



SCHOOL OF BEHAVIORAL & BRAIN SCIENCES

Ponce Health Sciences University

Master of Sciences in School Psychology (MSSP)

Ponce Campus and San Juan University Center

Handbook
2023-2024

Message from Dean

Welcome to the School of Behavioral and Brain Sciences (SBBS) at Ponce Health Sciences University. The SBBS is proud to offer our Master in School Psychology Program (MSPP) to fulfill the need for specialized school psychologists with a strong clinical foundation.

We are very excited to receive you all to this new academic year full of challenges and opportunities. Please feel free to review each section of this Handbook, to learn about the curriculum, our faculty, institutional and Program policies, as well as other valuable information which would guide you through this process. If you have any questions, feel free to contact us and clarify any doubt. Enjoy this academic career and get the most out of the experience.

Welcome!

A handwritten signature in black ink, reading "Y. López". The signature is written in a cursive style with a large, stylized "Y" and a clear "López".

Yaritza M. López Robledo, Ph.D.
Interim Dean

Table of Contents

MESSAGE FROM THE DEAN	ERROR! BOOKMARK NOT DEFINED.
MISSION STATEMENT	4
PROGRAM GOALS AND CORE COMPETENCIES	4
PROGRAM VALUES	6
STUDENT RELATED VALUES	6
FACULTY RELATED VALUES.....	6
ADMINISTRATIVE VALUES	7
REQUIRED AND ELECTIVE COURSES.....	8
REQUIRED FOUNDATION COURSES	8
REQUIRED CORE CLINICAL AND PROFESSIONAL COURSES	8
REQUIRED COURSES FOR NEUROPSYCHOLOGY SUB SPECIALIZATION	8
ELECTIVE COURSES	9
REQUIRED PRACTICE	9
OTHER REQUIRED PRACTICUM	9
FACULTY	10
CORE FACULTY: PROFESSIONAL AND RESEARCH INTERESTS.....	10
ADMINISTRATIVE STAFF	ERROR! BOOKMARK NOT DEFINED.
ADMISSION REQUIREMENTS	11
TRANSFER OF CREDITS POLICY	111
PSYCHOLOGY DEGREE GRANTED	12
REQUIREMENTS FOR THE DEGREE.....	12
THREE YEAR CURRICULUM SEQUENCE.....	ERROR! BOOKMARK NOT DEFINED.3
PROGRAM POLICIES	155
CROSS REGISTRATION WITHIN PHSU PROGRAMS	155
CROSS REGISTRATION WITHIN PSYCHOLOGY PROGRAMS.....	155
COMPREHENSIVE EXAMINATION.....	166
STUDENT ANNUAL EVALUATION AND FEEDBACK	17
EVALUATION OF STUDENT PROFESSIONAL BEHAVIOR.....	18
IDENTIFICATION	20
USE OF CELLULAR PHONES.....	200
INSTITUTIONAL POLICIES	200
SATISFACTORY ACADEMIC PROGRESS POLICY.....	200
INSTITUTIONAL GRIEVANCE POLICY	233
GRIEVANCE PROCEDURE.....	234
COURSE DESCRIPTIONS.....	245

Mission Statement

The Master of Science in School Psychology Program at Ponce Health Sciences University (Ponce and San Juan University Center) prepares a new generation of School Psychologists to competently address the needs of children, adolescents, family, and school community, to engaged in learning activities and their social-emotional development. The student is prepared to develop knowledge and skills based on the Model for Comprehensive and Integrated School Psychology Services from the National Association of School Psychologists (NASP). Also, the students develop an additional subspecialty in neuropsychology.

Program Goal and Core Competency

To develop in student's acquire knowledge and skills of psychology applied to the school setting based on evaluation, intervention, consulting and collaboration from ethics and cultural diversity.

	Core Competency (NASP Domains)
Objective 1	<i>Data-Based Decision Making</i> The students will apply assessment methods for identifying strengths and needs, guided by data-based decision making.
Objective 2	<i>Consultation and Collaboration</i> The students will recognize diverse models and strategies of consultation and collaboration to promote effective services to children, adolescents, families, and the school community.
Objective 3	<i>Academic Interventions and Supports</i> The students will acknowledge the biological, cultural, and social influences on academic skills, to deliver effective academic interventions and instructional supports.
Objective 4	<i>Mental and Behavioral Health Services</i> The students will apply evidence-based interventions with children and adolescents in the school setting based on cultural and ethical aspects and considering the diversity of the school community.
Objective 5	<i>School-Wide Practices to Promote Learning</i> The students will be able to contribute to school-wide practices to promote learning by developing and implementing evidence-based practices and strategies, to create and maintain effective and supportive learning environments for children and the school community.
Objective 6	<i>Service to Promote Safe and Supportive Schools</i> The students will implement their knowledge in services to promote safe and supportive schools in learning, mental and behavioral health, and physical and psychological safety in crisis situations.
Objective 7	<i>Family, School, and Community Collaboration</i> The students will implement skills for the assessment of needs and strengths, implementation of services and their evaluation, focused on supporting families from a perspective of collaboration and integration with the school and community.

Objective 8	<i>Equitable Practices for Diverse Populations</i> The students will demonstrate skills to provide professional services according to the equitable practices for diverse student populations.
Objective 9	<i>Research and Evidence-Based Practice</i> The students will apply knowledge of research and evidence-based practice to support effective practices at an individual, group, and systems level.
Objective 10	<i>Legal, Ethical and Professional Practice</i> The students will apply their knowledge of school psychology consistent with legal, ethical, and professional practices.

Neuropsychology Goal and Objective

To develop in student's foundational competencies in the field of Neuropsychology allowing them to develop a broad understanding of brain-behavior relationships. Students will gain knowledge about the neurophysiology of learning and the application of brain-based learning strategies.

Objective 1	The students will integrate the theoretical knowledge of the field of School Psychology and neuropsychology with the skills needed to practice in academic and clinical settings.
Objective 2	The students will learn about the most recent research findings in the field of neuropsychology and will be able to interpret and apply them to their practice and scholarly activities.
Objective 3	The students will identify the development of the nervous system as it applies to the emergence of cognitive and neuropsychological functions and will apply this knowledge to the understanding of neuropathological conditions in children and adolescents in academic learning and other contexts.
Objective 4	The students will become competent in conducting cognitive, personality, psychoeducational and neuropsychological assessment. Emphasis will be placed in the skills needed to interpret the test results and report writing.
Objective 5	The students will gain this knowledge as a mean to expand their current understanding of cognitive process. They are expected to apply their knowledge of neuropsychology responsibly and according to the ethical principles of the profession.

Program Values

Student Related Values

Core Value: Our program is Student Oriented

- The main purpose of the School Psychology Program is to develop excellent professional School Psychologists. Therefore, every activity performed by our program has the goal of improving students' learning outcomes.
- Our program will provide all students with the educational services they need to achieve their goal of becoming competent School Psychologists. Students presenting academic or clinical performance deficiencies will receive the type of remedial help needed to overcome them.
- Our program respects the students' religious, affectional, and ethnic orientation or preferences.
- Students will benefit from their interactions with our staff and faculty and will never be subject to abuse or intentional harm.
- It is our intention to admit students capable of successfully completing the program. Once accepted, the program assists students to achieve their vocational goal. Students are expected to make a serious commitment to the program and to comply with all academic and skill-building requirements.
- Our students want to learn and will learn when an adequate learning environment is created and maintained.
- Feedback is needed to allow students to monitor their learning process, their clinical performance, and their personality development.

Faculty Related Values

Core Value: Faculty members deliver educational services of excellence.

- The program's most precious resource is its faculty.
- The program's administration is committed to facilitating the educational responsibilities and activities of all faculty members.
- Our program recognizes that each faculty member needs to feel appreciated and safe and expects to be treated with courtesy and respect.

- Our program is evaluation-rich and provides opportunities for students to provide feedback on their performance to all faculty members and supervisors. Such feedback should improve the quality of the educational services offered.
- Our program expects all faculty members to model ethical and professional behavior to all students in their interactions.
- The program's administration recognizes that faculty members need the freedom and the resources to up-grade their knowledge base and clinical skills through continuing education efforts, through faculty development activities and by conducting research activities.
- The program encourages all faculty members to develop their research and scholarly activities based upon their interests and the needs of the program.

Administrative Values

Core Value: The Administration of the Master of Sciences in School Psychology Program is committed to fostering a humane environment and to promote the program's mission, goals, and values.

- The administration of the program acknowledges the responsibility of harmonizing effectively the different subsystems of the educational process: students, faculty, staff, PHSU administration, community, accrediting agencies, the field of psychology, etc.
- The administration will seek the necessary resources to facilitate the students' learning process and to support the teaching activities of all professors.
- The program's administration will support all faculty members and all students interested in developing research projects.
- The administration of the program represents the vision, mission, and image of the Master of Sciences in School Psychology Program to the public through professional and civic activities, through the media, and through the recruitment of interested individuals.
- The administration of the program sets an example for faculty and students with regards to the styles of interaction within all members of the academic community and in creating a supportive interpersonal environment.
- The administration supports a continuous improvement approach to management and fosters the periodic evaluation of all processes and procedures.

Required and Elective Courses

The required foundation and clinical courses, together with the elective courses and all practices available through the program, are presented below. The program curriculum is designed to be completed in three years by regular students. Students entering with a bachelor's degree complete the core curriculum in three years. Our curriculum includes all competencies for the training of school psychologists proposed by the National Council of Schools and Programs in Professional Psychology and is updated periodically according to the Model for Comprehensive and Integrated School Psychological Services (the NASP Practice Model).

Required Foundation Courses

SCP 5150	Lifespan Human Development (3)
SCP 5220	Psychology of Personality and Individual Difference (3)
SCP 5320	Social Bases of Behavior and Diversity (3)
SCP 5730	Professional Behavior and Ethics (2)
SCP 6230	Research Methods and Statistics (3)
SCP 6250	Test and Measurement (2)

Total Credits: 16

Required Core Clinical and Professional Courses

NPS 5110	Biological Base of Behavior: Neuroscience (3)
SCP 6500	Psychological Disorders in Children & Adolescents (2)
SCP 6520	Intellectual Assessment (3)
SCP 6590	Social-emotional Assessment Techniques (3)
SCP 6600	Behavior Modification: Theory and Intervention (2)
SCP 7180	Psychopharmacology for School Psychologists (2)
SCP 7300	Psychoeducational Assessment and Intervention (3)
SCP 7680	Family Integration in School Setting (2)
SCP 7690	Group Therapy in School Settings (2)
SCP 5710	Socio-emotional Intervention Models (2)
SCP 6130	Consultation and Collaboration in School Settings (2)
SCP 5420	Crisis and Trauma Intervention in Educational Settings (2)
IDH 9190	Interprofessional Perspective in Health Disparities (1)

Total Credits: 31

Required Courses for Neuropsychology Sub-specialization.

The following track are designed to give students broad exposure to specific areas of interest beyond the required program's courses. The idea is that students can carry out a subspecialty in areas related neuropsychology that allow them to delve into the biological aspects that can impact learning and their socio-emotional development. These tracks are compulsory.

NSL 0611	Design and Administration of Neuroscience-Based Learning Environments (2)
----------	---

NPS 5241 Neurocognitive Approaches to the Study of Cognition and Emotion (3)
NPS 8510 Neuropsychological Assessment (3)
NSL 0612 Neurodevelopmental Alterations: Learning and Behavioral Manifestations (3)

Total Credits: 11

Elective Courses

NSL 0502 Sensory and Sensory-Motor Development: Implications for Assessment and Teaching
NSL 0601 Brain-Based Learning
SCP 8650 Autism Spectrum Disorders
SCP 8390 Child Maltreatment and Sexual Abuse
SCP 5410 General Principles of Psychopathology

Required Practice

SCP 5800 School Psychology Practice I (1)
SCP 5900 School Psychology Practice II (1)
SCP 6000 School Psychology Practice III (1)
SCP 6010 School Psychology Clinical Practice IV (1)
SCP 7000/SCP 7001 School Psychology Internship I and II (1,200 hrs.)

Other Required Practicum

Faculty

As stated in our “Program Values”, our faculty constitutes the program’s main asset. We have been able to select and retain a group of seasoned and junior faculty members who enjoy teaching, interacting, and training students. They are professionals mindful and reflective of their own personality and professional growth and who value the program’s philosophy and mission. This faculty is multidisciplinary and therefore capable of providing a broader range of didactic and clinical experiences to our students. By the end of their training, our students are familiar with the different professional roles needed to practice contemporary School Psychology in diverse clinical, educational, and community-based settings, based on the National Association of School Psychology (NASP) Domain.

Core Faculty: Professional and Research Interests

Rebecca López Bobonis, Ph.D., MSSP Program Director, Assistant Professor
School Psychology, Professional Certification in Sexual Abuse, Forensic Practice

Yarelis Navedo Pérez, Ph.D., Coordinator of School Psychology Internship, Assistant Professor
School Psychology, Professional Certification in Trauma-Focused Cognitive Behavioral Therapy, Child-Centered Play Therapy

Licelott Maldonado, Psy.D., Coordinator of School Psychology Internship, Assistant Professor
Assessment, Child Clinical Psychology

Karen S. Jové Jiménez, Ph.D., Assistant Professor
School Psychology, Animal Assisted Interventions, Special Education, Positive Discipline

Giselle Cordero-Arroyo, Ph.D., Assistant Professor
Academic-Research Psychology, Cognitive Assessments, Academic Interventions

Laura Deliz, Psy.D., Assistant Professor
Autism, Developmental Disorders, Trauma, DIR Model, Multicultural and Bilingual Special Education, Program Development, Psychoeducational Assessment

Administrative Staff

Deadina González Irizarry, MBA
Administrative Coordinator, Ponce Campus

Marisol Blasco Díaz
Administrative Assistant, Ponce Campus

Mariela González
Administrative Coordinator, San Juan University Center Marisol Ramos
Administrative Assistant, San Juan University Center

Admission Requirements

Candidates for admission will satisfy the following minimal requirements:

- Ψ A bachelor's degree from a college or university approved by the Council on Higher Education and/or by the corresponding regional accrediting agencies.
- Ψ At least 15 credits in Psychology at the bachelor's level including the following courses:

<u>Course</u>	<u>Credits</u>
• General Psychology	3
• Developmental Psychology	3
• Statistics	3
• Psychopathology	3
• Experimental Psychology or Research Methods	3

- Ψ Submit an official transcript of all college level work completed and of all graduate courses taken. Failure to submit transcripts of any graduate or undergraduate work is considered a serious offense.
- Ψ A minimal GPA of 3.00
- Ψ Two letters of recommendation from professors or professionals familiar with the candidate's performance in academic and work settings.
- Ψ Certificate of good conduct from the Police Department.
- Ψ One day interview process including written essays.

Transfer Of Credits Policy

The following criteria will apply in considering courses for transfer:

- Only courses approved with a minimum grade of B will be considered for transfer.
- A maximum of 18 credits may be transferred.
- The student must provide the course syllabus and the official catalog of the institution where the course (s) requested for transfer was/were taken.

The following courses may be considered for transfer from previous graduate work:

SCP 5730	Professional Behavior and Ethics
SCP 6230	Research Methods and Statistics
SCP 5320	Social Bases of Behavior and Diversity

PHSU Master in School Psychology to Clinical Psychology PsyD Program

Students from the Master in School Psychology (MSSP) program from Ponce Health Sciences University (PHSU) may transfer to the Clinical Psychology PsyD program given the following conditions:

1. Complete all academic requirements for the MSSP with a minimum GPA of 3.00.
2. Demonstrate satisfactory professional behavior in the academic and practicum sites, as affirmed by the program director.
3. Apply for admission and comply with all PHSU PsyD admission requirements, including a request for transfer of credits.
4. The PsyD Program reserves the right to determine the number of students accepted into the program each academic year.
5. Students that are accepted from the MSSP program will not be eligible to receive the Master's in Science in Clinical Psychology (MSCP).

Transfer of credits policy

1. Once accepted to the PsyD program, the student must request an official transfer of credits form from the Admission Department.
2. Students' transfer of credits will be assessed individually. Grades of C or NP will not be considered for transfer.
3. The courses to be transferred can change upon the curricular sequence that is current.

Psychology Degree Granted

The degree in Psychology to be granted is the “Masters of Science in School Psychology” or M.S. in School Psychology with Sub-Specialty in Neuropsychology. This program is authorized by the P.R. Council of Higher Education.

Requirements for the Degree

The requirements to obtain the Master of Science in School Psychology degree are:

1. Approve all required and elective courses, as well as all practicum while maintaining a satisfactory academic progress. A minimum of 62 credits is needed to satisfy the academic requirements (as described in the Satisfactory Academic Progress Policy). The school psychology internship do not carry credit value. They are monitored by the hour and not by credit.
2. Successfully complete 120 hours of clinical practice during the first 4 semesters of the program as follows:
 - a. Complete 1.5 hours per week for 20 weeks of the first and second semester of the first year attending didactic and practice sessions (SCP 5800/5900) for a total of 30 hours per semester.
 - b. Complete 1.5 hours per week for 20 weeks of the first and second semester of the second year attending didactic sessions with evaluation and intervention practice sessions (SCP 6000/6010) for a total of 30 hours per semester.
3. Complete 1,200 hours of internship (SCP 7000/SCP 7001), of which 600 hours must be completed in a school setting.

- a. Clearance from the Practicum Coordinator indicating that all practicum-related documentation has been completed and that the requirement of 4 psychoeducational testing batteries has been met.
 - b. An unofficial transcript that reflects no Incomplete courses or C grades. All incomplete grades must have been removed and all courses that require repetition must have been approved.
4. Approve the Comprehensive Examination (CE) offered at the end of the second year first semester.

Three Years Curriculum Sequence

The curriculum of the program is offered in a lock-step manner. This system allows students to develop the competencies of the profession in a sequential and logically designed manner.

First Year 1st Semester Courses

<u>CODE</u>	<u>COURSE TITLE</u>	<u>CREDITS</u>
SCP 5150	LIFESPAN HUMAN DEVELOPMENT	3
SCP 5220	PSYCHOLOGY OF PERSONALITY AND INDIVIDUAL DIFFERENCES	3
NPS 5110	BIOLOGICAL BASES OF BEHAVIOR: NEUROSCIENCE	3
SCP 5730	PROFESSIONAL BEHAVIOR AND ETHICS	2
SCP 6250	TEST AND MEASUREMENT	2
IDH 9190	INTERPROFESSIONAL PERSPECTIVES IN HEALTH DISPARITIES	1
SCP 5800	SCHOOL PSYCHOLOGY PRACTICE I	1
TOTAL		15

First Year 2nd Semester Courses

<u>CODE</u>	<u>COURSE TITLE</u>	<u>CREDITS</u>
SCP 6520	INTELLECTUAL ASSESSMENT	3
SCP 5710	SOCIO-EMOTIONAL INTERVENTION MODELS	2
SCP 6500	PSYCHOLOGICAL DISORDERS IN CHILDREN & ADOLESCENTS	2
SCP 6600	BEHAVIOR MODIFICATION: THEORY AND INTERVENTION	2
SCP 5320	SOCIAL BASES OF BEHAVIOR AND DIVERSITY	3
SCP 5900	SCHOOL PSYCHOLOGY PRACTICE II	1
TOTAL		13

Second Year 1st Semester Courses

<u>CODE</u>	<u>COURSE TITLE</u>	<u>CREDITS</u>
SCP 6230	RESEARCH METHODS AND STATISTICS	3
SCP 6130	CONSULTATION AND COLLABORATION IN SCHOOL SETTINGS	2
SCP 6590	SOCIAL-EMOTIONAL ASSESSMENT TECHNIQUES	3
SCP 7300	PSYCHOEDUCATIONAL ASSESSMENT AND INTERVENTION	3
SCP 7680	FAMILY INTEGRATION IN SCHOOL SETTING	2
SCP 5420	CRISIS AND TRAUMA INTERVENTION IN EDUCATIONAL SETTING	2
SCP 6000	SCHOOL PSYCHOLOGY PRACTICE III	1
TOTAL		16

Second Year 2nd Semester Courses

Neuropsychology Track

<u>CODE</u>	<u>COURSE TITLE</u>	<u>CREDITS</u>
NSL 0611	DESIGN AND ADMINISTRATION OF NEUROSCIENCE-BASED LEARNING ENVIRONMENTS	2
NPS (antes 5240)	NEUROCOGNITIVE APPROACHES TO THE STUDY OF COGNITION AND EMOTION	3
NPS 8510	NEUROPSYCHOLOGICAL ASSESSMENT	3
NSL 0612	NEURODEVELOPMENTAL ALTERATIONS: LEARNING AND BEHAVIORAL MANIFESTATIONS	3
SCP 6010	SCHOOL PSYCHOLOGY PRACTICE IV	1
	COMPREHENSIVE EXAMINATION	
TOTAL		12

Third Year 1st Semester Courses

<u>CODE</u>	<u>COURSE TITLE</u>	<u>CREDITS</u>
SCP 7180	PSYCHOPHARMACOLOGY FOR SCHOOL PSYCHOLOGISTS	2
SCP	ELECTIVE	2
SCP 7000	SCHOOL PSYCHOLOGY INTERNSHIP I (600 HRS)	0
TOTAL		4

Third Year 2nd Semester Courses

<u>CODE</u>	<u>COURSE TITLE</u>	<u>CREDITS</u>
SCP 7690	GROUP THERAPY IN SCHOOL SETTINGS	2
SCP 7001	SCHOOL PSYCHOLOGY INTERNSHIP II (600 HRS)	0
TOTAL		2

Electives

<u>CODE</u>	<u>COURSE TITLE</u>	<u>CREDITS</u>
NSL 0502	SENSORY AND SENSORY-MOTOR DEVELOPMENT: IMPLICATIONS FOR ASSESSMENT AND TEACHING	2
NSL 0601	BRAIN-BASED LEARNING	2
SCP 8650	AUTISM SPECTRUM DISORDERS	2
SCP 8390	CHILD MALTREATMENT AND SEXUAL ABUSE	2
SCP 5410	GENERAL PRINCIPLES OF PSYCHOPATHOLOGY	2

Program Policies

Cross Registration within PHSU Programs

School Psychology students are often encouraged to take advantage of diverse academic experiences available within our institution. Some students participate in departmental Journal Clubs and investigation activities.

The student must have Satisfactory Academic Progress (SAP) status to be able to benefit from cross registration at PHSU. The process to be followed is:

1. The student must submit a written proposal to the Master of Science in School Psychology Program Director expressing his/her interest of taking an out-of-program course and will provide evidence of satisfactory academic progress.
2. The Program Director will consult with the director of the program offering the desired course and will request an approval of the proposal.
3. Upon receiving approval from the host department, the Program Director will submit a request for authorization to the Dean of SBBS for final approval. If approved, a copy of the approval will be sent to the Registrar and Financial Aid Office.
4. The Program Director will inform the student of the decision taken on his/her request.

Cross Registration within Psychology Programs

School Psychology students accepted to PHSU Master of Science in School Psychology Programs will take their curricular core courses within the program in which they are registered. They are only allowed to share elective clinical courses. Only under the most extraneous circumstances will students be allowed to register for a core course outside the program to which they were accepted by the institution. When such circumstances become evident upon the production of medical or similar evidence, the program director, the SBBS dean, and the course professor will approve such request.

Students interested in transferring from one of our programs to another must write a letter to the dean of the SBBS expressing their interest and justification for the transfer. The dean will discuss

the request for the transfer with the program directors. The following criteria will be used for the decision of accepting or not the transfer requested:

1. Space available in the requested program
2. GPA 3.5 or above
3. Recommendation from academic advisor
4. Outstanding professional behavior

Requests must be presented during the first year in the SBBS. If the transfer is accepted, students commit to abide by the requirements of the new program.

Comprehensive Examination

The Master of Science in School Psychology Programs at PHSU utilizes the Comprehensive Examination (CE) as a broad measure for the formative evaluation of student learning. The CE focuses on assessing of knowledge acquired on the foundations of the discipline, the profession, and in research, aligned to the NASP domains.

Comprehensive Examination (CE)

The CE is offered by the end of the third year first semester. All students must take the CE. Students must have approved all the courses of the first two years of the program and must be in satisfactory academic progress (as described in the Satisfactory Academic Progress Policy).

The format of the CE is similar to the licensing examination prepared by the Board of Registration of Psychology of Puerto Rico. It is designed to cover the following four areas: 1) Foundations of the profession, 2) clinical application, 3) knowledge of research and data analysis, and 4) knowledge acquire on their neuropsychology track.

The areas covered under the foundational aspects of the discipline are:

Professional Behavior and Ethics, Psychology of Personality and Individual Differences, and Lifespan Human Development, and Social Bases of Behavior and Diversity.

The areas covered under the clinical components of the discipline are:

Psychological Disorders in Children and Adolescents, Intellectual Assessment, Social-Emotional Assessment Techniques, Psychoeducational Assessment and Intervention, Behavior Modification: Theory and Intervention, Social-emotional Intervention models, and Consultation and Collaboration in School Settings.

The areas of the CE covering the research and data analysis components of the discipline are:

Test and Measurement, and Research Methods and Statistics

The areas of the CE covering the Neuropsychology components of the discipline are:

Biological Bases of Behavior: Neuroscience, Neurocognitive Approaches to the Study of Cognition and Emotion, and Neurodevelopmental Alterations: Learning and Behavioral Manifestations.

Students receive a letter notifying them of their scores on the CE. They must obtain 80% or more in the global test and in each individual area to approve the CE. Students who obtain a global score of less than 80%, will repeat the specific failed areas (no more than 5) during a subsequent administration. The student will repeat the global test if he/she failed in more than 5 areas.

Remedial Plan for Comprehensive Examination (CE)

If a student fails the second administration, a remedial plan will be written to assist students address the deficiencies identified by their test performance. Remediation plans may include readings, additional revision of written materials, additional courses, or other specified training experiences with the mentorship of a faculty member. All remediation plans, and the contractual agreement drawn by faculty, will be provided to the student in writing. The goal of remediation is to help students acquire the knowledge needed to pass the CE and the licensing examination. A student may have only one remedial plan. Failure on the CE after completing a remedial plan will result in a referral to the Institutional Promotions Committee. The Promotions Committee will determine whether a student who has failed the CE following a remediation plan is eligible for additional remedial opportunities or should be dismissed from the program.

Unjustified absence or tardiness to CE

A student who arrives 15 to 30 minutes late to the CE must complete the rest of the exam within the same period given to other students, except when the tardiness is justified. However, a student who arrives over 30 minutes late will not be allowed to take the exam unless the tardiness is objectively justified. A student who does not take the CE on the assigned day will not be able to take it until the next administration of the test, usually during the following year.

Academic Honesty related to CE

The CE is a complex assessment method developed by program faculty and implemented through a staff of employees. These evaluation techniques are costly and time consuming in terms of preparation, implementation, scoring and reporting. Therefore, any violation to the honor code is considered a serious offense that may result in dismissal from the school. Violations include cheating during the CE or sharing the content of the test with other students.

Student Annual Evaluation and Feedback

At the beginning of their first year in the program, an Academic Advisor is assigned to each student. The main objective of the academic advising process is to help students with their academic and/or educational needs and to offer guidance and support while progressing through their training program. The academic advisor seeks and receives information from the student and from other faculty members regarding the student's academic performance and the professional roles expected for the student's developmental level. Based on such information, the advisor evaluates the student's performance each year using the "Standard form for student end of year evaluation".

Every student signs an “Advisory Contract” during their first year in the program. Advisor and advisee will meet at least once per semester. Any faculty member who has any concerns or comments about a student’s academic or clinical performance or professional behavior should present these in written form to the student’s assigned advisor. In case of a serious deficiency or concern, the advisor will refer the situation to the program director for analysis and remedial action. The program procedures and institutional policies are used in cases of academic problems, unprofessional behavior, or other concerns related to the student’s performance.

At the end of year each student meets with his/her advisor to discuss and to complete the “Standard Form for Student End of the Year Evaluation”.

Evaluation of Student Professional Behavior

Our program has adopted the complete statement on evaluation of student non-academic competence developed by the Council of Chairs of Training Councils. At the beginning of their first year, every MSSP student acknowledges with their signature the receipt of this statement.

Students in psychology training programs (at the master, doctoral, internship, or postdoctoral level) should know—at the outset of training—that their faculty, training staff, and supervisors have a professional, ethical, and potentially legal obligation to: (a) evaluate the interpersonal competence and emotional well-being of student trainees who are under their supervision, and who provide services to clients and consumers, and (b) ensure—insofar as possible—that the trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, professional psychology education and training programs, faculty, training staff, and supervisors strive not to “pass along” students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

Therefore, within a developmental framework and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which students relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues).

Faculty members or supervisors will attempt to assist any student who presents difficulties in professional behavior. If this assistance is not accepted or fails to produce the desired results, the SBBS faculty, clinical supervisors, or administrators will follow the following procedure:

1. Report the concern to the students' academic advisor. If the situation is not resolved, the academic advisor moves to step #2
2. Report the situation to the Program Director. If the situation is not resolved, move to step #3
3. The program director discusses the situation with SBBS Dean and decide if the student should be referred to the Professional Behavior and Ethics Committee (PBEC)
4. The Dean and Program Director may refer the student to the PBEC, using the "Unprofessional Behavior Referral Form".
5. The student will be notified verbal and via email that he/she was referred to the PBEC.
6. The PBEC will:
 - a. Familiarize with the complaint through interviews or documents
 - b. Consult with legal advisor if necessary
 - c. Meet with the student and identify his/her needs
 - i. Advise student on the concerns presented
 - d. Recommend follow up actions through a report to the Dean
7. The SBBS Dean will consider the recommendations to be received and will make a final decision that may include referral to the institutional students' promotions committee.

Professional Behavior and Ethics Committee (PBEC)

The main goal of the PBEC is to support the SBBS mission of developing a new generation of well-rounded clinical psychologists capable of performing excellently in different clinical settings, to a higher standard of competency.

At the individual level, professional behaviors include, but are not limited, to personal and professional characteristics, interpersonal relationships and ethical/moral decisions. Expected professional behavior comprise motivation to progress in the program and initiative to address new challenges, responsibility, commitment, team work, professional image, response to authority, response to criticism, recognition of limitations, empathy, consideration of other's roles and rights, relation to peers and to non-faculty members, and confidentiality, among other behaviors.

Unprofessional behaviors may be recognized as: limitations in assuming responsibility for ones actions and duties, poor initiative to change and to assume ones role as student and future professional, not following instructions or recommendations for improvement, impaired relationships with students and faculty, impaired relationship with other allied health professionals, bullying, plagiarism, problems with moral character (differentiate right from wrong), poor judgment, not handling well transference/countertransference, among others. The PBEC is consonant with the PHSU institutional catalog, American Psychological Association and Puerto Rico Psychology Association (APPR) code of Ethics.

Identification

Students will identify themselves to patients, to the public and to any other person both verbally and in written form by using the designation “Master of Science in School Psychology Student”. This designation will change when the student enters an internship program at which time the following title must be used “School Psychology Intern”. Students will not present themselves as “psychologist” and will not allow others to address them with such title. Failure to follow this rule will be considered as an ethical violation.

Use of cellular phones

While attending lectures or any other official activity of the program cellular phones will be turned off or changed to vibration mode. Students need to inform the professor when he/she is expecting an important call during class.

Institutional Policies

Psychology students are referred to the document on student policies published by the Deanship of Student Affairs regarding applicable institutional policies. The student is especially asked to review the following policies:

- Attendance Policy
- Dress Code Policy
- Grievance Policy
- Honor Code
- Interpersonal Abuse Policy
- Standard of Conduct in the
Teacher-Learner Relationship
- Student with Unprofessional Behavior Policy

Satisfactory Academic Progress Policy

I. Introduction

This policy has been established to ensure an acceptable time frame for completion of the academic program and the minimally accepted quality of performance. This policy also ensures that the Student Financial Aid requirements set forth by federal regulations are met.

II. Scope

This policy applies to all Master of Science in School Psychology Student enrolled at Ponce Health Sciences University.

III. General Requirements

A. Time Frame for completion of the Academic Program

A Master of Science in School Psychology Student will be allowed a maximum time frame of two years of enrollment beyond the standard required for the completion of the program (three years).

The total years for completion of a degree include those graduate courses accredited on admission to our program.

<i>Program</i>	<i>Standard</i>	<i>Maximum</i>
Master of Science in School Psychology	3 years	5 years

Definition of a full time: Students with an academic load of 6 credits or more per semester will be considered full time master students.

Definition of half time: Students with an academic load of 3 to 5 credits per semester will be considered half time students.

Definition of less than half time: Students with an academic load of less than 3 credits per semester will be considered less than half time or part-time students.

B. Completion of Program Requirements

- 1) Course Requirement
 - a) Students must complete all courses within the established time frame. The Program requires a total of 62 credits.
- 2) Performance Requirement
 - a) A student must complete each academic year with a minimum grade point average of 3.00. Any student failing to meet this standard of performance will be referred to the Students Promotion Committee.
- 3) Comprehensive Examination Requirement
 - a) A Comprehensive Examination must be taken upon completion of the second academic year. A passing score in the exam is a requirement for candidacy to the Master Degree.
- 4) Professional Behavior Requirement
 - a) The students should conduct themselves in accordance with the norms for professional conduct set forth by Ponce Health Sciences University, the corresponding accreditation agencies, and the Practice Manual of the MSSP Program.

IV. Grade Requirement

In order to graduate, the student should complete all requirements and maintain a minimum grade point average of 3.00. Satisfactory Academic Progress is required for financial aid eligibility and will be reviewed on a yearly basis.

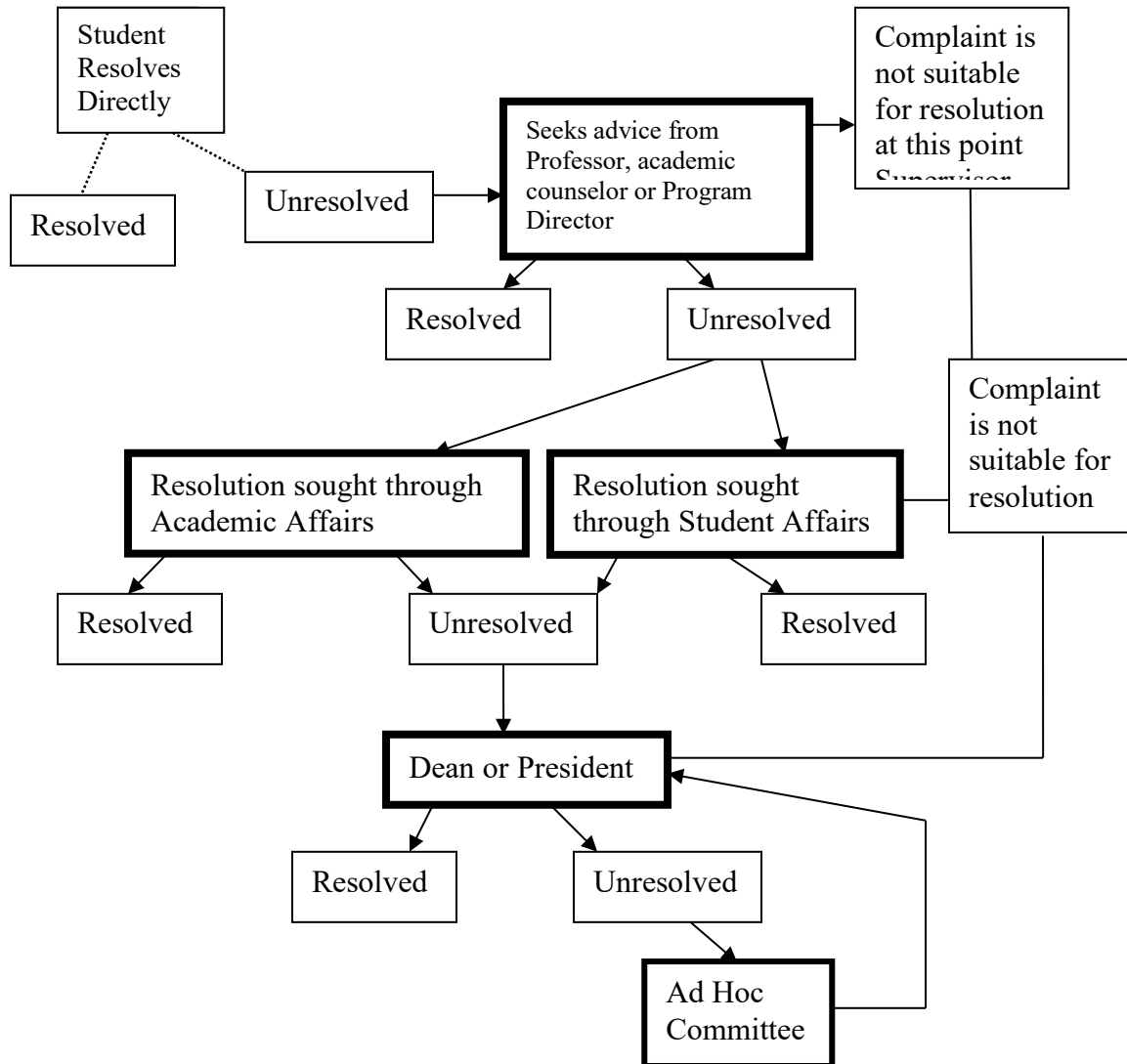
- Students should perform at a minimum level of achievement of 80% (B) in all courses.

- Students who obtain a grade of C must repeat the course and pass it. Up to two courses may be repeated. If the student obtains a grade of C in three courses, he/she will be referred to the Students Promotion Committee.
- Students with a GPA below 3.00 will be referred to the Students Promotions Committee.
- A grade of “F” in any course will result in referral to the Students Promotion Committee and considered for dismissal based on overall academic performance.
- Grades of “P” (Pass) or “NP” (No Pass) are applicable to practice and internship. A grade of “NP” requires repetition. In case of a second “NP” grade in practicum and internship, the student will be referred to the Students Promotion Committee with a recommendation for dismissal.
- An “I” (Incomplete) grade will only be allowed under very special circumstances as determined by the professor. The student must remove the “I” (Incomplete) in agreement with the professor and must be removed by the incomplete removal date of the following academic session. For detailed information about the institutional policy, refer to the Institutional Catalogue.
- The No Grade (NG) will only be used under specific circumstances preventing a faculty member from submitting the corresponding grade for that course. For example, external practicum/internship sites are delayed in the submission of students’ feedback or evaluation reports to the schools or programs. For detailed information about the institutional policy, refer to the Institutional Catalogue.

Institutional Grievance Policy

Grievance Procedure

A diagram outlining PHSU's grievance procedure process is presented below.



Course Descriptions

SCP 5150 Life Span Human Development (3 credits)

This is one of the core theoretical courses of the program that also provides an opportunity for the student to develop competencies in the assessment of diverse developmental milestones and neurodevelopmental functions in infants and children. The course begins with a presentation of the process of birth and of the clinical methods utilized to assess normal development during the postnatal stage. This presentation is followed by a description of the normal progression of the basic areas of development important for the work of a psychologist including motor, sensory, language, cognitive, social, and emotional. Various developmental scales and psychometric instruments will be taught during the semester.

SCP 5220 Psychology of Personality and Individual Difference (3 credits)

The main areas of interest of the field of personality will be covered through this course. Emphasis is given to the holistic theories of personality. However, many of the issues studied by trait psychology and constructs utilized to describe and explain genetic, temperamental, environmental, and behavioral aspects from social psychology and social learning will be addressed. The newer concepts on the neurobiological underpinnings of personality will also be presented and discussed based upon extant research. The course attempts to develop the competencies to apply such theories and constructs to situations in school settings.

NPS 5110 Biological Bases of Behavior: Neuroscience (3 credits)

Starting with a general exploration of the intrauterine development of the neural tube and crest, the course explores the anatomical and physiological foundation of the nervous system within a developmental context. It provides a general overview of the chemical basis of behavior. The lectures will mostly address normal neurological development and functioning, but will make reference of the clinical and learning implications of various endogenous and exogenous abnormalities such as genetic and neurodevelopmental variations and morphological abnormalities. The sensory, motor and arousal systems will be examined in detail.

SCP 5730 Professional Behavior and Ethics (2 credits)

All professional activities performed by a school psychologist involve other individuals who are part of society and who are probably served by an organization. Many ethical situations in school settings involve conflictive decision making which intends to protect students and their families, based on the NASP Principles for Professional Ethics. Such interactions and the obligation to safeguard the needs and rights of those being served in the professional context will be a major component of this course. The nature and types of ethical and legal dilemmas will be examined from a conceptual standpoint as well as from an applied perspective. The course will gear around multiple cases that by themselves illustrate the different ethical and legal issues that are most confronted in clinical and school practice.

SCP 6250 Test and Measurement (2 credits)

This course provides the student with an in-depth exposure to the principles of test construction in the psychology of measurement. The course also promotes a better understanding of the psychometric aspects (e.g., items development, measurement methods, validity, and reliability).

The students will apply the knowledge of the course to design, develop and validate their own assessment or research instruments.

IDH 919 Interprofessional Perspectives in Health Disparities (1 credit)

This course is designed to provide a general overview of gaps in health outcomes associated with health disparities. A special emphasis will be given to the social determinants of health such as race/ethnicity, social class, socioeconomic status, sex, sexuality, nationality, and migration status. The course will focus on the impact of health disparities' impact at multiple system's levels (e.g., Individual, patient clinician, healthcare system).

SCP 5800 School Psychology Practice I (1 credits)

This is the first of a series of practicums designed to foster in the student the development of practical clinical skills. Through multiple application exercises, the student will learn most of the basic skills needed to conduct initial interviews and to begin a therapeutic intervention with children, adolescents, and their families. The practicum focuses on the development of an in-depth understanding of all the main components of the clinical interview. It develops full awareness of the different dynamics of the Patient-Clinician relationship. The ethical handling of records and of confidential information will be addressed throughout the semester. The students will master basic skills in the logical and sequential organization of clinical data so that the information obtained through interviews may become meaningful and useful for clinical intervention.

SCP 6520 Intellectual Assessment (3 credits) Prerequisite: SCP 6250

After exploring some of the basic theoretical and psychometric issues surrounding the "intelligence" construct, the course will examine the evaluation of intelligence and other cognitive functions based in cultural and linguistic aspects, and diverse students' population. Through this course, the student will acquire, in a supervised manner, the necessary skills to administer, scoring, and interpret intelligence tests and other psychometric instruments for data-based decision-making in an ethical and competent manner. The course will also concentrate on the scientific method of hypothesis generation, on the type of inferences that may be drawn from these tests and on the different models of data interpretation available through the scientific psychometric literature.

SCP 5710 Socio-Emotional Intervention Models (2 credits)

Through this course, the student will be able to develop knowledge of the major evidence-based theoretical models used to treat different conditions in children and adolescents. The student will develop specific strategies of each model to apply them in interventions to promote adequate socio-emotional functioning of the school-community. The need to integrate individuals with family and system interventions in dealing with many childhood conditions, will also be addressed during the treatment-planning portion of the course. These interventions will consider biological, developmental, cultural, and social influences related to behavioral and mental health.

SCP 6500 Psychological Disorders in Children and Adolescents (2 credits)

This course provides a general exploration of the different psychological and neurodevelopmental disorders of childhood and adolescence. The main theoretical positions available about each condition will be presented to assist the student in gaining and applying an

adequate understanding of the underlying dynamics of each condition, in addition of their clinical manifestation. The conditions will be explored based upon recent research literature and using both Diagnostic and Statistical Manual of Mental Disorders (DSM) and International Classification of Diseases (ICD) classification systems.

SCP 6610 Behavior Modification: Theory and Intervention (2 credits)

The main goal of this course is the development of an advanced understanding of the multiple ways in which behavior may be altered through interactions with the environment. Students will be able to gain a solid working knowledge of learning theories as they apply to real life contexts and to clinical and school settings. The course will introduce the student to the different theoretical traditions of the field. They will also learn about other technological advances of the field based on operant/classical and social learning approaches. By the end of the course, the student will be able to design a behavior modification program for a particular problem or situation.

SCP 5320 Social Bases of Behavioral and Diversity (3 credits)

Social psychology is an area of psychology that fosters our understanding of how society influences the psychological, behavioral, and biological dimensions of human beings. Individuals are socialized within particular contexts and this process manifests itself through his/her perceptions, cognitions, attitudes, emotions, and behaviors. This course provides an overview of the contributions of social psychology to different areas of studies, particularly to clinical and school psychology. Special emphasis will be placed on philosophical, cultural, economic, and sociopolitical elements that have influenced its transformation through history. The study of social psychology is essential for the understanding of individual and collective phenomena, which is an indispensable tool for mental health professionals. In this course, students will explore social psychology's theory and practice. Also, they will identify and reflect on the advantages and obstacles that social and school psychologists face as agents of social change. This will be done with special emphasis on the implications for the Puerto Rican society, school setting, clinical practice, and research.

SCP 5900 School Psychology Practice II (1 credits) Prerequisite: SCP 5800

The course focuses on a detailed discussion of all major psychiatric/psychological emergencies that usually present in school settings. A detailed discussion of crisis and emergency situations focus on both psychological and social aspects. Emphasis will be placed on psychological interventions, theoretical background, and the emergencies associated to issues that affect the social-emotional and learning development.

SCP 6230 Research Methods and Statistics (3 credits) Prerequisite: SCP 6200

As a continuation of SCP 6200, the student will obtain a more detailed exposure to psychological research methods through this course. Qualitative, quantitative, and mixed approaches will be compared. The type of statistics applicable to the analysis of data obtained from these methods is discussed. The students will utilize statistical computer programs to process data and obtain statistical values, and qualitative analysis software to prepare and analyze the qualitative data. By the end of the course the student will be able to write the methodology section of a research project related to clinical and school psychology field.

SCP 6130 Consultation and Collaboration in School Settings (2 credits)

Students will acquire consulting skills that facilitate collaboration between individuals, families, groups, and systems, as well as methods to promote the effective implementation of services. Additionally, students will gain competencies in consulting, collaboration, and effective communication with others in school settings.

SCP 6590 Social-emotional Assessment Techniques (3 credits). Prerequisites: SCP 5220 & 6520

The theoretical bases on the expressive personality tests are frequently used for the assessment of social and emotional aspects in clinical and school settings as a diagnostic tool will be presented. Student will learn the administration, scoring and interpretation of the different systems of social emotional techniques based on cultural and linguistic aspects, and diverse students' population. In addition, they will acquire the basic skills to write high-quality social-emotional assessment reports considering ethics and diversity issues. This approach will allow students to ethical and legal decision-making in the assessment process, considering evidence-based methods.

SCP 7300 Psychoeducational Assessment and Intervention (3 credits). Prerequisites: SCP 6520

This course will prepare the student to respond and to intervene effectively with the academic needs of the school population. It will also provide advanced skills in psychoeducational testing with children and adolescents. The student will learn about additional psychometric instruments and scales useful to address the type of referrals most frequently triggered by the learning problems of school age children. Also, students will learn to use assessment methods to develop, implement and evaluate academic interventions and strategies to support the development of academic skills in children and adolescents. In accomplishing this goal, the course will examine theories of learning disability (language based, visual-spatial, etc.), neurodevelopmental conditions that interfere with academic performance, behavioral problems usually manifesting in academic settings and the law that regulates delivery of special education services to qualified students. The dynamics of professional work in a school setting will also be addressed in preparing students for a role in these community scenarios.

SCP 7680 Family Integration in School Setting (2 credits)

A brief review of the history of family therapy and the analysis of the different types of interventions to promote home-school collaboration to appropriately support students in their educational and social-emotional development processes. The student will learn to describe a family-school collaboration within multitiered system support (MTSS) to assess families, elaborate treatment plans, organize and conduct family sessions. This process is developed considering ethics and other diverse factors such as socioeconomic, cultural, and race.

SCP 5420 Crisis and Trauma Intervention in Educational Setting (2 credits)

The student will be able to identify those risk factors for the trauma that can interfere with students' socio-emotional and academic development. By identifying trauma indicators, the student will develop the skills to support families, administration, and teaching staff from a multidisciplinary approach. Similarly, students will develop knowledge in the areas of prevention and risk assessment of psychological trauma to provide interventions that respond to

mental health needs. In addition, they will acquire skills to evaluate the effectiveness of the intervention.

SCP 6000 School Psychology Practice III (1 credits) Prerequisite: SCP 5900

At the didactic level this practicum will attempt to develop in the student conceptualization and intervention planning techniques. Therefore, the student will develop the capacity to understand clinical cases and to develop a coherent intervention plan through these didactic experiences and case presentations. To achieve these clinical skills, the student will be able to integrate the theoretical knowledge and skills accumulated from previous theoretical courses on socio-emotional, educational, and psychological interventions. The students will also share their experiences and will learn how to integrate the skills learned in class to the work being done with children, adolescents, and parents.

NSL 0611 Design and administration of Neuroscience-Based learning environments (2 credits)

This course seeks to prepare future school psychologists to design and manage educational systems, environments, and experiences based on current neuroscience. This implies to transform education/school policies, administration, physical environments, curriculum design and implementation, classroom management, assessment, and the delivery of supporting services in order to increase students' success and wellbeing by applying current research in neuroscience concerning how the human brain (students' and teachers') learn best.

NPS 5241 Neurocognitive approaches to the study of Cognition and Emotion (3 credits)

This course covers philosophical issues, traditional problems and current research that are central to an understanding of the fields of cognition and emotion, and its impact in the learning process. The course begins approaching the object of study of cognitive psychology in light of contemporary psychology, cognitive neurosciences, philosophy of science, technological development, and other historical-cultural transformations that have impacted the field. The course explores the research endeavors that shaped both fields leading to the formulation of theory and to the current knowledge of the multiple cognitive and emotional processes (e.g., sensation, perception, attention, memory, language, and emotion). Cognitive and emotional processes are addressed from their biological, social, and psychological perspective. The course seeks to offer a perspective of complexity through the examination of convergences and divergences between the main approaches to the study of cognition in a school context.

NPS 8510 Neuropsychological Assessment (3 credits) Pre-requisite: NPS 5110, SCP 6520, and SCP 6580

This course contains two main components, didactic and experiential. The didactic component concentrates on teaching the students the most encountered neuropathological syndromes addressing their etiology, dynamics, symptomatology, and phenomenology. The second component of the course focuses on the development of competence in the administration, correction, and interpretation of neuropsychological techniques. This test will be presented in the context of the different batteries of tests currently utilized to assess attention/concentration, memory, language, motor functioning, visual constructive and nonverbal skills, and executive functions. The student will have the opportunity to perform at least one of these batteries. The

students will acquire the ability to recognize the various neuropathological syndromes presented in class and to accurately report test findings.

NSL 0613 Neurodevelopmental Alterations: Learning and Behavioral Manifestations (3 credits)

This course will introduce students to current theories and conceptualization models of neurodevelopmental alterations, its related cognitive functions/ constructs, and their broad behavioral and educational implications in the school setting. The current diagnostic criteria for neurodevelopmental disorders (e.g., intellectual developmental disorders, attention deficit hyperactivity disorder, communication disorders, autism spectrum disorder, specific learning disorder, motor disorders) will be presented as well as the complexities and challenges of co-occurring disorders and differential diagnosis. Pertinent screening and diagnostic tools and strategies will be introduced as well as Neuroscience-based approaches to establish favorable learning and clinical environments to support neurodiverse students' optimal achievement.

SCP 6010 School Psychology Practice IV (1 credits) Prerequisite: SCP 6000

The student will attend this practicum to acquire assessment skills based on comprehensive evaluation through the process of case formulation, select assessment techniques, the administration and scoring of different tests, and the interpretation and discussion of results with parents and children. Multiple exercises will be performed by the student in the process of developing solid and coherent assessment competencies. The students will also share their experiences and will learn how to integrate the skills learned in class to the work being done with children, adolescents, and parents.

SCP 7180 Psychopharmacology for School Psychologists (2 credits)

The initial portion of this course provides an introduction to pharmacodynamics and pharmacokinetics. Following this initial presentation, the course explores the main neurotransmitter systems of the brain and the role these play on normal and abnormal behavior. The remainder of the course focuses on the basic pharmacological properties and clinical actions of the main psychotropic medication including. Also, will discuss the common medication for psychological and neurodevelopmental disorders in childhood and adolescence.

SCP 7000 School Psychology Internship I (600 hrs.)

The School Psychology Internship is the ultimate experience for school psychology students. The internship aims to enable the student to apply and integrate practical knowledge based on the National Association of School Psychologists (NASP) domains in the school setting. Students will complete a 1,200-hour internship, of which 600 hours must be in an educational setting under the direction of an experienced and licensed school psychologist. In this first part of the internship, the student is expected to accumulate a minimum of 600 hours.

SCP 7001 School Psychology Internship II (600 hrs.)

In this second part of the internship, students will continue to experience the roles and functions of the school psychologist, as well as apply and integrate practical knowledge based on the National Association of School Psychologists (NASP) domains in the school setting. In this second stage, the student is expected to accumulate a minimum of 600 hours, obtaining a minimum of 1,200 hours in total as an internship experience. Students will complete a 1,200-

hour internship, of which 600 hours must be in an educational setting under the direction of an experienced, licensed school psychologist.

SCP 7690 Group Therapy in School Setting (2 credits)

The course explores the different evidence-based group interventions that are appropriate for children, adolescents, and parents in the school setting. It deepens in offering successful group interventions for children, adolescents and parents from recruitment, planning, organization and establishment of the group. The course elaborates on the obstacles that may occur from behavior management of participants to resistance to group processes, rules and expectations and how to address them. The course is intended to identify the phases of group interventions in schools and how to engage group members so that there is progress in the behaviors or situations that needed to be worked on and to gather information to make decisions based on the data that guide the school psychologist to the appropriate completion of group work. The discussion of the topics focuses on the importance, roles, and functions of school psychologists in group interventions.

Electives

NSL 0502 Sensory and Sensory-Motor Development: Implications for Assessment and Teaching (2credits)

This course will focus on the study of the diverse psychological systems that allows the human being to gather information/knowledge from his/her internal and external world. The psychology of sensation, perception, cognition, psycholinguistic and information processing provide the experimental and theoretical background to the study of the following topics: attention, thinking, problem solving, language and memory.

NSL 0601 Brain-Based Learning (2 credits)

This course will introduce the student to the confluence of knowledge where the area of Neuroscience of Learning was born from. Along the course, the student will be able to delve on to the basic principles that govern this emerging field of knowledge. Furthermore, learners will be taught how to create brain-based environments in the classroom and will experience how to transfer the knowledge from the theory to the practice in a meaningful manner. Concrete techniques for teaching and learning developed from brain-based learning theories will also be examined.

SCP 8390 Child Maltreatment and Sexual Abuse (2 credits)

The course aims to expose students to the various types of child abuse typified in Law 246 of 2011 known as Ley para la Seguridad, Bienestar y Protección de Menores, and the processes of identification, evaluation, intervention, and prevention. Child abuse is a public health dilemma that needs to be addressed from various perspectives, specialties, and intervention models. Emphasis will be placed on the roles of the school psychologist as a consultant, evaluator, researcher, administrative staff, therapist, and educator. Active participation in public policy issues that impact children and youth in Puerto Rico will be promoted. Several models will be studied to understand the responses to trauma as a consequence of abuse. Also, students will explore ways to identify, prevent, evaluate, and address trauma in schools and learn crisis intervention techniques.

SCP 8650 Autism Spectrum Disorders (2 credits)

The student will be able to understand the basis of autism spectrum disorders (ASD).

This course integrates the history, diagnostic criteria, classification, contemporary theories of neurodevelopmental processes, current knowledge about its neurobiology and pathogenesis, evaluation methods and instruments, and intervention models. Didactic and practical approaches are used to integrate the information. The information to be presented is based on the scope of current research and evidence-based models on interventions.

SCP 5410 General Principles of Psychopathology (2 credits)

This course provides the foundation for the rich sequence of courses on psychopathological conditions in children adolescents, adults, and the elderly. It starts with a presentation and analysis of the theories about normality found within the literature and implicit within many psychometric scales and instruments. It follows with an analysis of the experience of stress, loss, trauma, dissociation, and other non-pathological human experiences that reflect the borderline between normalcy and psychopathology. It concentrates on the techniques utilized to assess psychopathology within clinical settings with special and detailed attention to the mental status evaluation. The main concepts utilized in the field of psychopathology will be explained. The student will learn the meaning of symptoms, signs, and syndromes as these relate to normal and abnormal dynamics of both organic and psychological nature. The course ends with an exploration of the adjustment disorders of DSM-V-TR “V” codes, of the DSM V-TR culture-bound syndromes (e.g., nervous breakdown) and of the milder forms of psychological dysfunction. Students will be introduced to the ICD-10 system.