

<i>Program Goal 2</i>	<i>Program Objectives</i>	<i>Graduate Profile</i>	<i>Curricular Component</i>	<i>Course Title</i>	<i>Educational Strategies</i>	<i>Evaluation Strategies</i>
To conduct research on problems of concern to schools.	<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. - Demonstrates critical thinking, quantitative reasoning, and qualitative analysis abilities. - Understands and applies ethical principles to all professional interactions activities. 	<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 application within school contexts - 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>SCHOOL PSYCHOLOGY COURSES</p> <p>RESEARCH COURSES</p>	<p>PREVENTION, CONSULTATION, AND INTERVENTION IN SCHOOL PSYCHOLOGY</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>STATISTICS APPLIED TO PSYCHOLOGY</p> <p>ADVANCED RESEARCH METHODS IN PSYCHOLOGY: QUANTITATIVE and QUALITATIVE APPROACHES</p>	<p>Conference</p> <p>Discussion</p> <p>Seminar with</p> <p>Formal</p> <p>Presentation</p> <p>Research</p> <p>Practice</p> <p>Laboratory</p> <p>Seminar without</p> <p>Formal</p> <p>Presentation</p> <p>Supervision</p> <p>Thesis</p>	<p>Exams</p> <p>Oral Reports</p> <p>Monographies</p> <p>Portfolio</p> <p>Journals</p> <p>Case Studies</p> <p>Oral and Written</p> <p>Research Reports</p> <p>Evaluation of tests protocols</p>

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				EVALUTION AND MEASUREMENT DISSERTATION		

