

**Table 6. Conceptual Framework**

<b>Mission</b>			
<p>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 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.</p>			
<b>PROGRAM GOAL 1</b>	<b>PROGRAM OBJECTIVES</b>	<b>GRADUTE PROFILE</b>	<b>APA DOMAIN</b>
<p>To prepare highly skilled scientist-practitioners who are data-based, system-wide problem-solvers oriented toward prevention and early intervention.</p>	<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 diagnostics</li> <li>○ developmental disabilities</li> <li>○ special education services</li> <li>○ statistical and research methods</li> </ul> </li> </ul>	<p>All GENERAL and SPECIFIC Objectives (See Section VI. E)</p>	<p>The breadth of scientific psychology, its history of thought and development, its research methods, and its applications.</p> <p>The scientific, methodological, and theoretical foundations of practice in the substantive area(s) of professional psychology in which the program has its training emphasis</p> <p>Diagnosing or defining problems through psychological assessment and measurement and formulating and implementing intervention strategies (including training in empirically supported procedures).</p>

	<ul style="list-style-type: none"><li>○ human diversity.</li><li>• Demonstrates critical thinking, quantitative reasoning, and qualitative analysis abilities.</li></ul>		Attitudes essential for life-long learning, scholarly inquiry, and professional problem-solving as psychologists in the context of an evolving body of scientific and professional knowledge.
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PROGRAM GOAL 2	PROGRAM OBJECTIVES	GRADUTE PROFILE	APA DOMAIN
<p>To conduct research on problems of concern to schools.</p>	<p>To train a scientist-practitioner: who is capable of:</p> <ul style="list-style-type: none"> <li>• Apply knowledge and skills that promote identification and resolution of psychological and educational problems.</li> <li>• Pssesses 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 diagnostics</li> <li>○ developmental disabilities</li> <li>○ special education services</li> <li>○ statistical and research methods</li> <li>○ human diversity.</li> </ul> </li> <li>• Demonstrate critical thinking, quantitative reasoning, and qualitative analysis abilities.</li> <li>• Understands and apply ethical principles to all professional interactions activities.</li> </ul>	<p><b>GENERAL OBJECTIVES</b></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 quantitative and qualitative reasoning skills.</li> <li>• Behave in accordance with professional, legal, and ethical guidelines.</li> <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><b>SPECIFIC OBJECTIVES - RESEARCH</b></p> <ul style="list-style-type: none"> <li>• Master relevant research</li> </ul>	<p>The breadth of scientific psychology, its history of thought and development, its research methods, and its applications.</p> <p>The scientific, methodological, and theoretical foundations of practice in the substantive area(s) of professional psychology in which the program has its training emphasis</p> <p>Attitudes essential for life-long learning, scholarly inquiry, and professional problem-solving as psychologists in the context of an evolving body of scientific and professional knowledge.</p>

		<p>methodologies and theories in psychology and their application within school contexts</p> <ul style="list-style-type: none"><li>• Design a plan for evaluation the effectiveness of psychological services provided in schools or applied settings</li><li>• Summarize and communicate results of studies or reports of research in terms that are understandable to educators and parents.</li></ul>	
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PROGRAM GOAL 3	PROGRAM OBJECTIVES	GRADUTE PROFILE	APA DOMAIN
<p>To provide expertise on matters pertaining to academic and mental health issues</p>	<ul style="list-style-type: none"> <li>• Who is capable of applying knowledge and skills that promote identification and resolution of psychological and educational problems.</li> <li>• Who 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 diagnostics</li> <li>○ developmental disabilities</li> <li>○ special education services</li> <li>○ statistical and research methods</li> <li>○ human diversity.</li> </ul> </li> <li>• Who demonstrates critical thinking, quantitative reasoning, and qualitative analysis abilities.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>GENERAL OBJECTIVES</b></li> <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> </ul>	<p>The breadth of scientific psychology, its history of thought and development, its research methods, and its applications.</p> <p>The scientific, methodological, and theoretical foundations of practice in the substantive area(s) of professional psychology in which the program has its training emphasis</p> <p>Diagnosing or defining problems through psychological assessment and measurement and formulating and implementing intervention strategies (including training in empirically supported procedures).</p> <p>Issues of cultural and individual diversity that are relevant to all of the</p>

		<ul style="list-style-type: none"><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><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><li>• <b>SPECIFIC OBJECTIVES</b></li><li>• <b>ASSESSMENT</b></li><li>• Demonstrate knowledge of the use of a broad range of methods for assessing children's:<ul style="list-style-type: none"><li>○ social-emotional behavior functioning</li><li>○ cognitive/intellectual functioning</li><li>○ 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></ul>	<p>above;</p> <p>Attitudes essential for life-long learning, scholarly inquiry, and professional problem-solving as psychologists in the context of an evolving body of scientific and professional knowledge.</p>
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PROGRAM GOAL 4	PROGRAM OBJECTIVES	GRADUTE PROFILE	APA DOMAIN
<p>To consult on district programs and special projects,</p>	<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 diagnostics</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> <li>• Shows well-developed interpersonal skills that facilitate effective work with families, children and adolescents</li> <li>• Understands and apply ethical principles</li> </ul>	<p><b>GENERAL OBJECTIVES</b></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</li> </ul>	<p>The scientific, methodological, and theoretical foundations of practice in the substantive area(s) of professional psychology in which the program has its training emphasis</p> <p>Diagnosing or defining problems through psychological assessment and measurement and formulating and implementing intervention strategies (including training in empirically supported procedures).</p> <p>Issues of cultural and individual diversity</p> <p>Attitudes essential for life-long learning, scholarly inquiry, and professional problem-solving as psychologists in the context of an evolving body of scientific and professional knowledge.</p>



	to all professional interactions	<p>and qualitative reasoning skills.</p> <ul style="list-style-type: none"><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>SPECIFIC CONSULTATION</b></p> <ul style="list-style-type: none"><li>• Demonstrate skills for conducting consultation interviews with teachers or parents with diverse backgrounds.</li></ul>	
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		<ul style="list-style-type: none"><li>• Conceptualize assessment issues and intervention goals within an indirect service delivery model.</li><li>• Design methods for monitoring the consultation process and measuring outcomes.</li></ul>	
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PROGRAM GOAL 5	PROGRAM OBJECTIVES	GRADUTE PROFILE	APA DOMAIN
<p>To provide leadership in learning, instruction, and curricular issues.</p>	<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>• Demonstrates critical thinking, quantitative reasoning, and qualitative analysis abilities.</li> <li>• Shows well-developed interpersonal skills that facilitate effective work with families, children and adolescents.</li> <li>• Understands and apply ethical principles to all professional interactions</li> </ul>	<p>Develop an understanding and an ability to integrate multiple theoretical perspectives that are relevant to the teaching, research, and practice of school psychology.</p> <p>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).</p> <p>Demonstrate mastery of verbal and writing communication skills with educators, parents, and fellow professionals</p> <p>Demonstrate knowledge, skills, and appreciation for diverse abilities and disabilities.</p> <p>Demonstrate knowledge of the major socio-cultural groups and relevance of group differences for school related work.</p> <p>Demonstrate effective interpersonal skills which facilitate working with educators, parents, and fellow</p>	<p>Issues of cultural and individual diversity</p> <p>Attitudes essential for life-long learning, scholarly inquiry, and professional problem-solving as psychologists in the context of an evolving body of scientific and professional knowledge.</p>

		<p>professionals. Behave in accordance with professional, legal, and ethical guidelines.</p> <p>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.</p> <p><b>SPECIFIC - SPECIALIZATION AREA</b></p> <p>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)</p>	
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PROGRAM GOAL 6	PROGRAM OBJECTIVES	GRADUTE PROFILE	APA DOMAIN
<p>To offer four sub-specializations, in neuropsychology, moderate-severe disabilities and special education, mental health, and infant-preschool assessment</p>	<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 diagnostics</li> <li>○ developmental disabilities</li> <li>○ special education services</li> <li>○ statistical and research methods</li> <li>○ human diversity.</li> </ul> </li> </ul>	<p><b>GENERAL OBJECTIVES</b></p> <p>Develop an understanding and an ability to integrate multiple theoretical perspectives that are relevant to the teaching, research, and practice of school psychology.</p> <p>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).</p> <p>Demonstrate knowledge, skills, and appreciation for diverse abilities and disabilities.</p> <p>Demonstrate knowledge of the major socio-cultural groups and relevance of group differences for school related work.</p> <p><b>SPECIFIC - SPECIALIZATION AREA</b></p> <p>Demonstrate in-depth and</p>	<p>The breadth of scientific psychology, its history of thought and development, its research methods, and its applications.</p> <p>The scientific, methodological, and theoretical foundations of practice in the substantive area(s) of professional psychology in which the program has its training emphasis</p> <p>Diagnosing or defining problems through psychological assessment and measurement and formulating and implementing intervention strategies (including training in empirically supported procedures).</p> <p>Issues of cultural and individual diversity that are relevant to all of the above;</p>

		rigorous knowledge of theory, practice, and current issues pertaining to the chosen area of specialization (clinical, neuropsychology, pre-school, special education)	
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PROGRAM GOAL 7	PROGRAM OBJECTIVES	GRADUTE PROFILE	APA DOMAIN
<p>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.</p>	<ul style="list-style-type: none"> <li>• To train a scientist-practitioner who:</li> <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 diagnostics</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> <li>• Shows well-developed interpersonal skills that facilitate effective work with families, children and adolescents</li> <li>• Understands and apply ethical principles to all professional interactions.</li> </ul>	<p>All GENERAL and SPECIFIC Objectives (See Section VI. E)</p>	<p>The breadth of scientific psychology, its history of thought and development, its research methods, and its applications.</p> <p>The scientific, methodological, and theoretical foundations of practice in the substantive area(s) of professional psychology in which the program has its training emphasis</p> <p>Diagnosing or defining problems through psychological assessment and measurement and formulating and implementing intervention strategies (including training in empirically supported procedures).</p> <p>Issues of cultural and individual diversity</p>

PROGRAM GOAL 8	PROGRAM OBJECTIVES	GRADUTE PROFILE	APA DOMAIN
<p>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).</p>	<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 diagnostics</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>	<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</li> </ul>	<p>The breadth of scientific psychology, its history of thought and development, its research methods, and its applications.</p> <p>The scientific, methodological, and theoretical foundations of practice in the substantive area(s) of professional psychology in which the program has its training emphasis</p> <p>Issues of cultural and individual diversity</p>



		<p>differences for school related work.</p> <ul style="list-style-type: none"><li>• Behave in accordance with professional, legal, and ethical guidelines.</li><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>• <b>INTERVENTION</b></li><li>• Explain principles and best practices that guide intervention activities.</li><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</li></ul>	
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		<p>methods for monitoring treatment and progress evaluating the integrity and effectiveness of interventions.</p> <ul style="list-style-type: none"><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><li>• <b>CONSULTATION</b></li><li>• Demonstrate skills for conducting consultation interviews with teachers or parents with diverse backgrounds.</li><li>• Conceptualize assessment issues and intervention goals within an indirect service delivery model.</li><li>• Design methods for monitoring the consultation process and measuring outcomes.</li><li>• <b>SPECIALIZATION AREA</b></li></ul> <p>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</p>	
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