problems.	,
prosising.	PSYCHOEDUCATION
Demonstrate	AL ASSESSMENT
understanding of	(Integrated
the theoretical and	Practicum)
procedural	1 racticum;
similarities and	SOCIO-EMOTIONAL
differences of	ASSESSMENT
various approaches	(Integrated
to interventions for	Practicum)
cognitive and	
academic problems.	INTRODUCTION TO
	SCHOOL
Demonstrate	PSYCHOLOGY: ROLES
command of	-FUNCTIONS AND
methods for	ETHICAL-LEGAL
monitoring	ISSUES
treatment and	
progress evaluating	
the integrity and	
effectiveness of	
interventions.	
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	
school-related	

crises.	
CONSULTAT	TION
Demonstrate	skills
for conducti	
consultation	
interviews w	
teachers or p	
with diverse	
backgrounds	3.
Conceptualiz	70
assessment	
and interven	
goals within	
indirect serv	
delivery mod	lel.
Design meth	ods for
monitoring t	
consultation	
process and	
measuring	
outcomes.	
SPECIALIZA	TION Clinical Strand
AREA	
	BEHAVIOR
Demonstrate	
	, 111
depth and ri	50-000
knowledge o	<u> </u>
theory, pract	cice, DISRUPTIVE
and current	
pertaining to	o the DISORDERS
chosen area	
specializatio	
(clinical,	DISORDERS and
neuropsycho	.1083)
pre-school, s	pecial TREATMENTS
education	
	PLAY THERAPY with
	TRAUMA and STRESS
	RELATED
	DISORDERS
<u> </u>	

	PROJECTIVE ASSESSMENT TECHNIQUES for CHILDREN and ADOLESCENTS
	Neuropsychology Strand NEURO PSYCHOLOGICAL ASSESSMENT
	NEURO ANATOMY
	PRINCIPLES OF NEUROPSYCHOLOGY
	NEURO PSYCHOLOGICAL REHABILITATION