

<i>Program Goal 4</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 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 facilitate effective work with families, children and adolescents. Understands and apply ethical principles to all professional interactions 	<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 facilitate working with educators, parents, and fellow professionals. 	<p>CORE COURSES</p> <p>SCHOOL PSYCHOLOGY COURSES</p> <p>PRACTICUM COURSES</p> <p>SPECIALIZED STRANDS</p>	<p>HUMAN DEVELOPMENT</p> <p>PERSONALITY 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>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>SOCIO-EMOTIONAL ASSESSMENT (Integrated Practicum)</p>	<p>Conference</p> <p>Discussion</p> <p>Seminar with formal presentation</p> <p>Seminar without formal presentation</p> <p>Research</p> <p>Audio Visual</p> <p>Techniques</p> <p>Practice</p> <p>Laboratory</p> <p>Supervision</p>	<p>Exams</p> <p>Oral Reports</p> <p>Journals</p> <p>Case Studies</p> <p>Monographies</p> <p>Oral and Written</p> <p>Research Reports</p> <p>Proposal Evaluations</p> <p>Evaluation Reports</p> <p>Evaluation of tests</p> <p>Protocols</p> <p>Internship</p> <p>performance evaluation</p> <p>Logs</p>

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		<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. <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>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 PRACTICUM I PRACCTICUM II</p> <p>Clinical Strand</p> <p>BEHAVIOR MODIFICATION TECHNIQUES FOR ADHD AND DISRUPTIVE BEHAVIOR DISORDERS</p> <p>MOOD AND ANXIETY DISORDERS AND EVIDENCES BASED TREATMENTS</p> <p>PLAY THERAPY FOR TRAUMA AND STRESS RELATED DISORDERS</p> <p>PROJECTIVE ASSESSMENT TECHNIQUES FOR CHILDREN AND ADOLESCENTS</p> <p>Neuropsychology Strand</p> <p>NEUROPSYCHOLOGICAL ASSESSMENT</p> <p>NEURO ANATOMY PRINCIPLES OF NEUROPSYCHOLOGY</p>		

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				NEUROPSYCHOLOGICAL REHABILITATION		

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