

<i>Program Goal 3</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 provide expertise on matters pertaining to academic and mental health issues	<p>To train a scientist-practitioner who</p> <ul style="list-style-type: none"> <li>• Is capable of applying knowledge and skills that promote identification and resolution of psychological and educational problems.</li> <li>• Possesses theoretical and applied knowledge on topics related to the practice of school psychology <ul style="list-style-type: none"> <li>○ prevention and intervention</li> <li>○ developmental and ecological theories</li> <li>○ clinical diagnostic</li> <li>○ developmental disabilities</li> <li>○ special education services</li> <li>○ statistical and research methods</li> <li>○ human diversity.</li> </ul> </li> <li>• Demonstrates critical thinking, quantitative reasoning, and qualitative analysis abilities.</li> </ul>	<p>GENERAL OBJECTIVES</p> <ul style="list-style-type: none"> <li>- Develop an understanding and an ability to integrate multiple theoretical perspectives that are relevant to the teaching, research, and practice of school psychology.</li> <li>- 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).</li> <li>- Demonstrate mastery of verbal and writing communication skills with educators, parents, and fellow professionals.</li> <li>- Demonstrate quantitative and qualitative reasoning skills.</li> <li>- Demonstrate knowledge, skills, and appreciation for diverse abilities and disabilities.</li> <li>- Demonstrate knowledge of the major socio-cultural groups and relevance of group differences for school related work.</li> <li>- Demonstrate effective interpersonal skills which facilitate working with educators, parents, and fellow professionals.</li> <li>- Demonstrate an understanding of the major professional issues that influence the profession and practice of school psychology.</li> <li>- Behave in accordance with professional, legal, and ethical guidelines</li> </ul>	<p><b>CORE COURSES</b></p> <p><b>SCHOOL PSYCHOLOGY COURSES</b></p> <p><b>PRACTICUM COURSES</b></p> <p><b>SPECIALIZED STRANDS</b></p>	<p>HUMAN DEVELOPMENT</p> <p>THEORIES OF PERSONALITY</p> <p>BIOLOGICAL BASES OF BEHAVIOR 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 EVALUATION IN SCHOOL CONTEXTS</p> <p>EDUCATIONAL PSYCHOLOGY</p> <p>COGNITIVE ASSESSMENT (Integrated Practicum)</p>	<p>Conference</p> <p>Discussion</p> <p>Seminar with Formal Presentations</p> <p>Seminar without Formal Presentations</p> <p>Research Practice</p> <p>Laboratory Supervision</p>	<p>Exams</p> <p>Oral Reports</p> <p>Journals</p> <p>Case Studies</p> <p>Monographies</p> <p>Portfolio</p> <p>Oral and Written Research Report</p> <p>Evaluation Reports</p> <p>Evaluation tests protocols</p> <p>Internship performance evaluation</p> <p>Logs</p> <p>Program implementation and evaluation</p>

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		<ul style="list-style-type: none"> <li>- 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.</li> <li>- Demonstrate mastery of technologies necessary to support professional practice.</li> </ul> <p>SPECIFIC OBJECTIVES ASSESSMENT</p> <ul style="list-style-type: none"> <li>- Demonstrate knowledge of the use of a broad range of methods for assessing children's:               <ul style="list-style-type: none"> <li>&gt; social-emotional behavior functioning</li> <li>&gt; cognitive/intellectual functioning</li> <li>&gt; academic functioning</li> </ul> </li> <li>- Demonstrate knowledge of principles and best practices that guide assessment activities.</li> <li>- Conceptualize and implement assessment techniques that facilitate the design and evaluation of interventions.</li> <li>- Select assessment tools that are non-biased, reliable, and valid for the purpose intended.</li> <li>- Select culturally sensitive and appropriate assessment tools.</li> <li>- Demonstrate mastery of verbal and written communication skills in order to convey assessment procedures and findings to educators, parents and other professionals</li> </ul> <p>INTERVENTION</p> <ul style="list-style-type: none"> <li>- Explain principles and best practices that guide intervention activities.</li> </ul>		<p>BEHAVIOR MODIFICATION TECHNIQUES for ADHD and DISRUPTIVE BEHAVIOR DISORDERS</p> <p>MOOD and ANXIETY DISORDERS and EVIDENCED BASED TREATMENTS</p> <p>PLAY THERAPY for 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"> <li>- Conceptualize treatment goals and develop intervention plans to accomplish these goals across diverse populations.</li> <li>- Demonstrate understanding of the theoretical and procedural similarities and differences of various approaches to interventions for school-related social-emotional problems.</li> <li>- Demonstrate understanding of the theoretical and procedural similarities and differences of various approaches to interventions for cognitive and academic problems.</li> <li>- Demonstrate command of methods for monitoring treatment and progress evaluating the integrity and effectiveness of interventions.</li> <li>- Demonstrate understanding of the theory and practice of preventing and intervening for school-related problems</li> <li>- Demonstrate understanding of the theory and practice of preventing and responding to school-related crises</li> </ul>		<p><b>Neuropsychology Strand</b></p> <p>NEUROPSYCHOLOGICAL ASSESSMENT</p> <p>NEUROANATOMY</p> <p>PRINCIPLES OF NEUROPSYCHOLOGY</p> <p>NEUROPSYCHOLOGICAL REHABILITATION</p>		

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