Learner Manual:

School Psychology Specialization – Doctor of Psychology

*December 2016*
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Chapter 1: Introduction

Welcome and Overview

Welcome to the School Psychology specialization in the Harold Abel School of Social and Behavioral Sciences.

This learner manual is intended to serve as a central reference for program-related materials, policies, and procedures for learners in the Doctor of Psychology program in school psychology. In addition to these guidelines, learners are expected to abide by the policies and procedures in the program’s clinical training manual, and university standards and policies outlined in the university catalog. These materials can be accessed online via links on iGuide, and together, these sources will provide all of the relevant information related to the School Psychology specialization. Questions related to this material should be directed to members of the program faculty, the School Psychology program chair, or individual advisors.

School Psychology Program Description

Rationale & Purpose

The School Psychology specialization has a focused purpose of training practitioners to meet the shortage of school psychologists and to address critical mental health needs of children in school settings.

There is ample evidence that the mental health needs of children are currently underserved. For example, the United States Surgeon General reports that although one in five children has a diagnosable mental disorder, only one-third of these children receive mental health care. Nationwide, the federal government has designated 3,543 urban, suburban, and rural localities Mental Health Professional Shortage Areas (U.S. Department of Health and Human Services, 1999). Furthermore, legislation titled —Child Healthcare Crisis Relief Act of 2009," designed to address the national shortage of specialists in children’s mental health, is currently being discussed in Congress (S. 999). This national shortage has strong implications for practitioners who work in school settings and have ready access to populations in need.

On an annual survey designed —to gain an understanding of state and regional needs in regard to legislative initiatives and professional practice issues" (Thies, 2003, p.35), the National Association of School Psychologist’s (NASP) Government and Professional Relations Committee, gathered responses from 46 states. According to the results, —all regions mentioned school psychologist shortages as a contributory factor to limited mental health services in schools” (Thies, 2003, p.35).

There are serious implications for such shortages of mental health practitioners in the schools with levels of impact varying among individual states. One direct result of the shortage is that school psychologists are often expected to serve greater numbers of schools within a district (hence higher populations of students), a practice that has been linked to fewer opportunities for the provision of comprehensive mental health services (Curtis, Chesno Grier, Walker Abshier, Sutton, & Hunley, 2002). Higher psychologist-to-student ratios have consistently been linked to increased responsibilities in special education (referral and assessment) and less time available for intervention-based services (Curtis, Hunley, & Chesno Grier, 2002). Overall, the national shortage and increased psychologist-to-student ratios leads to a corresponding decline in mental health services for school age children, which
has been identified by the surgeon general, and by Congress, as a significant area of need (U.S. Department of Health and Human Services, 1999; S. 537, 2005).

As a result of the national shortage of school psychologists, combined with increasing recognition of the need for mental health practitioners in the schools, *US News and World Report* identified school psychology as one of the "best careers" for 2008. The National Association of School Psychologists (NASP) states that "a majority of current practitioners will be reaching retirement age within the next ten years, hence opening the door for a new generation of school psychologists" (NASP, 2010). Likewise, the *Occupational Outlook Handbook* reports that the "demand for school psychologists will be driven by a growing awareness of how students’ mental health and behavioral problems, such as bullying, affect learning" (U.S. Department of Labor, 2009).

Despite the fact that many sources have cited the discipline of school psychology as growth-oriented and an excellent career option, there remains a vast recruitment and training need within the profession. For example, NASP has created a task force specifically to address this national shortage. This task force identified lack of public awareness in the profession and limited training opportunities as two of several possible reasons for the national shortage.

In response to these findings, a primary purpose of the School Psychology program at Capella is to increase the number of qualified practitioners to help meet this critical shortage of professionals trained to address the mental health needs of children in educational settings. Capella’s approach, however, is progressive in scope in that its School Psychology program helps reduce some of the traditional barriers to school psychology training, including geographic restrictions, which in the past have prevented many prospective students in rural areas from pursuing school psychology education and training. Moreover, given that the overall purpose of the School Psychology specialization at Capella University is to prepare learners to meet the expanding need for mental health professionals within educational settings, the program’s overall conceptual framework is driven by corresponding goals, mission, philosophy, and vision.

Graduates of the School Psychology specialization are typically employed by public school districts, community agencies, specialized school settings, and educational cooperatives also provide employment options. Within each environment, graduates provide a variety of services and manage multiple responsibilities: helping children and youths succeed academically, socially, and emotionally; working to find the best solution for each student by using a variety of strategies to address student needs and improving school and district-wide programs and support systems; and implementing programs to improve schools.

**Mission, Vision & Training Philosophy**

Capella University, the Educator Preparation Provider Governance Board (EPP), the Harold Abel School of Social and Behavioral Sciences, and the leadership in the School Psychology specialization espouse the scholar-practitioner learning model. The philosophy and mission (including overall conceptual framework) are communicated to faculty and learners via multiple avenues, including written documentation (course catalog, program manuals, Web site, handouts at residencies) and oral communication (one-on-one with prospective program applicants and continuing dialogue with learners at residencies). The School Psychology’s mission, vision, and training philosophy are espoused by all program faculty and are manifested in online course instruction and at residencies; in the mentoring; assessment, and supervision of learners and field placement trainees; and through informal interactions with learners, such as at professional conferences, residencies, etc.
The mission of the School Psychology specialization is to prepare learners to be advocates for school-age children, adolescents, and their families, stressing respect for individual differences, collaborative problem-solving and empirically-based interventions. The program utilizes a scholar-practitioner model that is integrated throughout all aspects of training, and is implemented by way of a systems-based approach to address the social, emotional, academic, behavioral, and cognitive welfare of learners. The learning environment is highly collaborative, and uses technology to present varied perspectives from learners and faculty representing diverse backgrounds and geographical regions of practice. This mission is consistent with Capella’s EPP to provide innovative, competency-based learning experiences that deliver immediate, profound, professional impact and empower learners to distinguish themselves through contributions to the thinking and development of the organizations they serve.

The School Psychology specialization has as its specific vision the training and development of leaders who have the capacity to create engaging professional learning communities in the rapidly changing demographic landscape of the nation’s P-12 schools. This vision is consistent with Capella’s EPP to deliver superior learning outcomes and a superior learning experience focused on the university values of our learners, human potential, achievement, decisive collaboration, innovation, and integrity. Further, this vision reinforces the university’s commitment to the development of a multicultural environment. We seek greater diversity in our faculty and staff, to broaden our academic experience and to reflect the diversity that exists within our learner community. We value the input of multiple viewpoints and perspectives across the university. We strive to create academic and business communities that are rich with cultural, social, and intellectual diversity. Capella University and the School Psychology specialization reflect that a profound learning experience presupposes a commitment to all learners, and further reflect that inclusion and community are synonymous, whereas exclusion and community are antithetical. Our commitment to developing school psychologists who will create engaging professional learning communities presupposes a program with an emphasis on inclusion and a rejection of exclusion.

Feedback and support are keys to empowering a diverse group of learners and enabling socially constructed learning. As such, faculty provide ongoing, individualized courseroom feedback as well as private feedback via e-mail. Learners are engaged in providing peer feedback, and moderated threaded discussions provide a unique opportunity for each learner’s voice to be heard. Such discussions are unlikely to be dominated by a few participants, as can happen in the traditional, face-to-face classroom. Diversity of thought, opinions, and values is expected and valued, and frank dialogue about issues is encouraged. Interaction among learners outside of the courseroom often occurs as well.

Capella’s leadership in the School Psychology specialization—guided as it is by questioning the status quo, reflecting critically, embracing diversity, being willing to accept risk, and maintaining a commitment to lifelong learning as well as a devotion to quality with accountability—is responsive to societal demands on school psychologists at a time of increasing complexity and rate of change. Consequently, the curriculum is designed to promote reflection on current professional issues and to encourage the practical application of new knowledge to problems and opportunities. Further, the program’s curriculum is aligned with the National Association of School Psychologists (NASP) training standards of 10 domains of professional practice, which are consistent with candidates competencies defined by the Council for the Accreditation of Educator Preparation (CAEP).

The conceptual and theoretical framework for the School Psychology specialization reflects the overall mission, vision, philosophy, and values espoused by its program administrators and faculty. Providing a profound learning experience for future school leaders in a dynamic, evolving educational preparation program involves continuous learning on the part of the leadership in school psychology. The principles discussed in this narrative and the standards and competencies they are designed to address, in close alignment with the program’s mission and vision, guide that process.
The competencies defined by CAEP are consistent with the training standards of professional practice as identified by the National Association of School Psychologists (NASP), which include the following 10 elements or domains: data-based decision making and accountability; consultation and collaboration; interventions and instructional support to develop academic skills; interventions and mental health services to develop social and life skills; school-wide practices to promote learning; preventive and responsive services; family-school collaboration services; diversity in development and learning; research and program evaluation; and legal, ethical and professional practice.

**Faculty**
An overview of current School Psychology faculty (including biographies and contact information) can be accessed in the [Schools and Programs](#) section of iGuide.
Chapter 2: Program Overview

General Overview

The Doctor of Psychology degree with a specialization in School Psychology provides learners with a foundation of instruction across major competency areas inherent to the practice of school psychology. The PsyD degree consists of:

- One hundred forty five quarter credits of course instruction, plus

- Six Graduate Teaching Instructor residencies that provides opportunities for doctoral learners to act as Graduate Teaching Instructors during the School Psychology Master’s and Specialist Certificate Year-in-Residence face-to-face training. Year-in-Residence training experiences provide practice labs and workshops in the basic practice proficiencies of the school psychologist (assessment, ethics, intervention, interviewing, consultation, counseling, report writing, profile analysis, treatment planning, and supervision skills). They also provide interactive support, camaraderie, and professional development in the attitudes and behaviors appropriate to being a school psychologist and practitioner-scholar. The Graduate Teaching Instructors will assist school psychology faculty in teaching those labs. Doctoral learners in School Psychology teach at least two of the School Psychology Master’s and Certificate Year-in-Residences per year each for three years for a total of six face-to-face residencies. Each residency is fifty-five clock hours and Doctoral learners in School Psychology receive a total of three hundred and thirty clock hours of face-to-face residency teaching experience training.

- PsyD learners also complete two quarters of Practicum and four quarters of Internship. The School Psychology Practicum for PsyD learners is the first clinical training experience in their program of study. Learners in practicum complete 400 hours of service in the schools working 20 hours per week for two 10-week quarters. Learners receive at least one-hour of individual, face-to-face supervision from their on-site supervisor(s) each week. Supervisors and sites are approved by the university through the application process before learners are allowed to begin on-site services. During practicum learners engage in the many roles of the school psychologist including conducting various types of assessment (i.e., standardized, norm referenced, curriculum based, and functional behavioral), assist in the development, implementation, monitoring, and evaluation of interventions designed to address concerns with academics, mental health, and behavioral/social skills, participate in the data-based decision making process engaged in at the school through collaboration and consultation, and write reports related to cases, among other tasks. School psychology practicum learners engage in services related to the NASP Standards and CAEP expectations. Learners complete practicum ready to engage in internship, which is the next phase of training.

- The chair of the school psychology program may grant credit for all 400 hours of Practicum if the learner is licensed or certified in their state as a school psychologist and has met program standards which include a specialist level internship or equivalent experience.

- The School Psychology Internship for PsyD learners is the final clinical training experience in their program of studies. Learners in practicum complete 1500 hours of service in the schools working 40 hours per week for four consecutive 10-week quarters. Learners receive at least two-hours of individual, face-to-face supervision from their on-site supervisor(s) each week. Supervisors and sites are approved by the university through the application process before
learners are allowed to begin on-site services. During internship learners engage in the many roles of the school psychologist related to the NASP Standards and CAEP expectations. Learners exhibit leadership skills and an ability to participate in the supervision process of others. Learners display a positive impact on students, write comprehensive psychological reports integrating various forms of data collected from many sources (i.e., assessment instruments of many types, interviews, observations), engage in developing, implementing, monitoring, and evaluating interventions to be applied school- and district-wide, interact with leaders of the school system, family and community members, and actively lead the data-based decision making process utilized within the system, among other tasks. Learners complete internship ready to engage in independent practice as a leader in a system. PsyD learners complete their program with the capstone course: Doctoral School Psychology Integrative Project.

- The Doctoral School Psychology Integrative Project course is the final course required to earn the PsyD through the School Psychology Program. This course focuses on the expectations of those that regulate the field like NASP (National Association of School Psychologists), CAEP (Council for the Accreditation of Educator Preparation), and potential state Departments of Education*. In order to be able to work effectively in the field learners must have an understanding of the many areas in which school psychologists are involved. Therefore, in this course learners will integrate their knowledge of interventions, supervision skills, interpretation of assessment information, and problem solving, among other skills. During this course, learners will be focusing on three major projects - the development of a professional portfolio aligned with the NASP domains, a supervision plan for school psychologists in a school district, and a case study requiring several interventions. These projects will help learners connect the topics of focus from the numerous parts of their doctoral program of study. The activities engaged in while enrolled in this course give learners an opportunity to display a variety of skills essential for professional practice at the doctoral level.

* For example, State of Arizona Department of Education and request for an Institutional Recommendation Forms (see Appendix A).

Overall, learners in Capella’s School Psychology PsyD program are preparing for entry-level and advanced-level or supervisory practice and associated credentialing (certification/licensure) by state departments of education where they work and/or reside. Many also have plans to ultimately pursue the national certificate in school psychology (NCSP), which is administered by the National School Psychology Certification Board (NSPCB) as a part of the National Association of School Psychologists.

Admission

Applications for acceptance to the School Psychology Doctor of Psychology program are accepted quarterly with quarterly enrollment occurring. Applications are completed and submitted to Capella’s Enrollment Services. Following a review by Enrollment Services and when applications are complete the applicant file is sent to the Admissions Office for final screening and review of all required materials. Complete applications are forwarded to the Harold Abel School of Social and Behavioral Sciences school psychology faculty chair. The faculty chair assigns a core faculty member to review the file and conduct a telephone interview with the prospect for admission into the Doctor of Psychology degree program. Additional information regarding admissions is discussed below.

Admissions criteria for the Doctor of Psychology include the following: (a) a master’s degree and 3.0 minimum GPA in school psychology or other areas of psychology, education, counseling, or social work (b) statement of professional goals, (c) two writing samples (d) professional resume, and (e) three
current professional letters of recommendation, (f) an individual video conference interview by program faculty. Interviews are conducted to ensure applicants are a good fit for the program in terms of interests, professional goals, professional work characteristics, knowledge of school psychology skill domains, experience, etc. and that they understand the rigor of the program. School psychology faculty interviewers make the decision with the core faculty team regarding admission to the Doctor of Psychology program. In addition, each applicant receives a comprehensive, cumulative review of his or her academic skills, professional work characteristics, and professional goals.

Transfer Credit Policy
Applicants with previous graduate credit are allowed to transfer a maximum of 50 quarter credit hours (or the equivalent) into the Doctor of Psychology School Psychology program. Transfer credits are evaluated by Capella University. Courses must be equivalent in nature, scope, requirements, and content in order to be considered for credit. In addition, all courses considered for transfer credit must have been earned from an accredited college or university. Learners may be asked to provide syllabi, work samples, or other materials in order to demonstrate equivalency.

Admission to the School Psychology program at Capella is becoming increasingly more competitive, and the number of learners admitted each year depends upon several factors, including program resources. Admission policies are strictly upheld in order to help ensure that learners’ interests, abilities, and professional goals are aligned with the program’s focus and training mission.

Program-Wide Requirements

APA Publication Manual
Learners in the School Psychology program are expected to observe APA style and formatting guidelines in the completion of course work, posting of coursesroom responses, and submission of program-wide materials, unless specified otherwise by individual course instructors.

Ethics
Learners in the School Psychology program must agree to comply with the ethical standards and codes of conduct established by the National Association of School Psychologists and the American Psychological Association.

Professional Involvement
Learners are expected to maintain involvement in the profession throughout their training.

Immersing oneself in the professional community beyond the immediate academic environment facilitates overall professional identity. In addition, associations that are formed with peers through networking at this stage continue throughout one’s career and create a supportive lifelong network. Learners can achieve this expectation by joining and being active in professional associations as well as by attending professional conferences and pursuing continuing education. School faculty are active in associations such as the National Association of School Psychologists as well as in state and regional associations, and they regularly attend and present at association conferences. School faculty organizes continuing professional development opportunities for faculty and learners at each year in residence event, a faculty and learner event at the annual NASP convention, and learners’ professional presentations (PSY9965: Doctoral Psychology Doctoral Learner Comprehensive Examination). Our site-based field training supervisors often attend these events as well. School faculty regularly encourage participation in such events and are active in facilitating learner involvement in the profession.
**Academic Integrity**

Capella University has very clear and stringent policies regarding academic honesty and learner conduct, and learners are expected to be familiar with and adhere to those policies. Academic and courseroom misconduct will not be tolerated, and disciplinary rules will be diligently enforced (see Appendix B).

**Courseroom Discussion**

Courseroom discussion is an integral component of instruction at Capella. Consequently, active participation from all learners is required in each class. Within each course, learners are expected to (1) post responses to each unit’s discussion questions, (2) advance the courseroom discussions and dialogue by responding to the comments of others, (3) demonstrate their knowledge of reading assignments and course content, and (4) reference outside materials in their responses to illustrate that they have integrated what they have learned and to provide additional relevant material to which others can refer.

Each courseroom provides school psychology learners with the opportunity to demonstrate their understanding and application of knowledge. Completion of assignments is monitored and assessed by the instructor continually. Since the courseroom is designed to stimulate critical thinking and dialogue, credit is typically given for postings that are substantive in nature (e.g., responding to the assignments, introducing new content including learner’s reactions), and those that further the dialogue presented by others. Comments that are simply reactive (e.g., —I agree," —You’re right"), clarifying (e.g., —can you tell me more about your final point?”), or reiterative of the points of others, while sometimes useful, rarely provide an opportunity for learners to demonstrate their learning. Such postings are not discouraged, but they usually will not warrant credit toward the course grade. Each course is designed to optimally challenge learners and stimulate reflection and critical thinking about the material, and learners are encouraged to help create an active, fun, and supportive learning environment.
Chapter 3: Program Planning

Degree Completion Plan

Upon entrance to the Doctor of Psychology program, learners complete a Degree Completion Plan (DCP) outlining their program and sequencing for the certificate. Learners in the PsyD program work with their advisors and faculty mentors to complete the DCP. This process typically involves extensive collaboration to take into consideration the program of study as well as individual career plans and the transition from learner to field trainee, and ultimately to entry-level or supervisory professional. The DCP allows faculty and advisors to provide guidance and feedback on a regular basis to learners regarding their progression toward degree completion. Changes in degree completion plans require a rationale and approval by the chair of the School Psychology specialization.

Degree Progression

The University has established policies on the maximum time for completion of a degree program. An abridged version of the policy appears in the University Catalog; the complete policy is available on iGuide. School Psychology learners are expected to make continual progress toward degree completion. If a learner needs to be inactive a quarter, he or she will need to register for this break. The Leave of Absence policy may be found on iGuide or in the University Catalog (see University Policy 02.02.08). The policy on Separation from the University also appears on iGuide or in the University Catalog (see University Policy 02.02.10).

Grading

Learners should be familiar with the university’s Grading Policy and observe the procedures for requesting an Incomplete grade, if unforeseen circumstances beyond their control prevent timely completion of the course requirements. The procedures for appealing a grade are also defined by university policy. (Each of these policies also appears on iGuide and in the University Catalog (see University Policy 03.04.08).

Learners are required to maintain Satisfactory Academic Progress. This policy defines the GPA and course completion requirements learners must meet to maintain Satisfactory Academic Progress (see University Policy 3.01.05).

The university's Course Registration policy defines course load, course drop, course withdrawal, repeating course, and other academic matters and explains the procedures involved in the registration and withdrawal processes. Learners should refer to this policy as they make decisions related to their enrollment based on course registration (see University Policy 2.02.02).

Course Sequence

A course sequence serves as a recommended guide for course, residency, and clinical training planning. The sequences that follow assume full-time attendance and are sequenced by a quarter entry point. It should be noted that most of the school psychology courses are offered every quarter, which allows some flexibility in scheduling.
Doctor of Psychology with a specialization in School Psychology

Curriculum
- 28 required courses + 1 elective course(s) = 145 quarter credits
- Transfer credits: maximum of 50 quarter credits (10 courses)
- Total program credits: 145 quarter credits with no transfer credits

Core Courses (20)
- PSY 8001 Orientation to Professional Psychology- 5 credits
- PSY 8331 Principles of School Psychology- 5 credits
- PSY 8335 Consultation and Collaboration in the Schools- 5 credits
- PSY 8338 Child and Adolescent Development for School Psychologists- 5 credits
- PSY 7320 Advanced Biological Psychology- 5 credits
- PSY 7421 Cognitive/Affective Psychology- 5 credits
- PSY 8332 Advanced Methods in School Psychology- 5 credits
- PSY 7540 Multicultural Perspectives in Human Behavior- 5 credits
- PSY 8220 Advanced Psychopathology- 5 credits
- PSY 8212 Childhood Mental Health, Counseling, and Crisis Intervention- 5 credits
- PSY 7610 Tests and Measurements- 5 credits
- PSY 8233 Psychological Assessments for School Psychologists I- 5 credits
- PSY 8234 Psychological Assessments for School Psychologists II- 5 credits
- PSY 8235 Psychological Assessments for School Psychologists III- 5 credits
- PSY 8230 Psychological Testing- 5 credits
- PSY 8251 Neuropsychological Assessments- 5 credits
- PSY 8337 Legal and Ethical Issues in the School- 5 credits
- PSY 8371 Strategies of Clinical Supervision and Consultation- 5 credits
- PSY 8375 Professional Development and Supervision of School Psychologists- 5 credits
- PSY 8501 Advanced Research Methods and Statistics for Professional Psychology- 5 credits

Clinical Field Training Courses (6)
- PSY 8960 Doctoral Practicum I- 5 credits
- PSY 8961 Doctoral Practicum II- 5 credits
- PSY 8962 Doctoral Internship I- 5 credits
- PSY 8963 Doctoral Internship II- 5 credits
- PSY 8964 Doctoral Internship III- 5 credits
- PSY 8965 Doctoral Internship IV- 5 credits

Doctoral Comprehensive Exam Course (1)
- PSY 9965 School Psychology Doctoral Learner Comprehensive Examination- 5 credits

Final Research Capstone Course (1)
- PSY 9970 Doctoral School Psychology Integrative Project- 5 credits

Elective Course (1)
- Elective Course- 5 credits

Total Hours = 145
Residency Requirements

The Doctor of Psychology Residency requirement is the face-to-face component of HASSBS’s training in School Psychology and is followed by practicum and internship. The Residency requirement provides an opportunity for doctoral learners to act as Graduate Teaching Instructors during the School Psychology Master’s and Specialist Certificate Year-in-Residence face-to-face training. Those Year-in-Residence training experiences provide practice labs and workshops in the NASP Domains or practice proficiencies of the school psychologist (e.g., assessment, ethics, intervention, interviewing, consultation, counseling, report writing, profile analysis, treatment planning, and supervision skills). It also provides interactive support, camaraderie, and professional development in the attitudes and behaviors appropriate to being a school psychologist and practitioner-scholar. The Graduate Teaching Instructors will assist school psychology faculty in teaching those labs.

Doctoral learners in School Psychology assist faculty during at least two of the School Psychology Master’s and Certificate Year-in-Residences or the Counseling Psychology Colloquia per year for a total of six face-to-face residencies. Each residency is fifty-five clock hours and the Doctoral learners in School Psychology receive three hundred and thirty clock hours total of face-to-face residency teaching experience training.
### Sample Course Sequencing Plan

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<th>COURSES</th>
<th>RESIDENCIES</th>
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<td><strong>Q1</strong></td>
<td>PSY 8001</td>
<td>Orientation to Professional Psychology</td>
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<td><strong>Q2</strong></td>
<td>PSY 8337</td>
<td>Legal and Ethical Issues in the School</td>
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<td>PSY 8338</td>
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<td>PSY 8375</td>
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<td>PSY 8335</td>
<td>Consultation and Collaboration in the Schools</td>
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<td><strong>Q6</strong></td>
<td>PSY 8332</td>
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<td>School Psychology PsyD Internship 4</td>
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<tr>
<td><strong>Q18</strong></td>
<td>PSY 9970</td>
<td>Doctoral School Psychology Integrative Project</td>
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Chapter 4: Program Proficiencies

The School Psychology specialization maintains a primary goal of educating learners in school psychology core proficiency areas that reflect nationally recognized skill sets for competent practice (i.e., NASP Domains of professional practice). These domains are assessed in every course and residency that learners complete in the program.

| 2.1 Data-Based Decision Making and Accountability: | School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs. |
|-----------------------------------------------|
| 2.2 Consultation and Collaboration: | School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individual. Further guidance regarding the assessment of candidate knowledge and skills is provided in the document, Guidelines for Performance-Based Assessment and Program Accountability and Development, located on the NASP website. Standards for Graduate Preparation of School Psychologists families, groups, and systems and used to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs. |
| 2.3 Interventions and Instructional Support to Develop Academic Skills: | School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence based curriculum and instructional strategies. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills. |
| 2.4 Interventions and Mental Health Services to Develop Social and Life Skills: | School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health. |
2.5 **School-Wide Practices to Promote Learning:** School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

2.6 **Preventive and Responsive Services:** School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multilitered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

2.7 **Family–School Collaboration Services:** School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools. School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

2.8 **Diversity in Development and Learning:** School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

2.9 **Research and Program Evaluation:** School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.
2.10 **Legal, Ethical, and Professional Practice:** School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

**Reference**


**Ethics**

The School Psychology program expects learners to exhibit respect for individual differences and act in a legally and ethically responsible manner. Learners will demonstrate familiarity with regulatory and professional requirements for the practice of school psychology, including but not limited to the following:

- National education-related legislation.
- Protection of health information and educational records.
- Laws dictating the nature and scope of one’s practice.

School psychology learners will also be able to apply theoretical and research findings about individual differences to demonstrate respect for diversity when solving applied programs in the discipline.

Capella University’s Doctor of Psychology program prepares learners for entry-level, advanced-level and supervisory practice in all aforementioned domains of practice, and in so doing, they abide by nationally recognized best practices in school psychology training. The Doctor of Psychology program is consistent with training standards established by the National Association of School Psychologists and, specifically, the guidelines and expectations established in the NASP Standards for Training and Field Placement Programs in School Psychology (2010).
Chapter 5: Learner Assessment & Evaluation

Introduction
Criteria for advancement in the program includes academic and professional competencies as well as professional work characteristics. As learners develop competency in each of the respective professional practice domains (outlined in the previous chapter) and in their overall work characteristics, they are monitored via multiple ongoing measures and forms of assessment primarily including the items listed below:

1. Monitoring by individual course instructors and mentors.
2. Comprehensive Examination.
3. Residency assessments and outcomes.
4. Field training supervision, oversight, and evaluation.
5. Academic and Behavioral Intervention Case Studies.

The School Psychology program provides the optimal opportunity for learners to receive holistic feedback regarding both their strengths and areas in need of remediation. In this regard, the school psychology specialization is very active in requiring remediation of any learner who demonstrates the need for professional growth (see Appendix B). This perceived need is communicated both orally and in writing with the learner with specific actions suggested (or required, as appropriate), including follow-up and monitoring.

Assessment via Coursework and the Mentoring Process
School Psychology program faculty teach most all the courses in the PsyD program in school psychology, helping to facilitate a network and familiarity between School Psychology faculty and learners that continues as learners progress in the program. The program facilitates a professional, mentoring-type community, which also serves as an informal assessment and communication mechanism for learners to communicate needs or concerns.

Each learner in the PsyD program must obtain a grade of B or better in the program’s First Course, Orientation to Professional Psychology (PSY 8001); maintain an average rating of at least proficient on the program’s key course-based signature assessments; and maintain a cumulative GPA of at least 3.00 in all program courses taken prior to the program’s culminating clinical practice.

Each learner in the PsyD program must achieve a passing score on the Praxis II School Psychology Examination if it has not been passed before (see Appendix C); pass the program’s Comprehensive Examination (PSY 9965, see Appendix D); obtain a grade of B or better in the program’s School Psychology Practicum II and Internship IV; receive a rating of at least proficient on Faculty Supervisor, Site Supervisor and self-rating surveys; and maintain a cumulative GPA of at least 3.0 in all courses taken prior to the capstone course (Doctoral School Psychology Integrative Project).

In addition, each learner in the PsyD program is assigned a School Psychology faculty mentor who communicates regularly with the learner via face-to-face interaction, email, and phone contact. Mentors are required to provide ongoing support to learners and communication to the school to help ensure satisfactory academic progress through the learner’s program. Mentors monitor the overall progress of each learner and provide input to program leadership regarding individual learners’ strengths and areas in need of remediation.
Comprehensives Assessment

Learners are evaluated and must pass the Doctoral Learner Comprehensive Assessment (PSY 9965). This course requires that learners develop an applied research specialty topic paper that integrates content across all ten National Association of School Psychologists (NASP) practice domains. Upon completion of the paper, learners develop an initial presentation that fulfills their Oral Specialty Topic Examination requirement. Using feedback received from their mentors, learners then refine their presentations in preparation for the Professional Presentation Examination, which takes place during the learner’s sixth residency.

Residency Assessment & Outcomes

Learners are evaluated and must meet passing criteria for each respective year and week in residence and they receive verbal and written feedback on their performance across competency areas addressed at each respective GTI residency. Residency competencies are aligned with the NASP Domains. See Chapter 3, Chapter 4, and Chapter 6 for more information about residencies and related expectations, assessment, and learner outcomes.

Clinical Training—Supervision, Oversight, and Evaluation

Learners complete practicum and internship course work that corresponds with their structured and supervised placements in school districts and other professional training sites within their respective geographical areas. Each learner is supervised a minimum of one hour per week for practicum and two hours per week for internship. This supervision consists of individual, face-to-face contact by a site-based supervisor; university oversight and concurrent supervision is provided throughout the duration of the experiences. Learners receive incremental feedback from both supervisors (i.e., university and site supervisors) throughout Practicum I and II and Internship I, II, III, and IV. Expectations for performance are clearly established and outlined in both course-related documents and in the Clinical Training Manual. Skills in each of the nationally recognized core competency areas for school psychology are monitored and evaluated via use of standardized forms developed within the department specifically for this purpose. Learners receive frequent formative and summative feedback, and ongoing collaboration between university and site supervisors ensures that each learner is making satisfactory progress.

Examinations

Learners’ competencies are examined within individual courses as well as at the sixth GTI residency and during field training. In addition, all learners in the School Psychology specialization are required to take and pass the national Praxis examination in school psychology, if they have not done so before, and to report their scores to the training program personnel.

PRAXIS II

Learners in the Doctor of Psychology in School Psychology are required to take the Praxis II: School Psychologist (Praxis #5402) examination and obtain a passing score (i.e., 147), as determined by the National Association of School Psychologists (NASP) and required, in part, for applicants to be a Nationally Certified School Psychologist (NCSP). The Praxis is required of learners graduating from programs accredited by the National Association of School Psychologists (NASP) and the Council for the Accreditation of Educator Preparation (CAEP) as an indicator of program effectiveness (see Appendix C).
Chapter 6: Residency Objectives

Description of the PsyD Graduate Teaching Instructor (GTI) Residency

This Doctor of Psychology in School Psychology Residency requirement provides an opportunity for doctoral learners to assist faculty as Graduate Teaching Instructors during the School Psychology Master’s and Specialist Certificate Year-in-Residence and the Master’s in Counseling Psychology Colloquia face-to-face training. These experiences are not paid and learners have to register and pay for each GTI assisting experience. These training experiences provide practice labs and workshops in the NASP Domains or practice proficiencies of the school psychologist (assessment, ethics, intervention, interviewing, consultation, counseling, report writing, profile analysis, treatment planning, and supervision skills). They also provide interactive support, camaraderie, and professional development in the attitudes and behaviors appropriate to being a school psychologist and practitioner-scholar. The Graduate Teaching Instructors will assist faculty who are teaching those labs during the Residencies. Doctoral learners in School Psychology assist in at least two of the School Psychology Master’s and Certificate Year-in-Residences or Master’s in Counseling Psychology Colloquia per year each year during three different years for a total of six face-to-face residencies. Each residency is fifty-five clock hours and the Doctoral learners in School Psychology receive three hundred and thirty clock hours total of face-to-face residency teaching experience training.

GTI Residency Training Titles

The GTI Residency Training is the face-to-face component of the Harold Abel School of Social and Behavioral Sciences’ training for the PsyD in School Psychology.

No fewer than 55 hours of face-to-face contact with faculty and learners in school psychology per Residency Training.

- Psy-R8591 Graduate Teaching Instructor Training 1
- Psy-R8592 Graduate Teaching Instructor Training 2
- Psy-R8593 Graduate Teaching Instructor Training 3
- Psy-R8594 Graduate Teaching Instructor Training 4
- Psy-R8595 Graduate Teaching Instructor Training 5
- Psy-R8596 Graduate Teaching Instructor Training 6

Completion of all outcome documentation and the granting of final approval of completion from the chair of the school psychology specialization.

Program Outcomes:

1. Effectively lead problem solving, taking into consideration multiple, complex variables and perspectives.
2. Strategize a process for consultation and collaboration with professionals at the leadership level of the school system and outside of the school system, regarding systemic improvement.
3. Develop, monitor, and evaluate interventions designed to improve academic performance and address multiple, complex, and challenging issues.
4. Develop, monitor, and evaluate interventions designed to improve social, behavioral, and life skills and address multiple, complex, and challenging issues.

5. Integrate knowledge of school system structure and evidence-based practice to design school and district level interventions.

6. Design, evaluate, and monitor systems to prevent and respond to multiple, complex, and challenging issues impacting the schools.


8. Integrate knowledge of various types of diversity and its potential impact on performance at the school and district level.

9. Integrate knowledge of research and design complex programs based on best practices.

10. Integrate knowledge of professional, ethical, and legal standards of performance and their impact at the school and district level.

11. Supervise and mentor school psychologists.

Residency Competencies:

1. Facilitate the learning process, exhibiting a collaborative, caring style with emphasis on learner responsibility.

2. Model behaviors that facilitate learner development within the profession.

3. Support the development of learners’ professional skills and characteristics.

4. Provide training, guidance, and coaching for school psychologists related to professional issues.

5. Provide training, guidance, and coaching for school psychologists related to assessment.

6. Provide training, guidance, and coaching for school psychologists related to interventions and response to intervention.

7. Provide training, guidance, and coaching for school psychologists related to nonverbal assessments.

8. Provide training, guidance, and coaching for school psychologists related to counseling.


10. Provide training, guidance, and coaching for school psychologists related to personality and behavioral assessment.

11. Provide training, guidance, and coaching for school psychologists related to report writing and behavioral interventions.

12. Provide training, guidance, and coaching for school psychologists related to comprehensive learner assessment.

13. Provide training, guidance, and coaching for school psychologists related to treatment planning and recommendations.
Content of the Graduate Teaching Instructor Residency Training:

The Graduate Teaching Instructor Residency Training is conducted at the MS and Certificate Year-in-Residence. The Year-in-Residence provides the equivalent of the laboratory practice sections associated with more traditional land-based graduate programs. The skills sets that are the focus of the Year-in-Residence are the hands-on face-to-face skills that are not easily taught and demonstrated in the online courseroom.

For example, one can master the knowledge sets of psychological assessment in the classroom, but the skills needed to administer and score accurately the various assessment instruments taught in the courses must be practiced under the tutelage of the faculty. Such skills involve school-based interventions, including counseling skills and procedures; diagnostics and treatment planning; integrated psycho-educational assessment, including cognitive, behavioral, achievement, and adaptive skills; other specialized testing of school-age children; and ethics and ethical applications (including diversity).

Likewise, interviewing clients, students, and families requires expertise that is not easily demonstrated in a virtual, online environment. Consequently, a key outcome of the residencies is to provide workshop environments for you to enhance these essential skills and to demonstrate to the faculty and to one another your level of mastery. The labs of the Year-in-Residence complement the curriculum of the online courses.

Residency Teaching Proficiencies:

In the School of Psychology, the residencies stress the ability to demonstrate competency in teaching and learning in the following six areas:

1. **Knowledge competence in the core curriculum areas of professional psychology.** This component includes all the knowledge sets taught in Capella’s online courses and gained in associated learning activities.

2. **Practice proficiencies in core proficiency areas** defined by NASP and APA (Guidelines and Principles, Sec. III.A, Domain B.3 [a], [b], [c]). These involve practice proficiencies in areas related to addressing relationships; patterns of practice and the role of the psychologist; ethics, cultural, and individual diversity and individual differences; interventions; assessment; consultation and supervision; counseling; and treatment and program evaluation.

3. **Professional identity as a psychologist and scholar-practitioner.** This component includes developing attitudes of —life-long learning, scholarly inquiry, and professional problem-solving as psychologists in the context of an evolving body of scientific and professional knowledge (Guidelines and Principles, Sec. II.A, Domain B.3 [e]). It also includes the transformation of your sense of self as a professional psychologist and adoption of the scholar-practitioner model. You will develop the ability to conduct scholarly discourse and problem-solving with others.
4. **Professional relationships with peers, faculty, and staff.** You are expected to develop collegial relationships with the faculty, to demonstrate enduring respect and collegial support for peers, and to interact with other professionals—both colleagues and persons providing service to you—with respect and integrity.

5. **Diversity, individual differences, and ethics.** This component addresses the requirement for acting ethically in the full range of personal and professional activities in which you participate during the program. You are expected to develop and to demonstrate attitudes of openness and respect for diversity, acceptance and tolerance of individual differences, and readiness to adjust professional behavior to account for individual differences.

6. **Self-supervision and reflective practice.** This component addresses your capacity to self-reflect, to identify current strengths and weaknesses, and to receive constructive feedback and advice from both peers and faculty. You are not expected to accept feedback blindly or to accept unfair, false, or discriminatory feedback. Rather, the key attitude is openness and willingness to reflect, either on your own initiative or when confronted with feedback. Another key element is the ability to develop learning plans to remedy weaknesses or deficiencies and to be self-motivated in carrying those plans to completion without relying on faculty oversight.

**The Graduate Teaching Instructor Training has two fundamental objectives:**

1. Developing and demonstrating competence in the practice proficiencies of school psychology.  
2. Socialization into the profession and practice of psychology.

**Objective 1: Developing and Demonstrating Competence in the Practice Proficiencies**

The Graduate Teaching Instructor Training provides face-to-face teaching, training and practice opportunities in school psychology core skills.

While working with master’s learners, these skills are associated with the specialization courses in counseling skills and procedures; consultation; diagnostics and treatment planning; the assessment of cognitive, achievement, and adaptive functioning; and the specialized assessment of school-age children.

While working with specialist certificate learners, these skills are associated with advanced assessment, school administration, operation and consultation, and advanced methods of intervention in school psychology.

During the Graduate Teaching Instructor Training you will focus on the concept of practice proficiencies. In the labs during the extended seminar and all weeks-in-residence, the focus is on skills training. As a GTI you may present brief lectures oriented to the basic material needed to help you demonstrate proficiency in the skills under consideration. The online portion of the courses provide the broader knowledge competencies on which these programs are based. Obviously, some practice proficiencies require more didactic introduction than others, and those weeks will be more like traditional interactive classrooms. But each week is designed to teach practice proficiencies that link to concurrent specialization courses taken online. A significant portion of the learning activity is interactive and experiential (role-playing and applied exercises).
Objective 2: Socialization into the Profession and the Practice of Psychology

The Graduate Teaching Instructor Training offers many opportunities for you to develop your network of relationships in the community of psychologists and scholar-practitioners:

- Promoting your self-identification with the field of psychology.
- Socializing you into the profession of psychology.
- Sustaining you in your future practice and your growing self-identification with the profession.

By preparing and giving presentations, participating in workshop activities with the MS and Certificate learners and informal social and intellectual discussions with other learners and faculty, and creating advising and mentoring opportunities with resident faculty members, you will participate in the range of academic and intellectual activities common to departmental life in all programs in psychology.

During the Residencies you will have many opportunities to conduct advising and informal conversations with learners. Faculty’s objective is to give you a model of the professional psychologist and to represent and instruct, both formally and informally, the expectations, standards, and culture of psychology. You and your peers will also participate in the socialization process. Through conversations, discussions, presentations, debates, and group activities, you will help each other to take on the identity of the professional psychologist.

Structure of the Graduate Teaching Instructor Residency Training:

The Graduate Teaching Instructor Training Residencies follow the Year-in-Residence for MS and Certificate learners that begins in June of every year and lasts through the following June.

The opening weekend welcomes MS learners to the program, provides general information, and orients those learners to the structure, content, and purpose of the Year-in-Residence. This weekend begins the processes of acculturation and socialization to the profession that are integral to the goals of their program.

The extended seminar includes labs, discussion groups, meetings, seminars, and other learning experiences. At the extended seminar, MS and Certificate learners participate in designated Year-in-Residence programs and training labs. There may be evening sessions related to various academic goals, as well as numerous social activities. These introduce learners to the culture of the field, an essential feature of the residency. School psychology learners who take both the MS and the specialist certificate programs will attend both extended seminars.

The weeks-in-residence are skill-based labs designed to help you develop key school psychology competencies. Learners will meet in small groups with faculty members and GTI’s and engage in intense skills practice. Each week-in-residence begins on Saturday at 8:00 a.m. and ends at 12:00 p.m. the following Thursday. In each lab or training session, learners will complete a pre- and post-assessment. The faculty instructor will also complete a post-lab assessment of learner performance. Multiple learning activities are scheduled from morning into the evenings each day.
Location of the Graduate Teaching Instructor Training Residencies:

The exact locations and dates for the residencies will follow the locations of the Year-in-Residence for MS and Certificate learners and MS Counseling Psychology Colloquia. Most recently extended seminars have been held in Scottsdale, Arizona. If the Year-in-Residence class is large, it is divided into more than one cohort, with learners meeting in the same small group all year. There may be two Graduate Teaching Instructors with each residency. This arrangement allows for the formation of trusting, close collegial relationships. You will be notified of the location(s) at the beginning of the Year-in-Residence, so you can arrange your schedule and begin making travel arrangements.

What You Can Expect of the Residencies

- You will be very busy. You will travel to Year-in- Residence experiences while continuing to fulfill your online courseroom requirements.
- You will need to plan for your travel and lodging expenses for each of the six GTI residencies in which you will be teaching.
- You can expect that each faculty instructor with whom you will be assisting at the residency will be a content expert, will come prepared, and will provide the necessary materials and support. You can also expect full engagement of the faculty member in teaching, supervising practice, and coaching throughout the learning activities of each residency. The faculty will make themselves available for informal discussions and interactions during the course of residencies. As a Graduate Teaching Instructor you will assist the faculty instructor according to the residency curriculum and the needs.
- You can expect the faculty you are assisting to be available during all contact hours of the residency events. The faculty will provide instruction and exercises to practice the skills associated with each residency event. Faculty will also provide advising and mentoring opportunities during the events, as their schedules permit. If a faculty member elects to be available outside of those hours, feel free to meet with them.
- You can expect that copies of necessary syllabi, materials, and handouts will be provided prior to each residency. These materials can be downloaded from the Year-in-Residence Web site, or they may be sent via e-mail.
- You can expect to be informed immediately of any program or venue changes.
- You can expect the utmost respect and friendliness from the Year-in-Residence faculty and staff. This assurance does not necessarily mean that a given request can be granted or a desired accommodation can be met. However, the staff is committed to make every reasonable effort to ensure that the programs comply with the rigorous demands of NASP and CAEP, other accrediting bodies, and the various state departments of education and boards of psychology. The school’s flexibility in adjusting program requirements to accommodate learner requests must always be balanced against its commitment to the eventual success of each learner and the integrity of the program.
• You can expect to have a variety of opportunities to evaluate individual faculty instructors and the program itself.
  
  o At the conclusion of each event, evaluation forms are distributed and collected. All comments appropriate to the event will be thoughtfully considered.
  o You are welcome at any time to offer feedback about the program, the faculty, or other learners, directing your comments either to individual faculty members. Feedback accompanied by documentation and observable evidence is always stronger than less substantive remarks. Learners and faculty are expected to avoid passing along unsubstantiated rumors.
  o You will not be penalized for providing substantiated feedback about other learners or faculty members as long as the feedback is constructive, honest, and reflects first-hand information.

• The ultimate success of your application for licensure to your state depends on you and on your state’s requirements. **Capella University cannot and does not guarantee that any learner graduating from its programs will receive eventual certification or licensure.**

You should review carefully your state’s psychology board and state department of education’s credentialing and practice-related rules and regulations. Be sure to ascertain whether those requirements match or exceed Capella’s. You will be required to meet the university’s requirements regardless, but if a given state’s requirements are greater than Capella’s, you are responsible to meet them.

**Attendance Expectations**

• Capella University Policy 02.07 Attendance at Residencies stipulates that you are required to attend the entire residency in order to be considered to have successfully completed the residency. Moreover, you are expected to attend all the activities of the each residency.

• You are expected to be on time and to stay for the duration of the event. Failure to do so, except in the case of an emergency and with university approval, will result in not receiving credit for the residency.

• You are expected to participate fully unless substantial reasons intervene. If you are unable to do so, you should discuss the underlying issue(s) with the faculty instructor of record. If the instructor requires some form of follow-up, you are expected to comply with that request within one month of the event, unless otherwise specified by the instructor or approved by the associate director of training for residency programs.

Exceptions to the attendance requirement may be granted in cases of emergency, subject to approval by the associate director of training for residency programs.

  o **In emergency situations** (such as death in the family, medical emergency, or natural disaster), you may be allowed to arrive late for a residency or to depart early. An exception must be requested and approved, and make-up work completed. Requests for approval of an emergency exception must be submitted to the associate director of
training for residency programs at psyresidencies@capella.edu. Such requests will be reviewed on a case-by-case basis.

- **Unavoidable absences** are absences of any kind caused by factors over which you have no control or by factors that you could not reasonably have foreseen and prevented or circumvented. For example, weather conditions that close your airport, unforeseen changes in an airline schedule, sudden illness, or family emergencies. In certain cases, these absences may be approved for make-up.

- **Avoidable absences** are absences from any part of a residency caused either by factors that you can control or by factors that you could have foreseen and controlled. Factors that could reasonably be predicted to interfere with attendance at or fulfillment of any residency requirement would be considered avoidable. These absences are not emergencies. Examples include scheduling complications associated with work or child care.

- Failure to complete a lab will require repeating the entire Year-in-Residence.

### Other expectations

- You and your peers are expected to support and encourage one another and to provide appropriate feedback to other stakeholders in the Year-in-Residence. Stakeholders include the faculty, the associate director of training for residency programs, and your peers. It is very important that you offer helpful feedback to other learners who are in trouble or seem to be working against their own best interests.

According to the *Ethical Principles of Psychologists and Code of Conduct* (2002), when a psychologist or student perceives difficulties with a colleague, the psychologist or student should first discuss the matter privately with that individual. If this step does not result in appropriate change or resolution, individuals are expected to discuss the matter with the appropriate authority, which, for your purposes, means the matter should be discussed with a faculty mentor, the specialization chair, or the dean of the School of Psychology.

- You are expected to consult with your mentors and with the associate director of training for residency programs about any difficulties you encounter with the Year-in-Residence.

- You are expected to complete your Residencies within the scheduled timeframe, unless serious and unexpected circumstances intervene. In that event, an alternative plan should be arranged with the specialization chair. You are expected to accept constructive feedback in the spirit in which it is offered. A non-defensive attitude to feedback and correction is a positive indicator of readiness for to move forward in your program.

- You are expected to develop self-supervision skills. This means you will practice and demonstrate your ability to identify your own areas of growth and weaknesses; you will show a readiness to consult both faculty and other learners about these issues; and you will show the ability to develop a plan of action for improving the areas of growth or weakness. This attitude is considered an especially important sign of readiness for clinical training and professional practice.
You are expected to abide by Capella University’s Learner Code of Conduct (see p. 29).

You are expected to refrain from engaging in any activities that are illegal, unethical, or improper. As in other contexts of academic life, sexual harassment in any form is prohibited in the Residencies, as is discrimination against any person or group on any basis (see p. 30).

Capella University’s policy on alcohol and other substances will be followed by learners and faculty at all times. Specifically, the use of alcohol, drugs (unless prescribed by a physician for a documented illness), or the use of any substance that impairs psychosocial functioning during the residencies is prohibited. During social hours, discretion in the consumption of alcoholic beverages is both advised and expected (see p. 31).

Behavior That Can Affect Performance

Unethical Behavior is documented behavior that is in clear violation of the Ethical Principles of Psychologists and Code of Conduct (APA, 2002). In order to qualify as a source of difficulties, the unethical behavior must continue after the learner has been notified of the infraction and has agreed to correct the behavior or if the learner refuses to correct the behavior.

Behavior inappropriate in an academic setting includes behavior that violates the academic integrity and honesty policies of the university, persistent behavior that departs from the normal standards of academic discourse, or some other socially inappropriate behavior that makes the learning environment unsafe or seriously uncomfortable for others.

Illegal Behavior refers to behavior that has resulted in the learner being charged, or reasonably expected to be charged, by a competent jurisdiction, with a crime that implies or demonstrates an ethical violation as well as a violation of federal, state, or local laws. Specifically, any illegal behavior that could cause harm to or negatively affect a client, patient, colleague, student, supervisor, instructor, research participant, or other consumer of professional psychological services falls under this definition. Behavior that is charged but does not affect a consumer of psychological services in any way will not be considered relevant to the learner’s progress, except as already stated in Capella University policy. Illegal behavior will be handled separately from the processes of difficulties, in accordance with the relevant policies and procedures of Capella University.
University Policy Statements

Personal Suitability and Fitness for the Profession

Capella embraces the principles and guidelines set forth by the Council of Chairs of Training Councils (CCTC) related to the School Psychology programs in that the faculty, training staff, supervisors, and administrators in the MS School Psychology specialization have a professional, ethical, and potentially legal obligation to ensure, insofar as possible, that all learners have the competence to manage professional relationships in an effective and appropriate manner and that they possess the emotional maturity, interpersonal stability, and intellectual judgment required to work with vulnerable populations. Personal suitability and fitness for the profession includes but is not limited to demonstration of sufficient interpersonal and professional competence; self-awareness, self-reflection, and self-evaluation; openness to processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

For additional information regarding this program-specific requirement, please refer to Academic Readiness, University Policy 3.01.04 available in iGuide.

Attendance at Residencies Policy 03.04.05

This policy provides information about residency requirements for learners attending residential colloquia. The execution of this policy will be carried out under the authority of the deans or their designees. Please consult iGuide for a complete description of this policy. Specific key sections are highlighted below. Learners must attend each required residency in its entirety in order to be considered to have successfully completed their degree requirements and be eligible for graduation. Residency requirements must be completed prior to enrolling in the final integrative project course. With reference to attendance requirements onsite at residency, learners must check in on the first day of the colloquium and check out the final day at the published times. In situations of unexpected emergency, learners may request an exception for an early departure. Learners should direct their requests to the onsite Learner Services or Event Information desk. Requests are reviewed on a case by case basis and may require submission of third party documentation. If a request is approved, the learner will be responsible for completing any required make-up work in order to receive credit for completed the requirements. Please note that travel reservations do not meet the guidelines for requesting an exception to the Attendance at Residencies Policy.

Learner Code of Conduct Policy 04.02.02

Capella University is committed to open, frank and insightful dialogue in all of its courses, residencies and other venues of interaction and communication. Diversity has many manifestations, including diversity of thought, opinion, and values. Capella University expects all members of its community to be respectful of diverse perspectives and to refrain from making inappropriate comments in course discussions and personal interactions. Conduct in public discussions and human interactions should be guided by common sense, collegiality, and basic etiquette.
• Members of the Capella University community may not post, transmit, promote, or distribute content that they know is illegal or could reasonably be expected to know is illegal.

• Members of the Capella University community may not post, transmit, promote, or distribute content that violates copyright or other protected intellectual property rights.

• Members of the Capella University community may not harass, threaten, or embarrass others. Disagreements should focus on ideas, not people.

• Members of the Capella University community may not post, transmit, promote, or distribute content that is racially, religiously or ethnically offensive or is harmful, abusive, vulgar, sexually explicit, or otherwise potentially offensive.

• Members of the Capella University community must maintain the highest ethical standards in their conduct when interacting face-to-face, during phone conversations, during electronically transmitted communications such as email or chat discussions, and in the course room postings.

• Members of the Capella University community must refrain from behavior that may be readily perceived as inappropriate, offensive, and unfair.

• Members of the Capella University community must treat all other University faculty, staff, and administrators as colleagues who deserve respect and dignity. Individual conduct of an inappropriate nature will be dealt with fairly and objectively, ensuring the individual receives an explanation of the inappropriateness of the behavior. If the inappropriate behavior continues or if a specific incident is severe, disciplinary action will be taken.

**Discrimination, Harassment, and Assault Policy 04.02.04**

Capella University prohibits and will not tolerate discriminatory practices or the harassment/assault of any members of University community and pledges to seek out and minimize all forms of discrimination in its activities and programs. Capella University supports federal and state laws which prohibit discrimination against any person because of race, color, religion, national origin, age, sex, disability, sexual orientation, marital status, or status with regard to public assistance. Harassment is a type of discrimination. Sexual harassment of employees is prohibited under Title VII of the Civil Rights Act. Sexual harassment of learners is prohibited under Title IX of the Education Amendments of 1972.

Sexual harassment of both types is prohibited under the Minnesota Human Rights Act.
Consensual Relationships Policy 04.02.06

Capella University seeks to maintain a professional educational environment. Actions of faculty members, staff and academic administrators that are unprofessional or appear to be unprofessional are inconsistent with the University's educational mission. It is essential that those in a position of authority or power not abuse, nor appear to abuse, the authority or power with which they are entrusted.

Faculty, staff and administrators shall not engage in consensual relationships with learners whenever an individual has a professional “position of authority” or “power differential” with respect to the learner in such matters as teaching a course, facilitating a residential colloquium or in otherwise evaluating, supervising, mentoring, or advising a learner as part of academic activities.

A violation of this policy will result in disciplinary action.

Drug and Alcohol Policy 04.02.05

Capella is committed to providing an environment free of alcohol and other drugs, including prescription medication and substances causing impaired performance. The unlawful possession, use, or distribution of drugs or alcohol on property owned, leased, or rented by Capella University, or as part of any of the activities of the university, is strictly prohibited. Use of alcohol at Capella events other than those where alcohol is offered, is discouraged. Any impairment caused by drugs or alcohol that prevents the completion of event activities or interferes with the enjoyment of others will result in dismissal from the event. Prohibited conduct is subject to the same sanctions and rights contained in their policy and other related policies and procedures.”

While at residency, this policy is enforceable at all times that a learner is onsite at the host hotel between the event’s check-in and check-out. For the full policy and its related policies and procedures, please refer to University Policy 04.02.05 in iGuide.

Protocol during the Graduate Teaching Instruction Training

- A name badge must be worn for all Capella University Residency sessions and events.

- Residency sessions are only for learners enrolled at Capella University who are registered for the Graduate Teaching Instruction Training. Spouses, children and others are not allowed to attend sessions with learners.

- One of our goals at each Residency to ensure that each learner has a great learning experience. To that end, if you have a disability and you require additional support, please e-mail DisabilityServices@Capella.edu to make arrangements.
• Meals and refreshment breaks are complimentary for Capella University faculty, staff and learners who are registered for the Residency. A name badge will be required for the catered dining during the week.

• In any academic community, there is a wide range of opinions and experiences. Please demonstrate your respect for others by engaging in respectful, objective dialogues focusing on the academic issues involved.
Chapter 7: Clinical Training

Note: All forms and documents for field training are contained in the Practicum and Internship Training Manual.

Description of Practicum & Internship

School psychology clinical training offers the learner an applied experience to reinforce essential skills learned and practiced in coursework and residencies. Clinical training consists of a part-time practicum, followed by a full-time internship. Learners are expected to refine their skills in an integrated, sequential fashion. Practicum introduces the learner to the continuum of school psychology services from a broad perspective and allows for practice in administering assessments, conducting behavior observations, and designing intervention plans under close supervision. Internship provides a more intense focus on assimilating discipline-specific knowledge and skills within the context of multidisciplinary treatment planning and conducting more complex assessments and interventions. During internship, learners are provided an opportunity to demonstrate emerging skills with continuous feedback and monitoring. The internship culminates in a developmental, hands-on experience for learners at the doctoral levels, as they are transitioning from full time scholar to full-time practitioner and using scientific foundations to guide their work. Internship is designed to prepare the learner for full-time school psychology practice and district leadership positions upon graduation.

In recent years, practicum has become a very significant element of clinical training, because a number of accreditation bodies have developed standards for adequate practicum training. The Harold Abel School of Social and Behavioral Sciences has designed its requirements to stay abreast of these developments, but some learners may find it necessary to exceed the Capella requirements because their State or province requires more hours of training. Other learners may decide to obtain additional training hours to become more competitive for internship placement.

The National Association of School Psychologists (NASP: www.nasponline.org) does not require a particular number of hours, but requires that the practicum prepare the learner for mastery of distinct professional goals. The faculty of the school psychology specialization regularly reviews NASP requirements to ensure our compliance with them (visit www.naspweb.org).

Practicum and Internship Training Manual

The School Psychology program has a separate and thorough manual for clinical training (see Practicum and Internship Training Manual). Learners must familiarize themselves with all the content of that manual and associated forms in preparation for their practica and internship experiences.

Learners are responsible for ensuring that their field training meets state department of education and/or state board of psychology requirements for certification/licensure as a school psychologist.
Chapter 8: Learner Support

University-Wide Services

iGuide

iGuide is the homepage that learners log into each time they sign on from Capella’s Web site, and it serves as the starting point and central location for most of the necessary university information. For example, from iGuide, learners can manage the course registration process; order textbooks and course materials; access schedules and financial aid information; acquire necessary manuals, catalogs, or policies; request transcripts; and join the academic community in group discussions with faculty and fellow learners. Nearly all of the services listed in this chapter are available on iGuide.

1-888-CAPELLA

All major departments (including enrollment, financial aid, and advising) are accessible by calling Capella’s central line and following the menu and prompts.

Support & Services

The Support & Services tab found on iGuide contains links to iGuide tutorials, academic tutoring, computer skill development, advising, and Turnitin (a source matching tool that provides a report identifying matching text that it finds and is available in every course homepage).

Writing Program

Capella’s Writing Program offers progressive, detailed support to assist learners. For example, the Online Writing Center contains writing guides (style and formatting), discussions on academic honesty, useful writing tips, and an online writing lab consisting of online tutoring and personalized critiques of learners’ papers via Capella’s partnership with Smarthinking (a web-based tutorial service). The Writing Program is located on iGuide under the Schools & Programs tab.

Financial Assistance

Nearly all learners in the Doctoral of Psychology in School Psychology are eligible for financial aid, including federal loans as well as scholarships and fellowships. In addition, tuition discounts are available to members of the armed forces, and Capella works with many companies who provide reimbursement for employee’s tuition. More information is available under the Resources and Financial Aid tabs of iGuide.

The Robert C. Ford Human Services Scholarship was established to assist learners who are preparing for careers that reflect Dr. Ford's mission of service to the community. Ford was a gifted educator and family therapist who led the development of Capella University's School of Human Services. The school was built around the principle of serving disadvantaged members of society-finding ways to provide help and inspire change among those who need it the most. Recipients of the scholarship are learners enrolled in the Schools of Psychology, Education and Human Services. The Ford scholarship demonstrates Capella's commitment to accessible and high quality education. Eight Scholarships of $4,000.00 are awarded annually. Between two and three scholarships are awarded each quarter. Recipients of the awards may qualify for renewal for up to three years. The award is distributed directly into the learner’s account as financial credit. (See Robert C. Ford Scholarship under Financing Your Education under the Financial Aid tab on iGuide.)
Career Center

The Career Center at Capella University assists learners and alumni in meeting their individual career planning and development needs. The center offers a range of services and resources designed to help learners and alumni achieve career goals and make an immediate career impact in the workplace. The center contains information about Career Center staff, online career resources, career planning, résumé/vitae guidelines, and career management materials. In addition, the center hosts a number of workshops and events throughout the year. (See Support & Services on iGuide.)

Library

The Capella University Library is accessed directly through iGuide and contains a wealth of information across disciplines. In addition, learners are able to access comprehensive print and electronic materials in subjects within and related to school psychology, including the major peer-reviewed sources in the discipline. Other services at the library include: RefWorks, which is a way to manage your research citations and create APA-formatted bibliographies; Interlibrary Loan Services, which is a way to request material from another university library; Librarian Support, which is a way to help you get started with your research by recommending resources or developing search strategies; and recommending library purchases.

Disability Services

Capella’s Disability Services mission is to provide equal access to learners with disabilities while maintaining the integrity of the University’s academic standards. The office is dedicated to providing accommodations and services to qualified learners with disabilities so that they may realize their full educational potential. An important dimension of this initiative is to educate Capella faculty and staff about disabilities, related federal regulations, and appropriate methods of accommodation. Learners who seek some form of accommodation due to a disability should read the related policies contained in the Disability Services pages on iGuide, complete the online forms for requests for accommodations, and contact the office by e-mail at disabilityservices@capella.edu or by calling Capella’s direct line (1-888-CAPELLA).

Licensure Resources

Capella maintains licensure/certification-related resources and staff to assist learners with these sometimes complex processes. However, it is important to note that the ability to practice as a professional psychologist independently and without supervision is regulated by the individual states. State regulations vary regarding course requirements for professional licensure, and Capella University does not guarantee licensure. Learners who intend to seek licensure or certification should check the program requirements for licensure or certification related to the state(s) in which they expect to practice. To assist learners in their research, Capella provides some guidelines and resources, available under the Licensure Resources section of iGuide. This site includes a listing of licensure contact information for each respective psychology specialization, including school psychology.

In addition to the specific information provided by the licensure resources office, School Psychology program faculty are readily available to learners for overall program planning. For instance, program faculty have assisted learners with understanding the certification requirements for the NCSP (Nationally Certified School Psychologist credential, administered by NASP) and with planning their Degree Completion Plans (DCP) to help them meet their overall career goals and objectives.
Institutional Review Board

Capella maintains an Institutional Review Board (IRB) in order to provide oversight and review of learner and faculty’s proposed research. Formal IRB policy and procedures are articulated on iGuide. School Psychology learners who conduct research must abide by all IRB policies and procedures. Research is contingent upon successful review of the learner’s proposal by the IRB, and each learner’s advisor and/or mentor assists with this process, as needed. (See the Research Center page in the Office of Research & Scholarship under the Resources tab on iGuide for more information regarding the IRB review process.)

Technology Support

Capella provides learners with technology support as needed. Technical Support Representatives are available at 1-888-CAPELLA. This support can also be accessed through iGuide. (See Technical Support under Support & Services on iGuide.)

Psychology-Specific Resources

Advising/Mentoring

Capella provides mentors to Doctoral of Psychology learners in order to assist with their success the School Psychology program and to serve as an ongoing source of support throughout their programs. Mentors are available to aid learners in program planning by offering ongoing, collaborative feedback and support and by facilitating learners’ overall professional development. The psychology advising team can be reached at learnermanagementandsupport@capella.edu or by contacting individual advisors. Faculty mentors can be reached at their respective locations via phone and/or e-mail. In addition, detailed biographies of faculty and mentor biographies (including areas of specialization, research interests, and experience) are available through iGuide.

Online Communities

Capella provides university-wide discussions as well as a forum (web board) for each of the following: the School of Psychology, Master’s, Certificate, and PsyD learners, and psychology field trainees. Forums are discussions that are moderated by Capella specialty staff and are designed to serve as a resource and support network between and among Capella learners and faculty. Web forums can be access through iGuide.

Socialization into the Profession

The Harold Abel School of Social and Behavioral Sciences provides multiple opportunities for enhancing learners’ overall socialization into the profession. Regularly scheduled, Capella-sponsored events occur following completion of daily seminars and events at residencies. These experiences provide an opportunity for mentoring, collaboration, and communication between and among faculty and learners outside of the formal academic experience. Furthermore, faculty often meet one-on-one with learners at the residencies and continue the working relationship with learners via phone and electronic communication in the interim between residencies. Annually, School Psychology learners, faculty, and site supervisors formally meet at the NASP convention to network, share experiences, and socialize. In addition, program faculty routinely collaborate and meet face-to-face with learners at regional and state events and professional association activities.
Access to Training Materials

The Harold Abel School of Social and Behavioral Sciences maintains a library of assessment materials with a specific number allocated each quarter for loan to learners by specialization. In the event that learners are unable to access course-related materials (i.e., assessment instruments) at their place of employment or elsewhere, they can request a copy be sent to them on loan. Learners must sign a use agreement and abide by all policies and procedures relating to such matters as the instrument’s use, security, return, and replacement. Instruments are typically loaned on a first-come, first-served basis in collaborative arrangements with assessment course instructors. In addition, Capella provides access to adequate numbers of assessment instruments within each section at all related residencies.

While learners are not guaranteed access to assessment instruments through Capella, every attempt is made to ensure that learners’ progress is not restricted due to concerns about availability of materials. Typically, School Psychology learners have had few difficulties in this area because mutually beneficial working arrangements have been made between school staff, course instructors, and learners.

Departmental Support and Assistance to Learners

The Academic Support team is available to assist learners and can serve as a good first point-of-contact for any questions, comments, or concerns learners may have within the School Psychology department. The team works with advising to address learner needs, assign mentors, and monitor academic progress. It can be reached at psyacademicsupport@capella.edu.

The Psychology Field Training Office is led by doctoral-level psychologists and staffed by individuals who are trained and familiar with psychology training needs, including requirements and information related to school psychology practicum and internship. They are available to answer any questions learners may have about field training and to assist them during the completion of the process of applying for field training. In addition, as learners progress in practicum and internship, the field training office maintains a record of their experiences and provides additional university-based oversight and support to help ensure each learner’s successful progress and completion.

The Residency Office coordinates all residencies. It schedules, plans, and oversees the logistical operations of all components of school psychology learners. The residency office coordinates all Graduate Teaching Instructor residencies with School Psychology program faculty and serves as a liaison for learners in the event they have questions about residency planning. In addition, this office maintains records related to learners’ completion of residencies and areas of remediation that may be recommended or required by faculty following a learner’s completion of any of the particular residencies.

NASP Student Leader

The School Psychology program in the Harold Abel School of Social and Behavioral Sciences at Capella University supports the role of a Student Leader to the National Association of School Psychologists (NASP). The first program NASP Student Leader was identified in 2006.

When a vacancy opens for the NASP Student Leader position, MS learners attending residencies will be recommended by faculty at those residencies. Recommendations will be made directly to the Chair of the program or as a result of nominations being solicited from the Chair. Preferential consideration for candidacy will be given to learners in their second year of their program of study. Learners in their first year of their program or internship cannot be considered for nomination to this position. These preferences maximize the time an individual learner is in the role of NASP Student Leader, and subsequently, provides consistency in the communication to all learners enrolled in the program.
If more than one nomination is received from the faculty, then the program Core Faculty will meet with the Chair to make a selection. The Chair will contact the nominated and selected learner to offer the opportunity to fill the vacancy. After the learner accepts the position, then the Chair will complete the NASP Student Leader Nomination Form (http://www.nasponline.org/students/leadernomination.aspx). The NASP Student Leader can be removed from the position by the Chair if the learner is not fulfilling the roles and responsibilities, as identified below, in a positive way.

When the current NASP Student Leader will complete their internship in a calendar year, the Chair will solicit nominations from faculty for the next leader. This nomination process will occur prior to the NASP Conference of the same year that the NASP Student Leader completes their program. The learner who is nominated, selected, and accepted the role will be eligible to receive the same benefits as the current NASP Student Leader. The joint attendance at the NASP Convention will allow a smooth transition to the new leader and ability to participate with the Student Leader meetings at the conference. This attendance will provide the new leader with access to all communication being distributed to learners that coming year.

Benefits to the NASP Student Leader

- NASP Student Membership (July 1 – June 30) is paid by the program
- NASP Convention fees, travel expense, and hotel costs* are paid by the program
- Provide leadership opportunities to the learner
- Receive support from NASP for serving as leaders after graduation
* 50% hotel reimbursement (assuming room sharing) and limited to the time attending the convention.

Roles and Responsibilities of the NASP Student Leader

- Participate in the NASP Student Leader Program
- Attend the Annual Meeting at the NASP Convention
- Facilitate communication between learners and NASP
- Participate and/or report on NASP Student initiatives
- Participate and organize School Psychology Awareness Week activities
- Contribute to NASP student resources
- Read and respond to monthly updates from NASP Graduate Assistants
- Participate in communications on the NASP Student e-community
- Be aware of other roles and responsibilities identified by NASP
  (http://www.nasponline.org/students/studentleader_overview.aspx)

Benefits to the School Psychology Program

- Improves communication between all learners in the program and NASP
- Improves communication between the faculty and NASP Student initiatives
- Provides the university with a liaison between the program and all learners
- Provides the program with a student representative at NASP functions and events (e.g., NASP booth)
References


APPENDIX A:
Institutional Recommendation Forms

Institutional Recommendation Forms

If you are applying for a certificate/license that requires a certificate issued by the Arizona Department of Education, one of the required documents you will need is the Institutional Recommendation (IR) form, which streamlines the certification application process in Arizona. There are two steps to obtaining your Arizona certificate once you have completed an Arizona Department of Education approved preparation program at Capella University: 1) obtain an IR form from Capella University and 2) submit it and the other materials to the Arizona Department of Education for your certificate.

How do you obtain an IR form from Capella?

For Arizona Residents: When you complete your program, the Licensure Support Team will review your records of to determine that you have successfully completed an Arizona Department of Education approved preparation program and that your degree has been conferred. After confirming completion of the program the Licensure Support Team will mail the IR to you. This will be completed within 45 days from the time of graduation. An email is sent to you when the IR form has been signed and mailed. The email includes a scanned copy of the completed IR form.

For Non-Arizona Residents seeking a certificate from the AZ DOE: You will submit the “Academic Verification for Licensure/Certification Request Form located on Campus/iGuide at http://www.capella.edu/iGuidePA/forms/learner/licensure_form.asp. Submitting this request alerts Capella to the fact that you are applying for a certificate issued by the Arizona Department of Education. Submission of the request form opens a case attached to your record as a Capella learner. Immediately upon submission you will receive a confirmation page and email. The Licensure Support Team will review your records and determine if you have successfully completed an Arizona Department of Education approved preparation program and your degree has been conferred. If there are any questions or clarifications needed for completing the processing of the IR form the Licensure Support Team will reach out to you via email. After confirming completion of the program the Licensure Support Team will mail the IR to you. This will be completed within 45 days from the time you submitted the academic verification request. An email is sent to you when the IR form has been signed and mailed. The email includes a scanned copy of the completed IR form.

What do you do after you receive the IR Form?

Once you receive the IR form from the university, you must follow the instructions on the form to complete your submission to the Arizona Department of Education. This will include completing sections 1 and 2 on the form, your fingerprint card, any required exams, and enclosing the appropriate fees to the state for certification.

Please note that the IR is only valid for one year from the date signed.
APPENDIX B: 
Statement of the Procedures and Criteria for the 
Evaluation, Remediation, and Dismissal of Learners

Professional Training Programs
Capella University

Introduction
The purpose of this document is to clarify the procedures for identifying and addressing problematic behaviors, incompetence, and/or ethical violations that might occur during the learner’s tenure in a professional program in the Harold Abel School of Social and Behavioral Sciences. This document describes the procedures used to monitor progress, identify deficiencies, assist the learner in remediation where possible, or dismiss the learner from the program when remediation is not possible.

Objectives
The overall mission and goal of the Harold Abel School of Social and Behavioral Sciences is to educate AND train adult learners to apply psychological principles to improve the quality of life by providing assistance to individuals, groups, and families. The two objectives of this primary goal, to “educate” and “train,” speak to the university and school’s scholar-practitioner model. In addition to becoming competent members of the professional psychology community, learners are expected to maintain high standards of professional and ethical behavior in their interactions with clients, peers, supervisors, and faculty. These standards include confidentiality, honesty, and academic integrity. More specific goals include the following:

- Demonstrate the use of scholar-practitioner skills in advancing knowledge of psychology and in psychological diagnosis and intervention.
- Demonstrate the provision of psychotherapeutic, consultation, and psychoeducational services to clients and consumers resulting from a sound theoretical and scholarly knowledge base.
- Demonstrate the use of scholar-practitioner skills in demonstrating ethical and professional behavior consistent with the standards of psychology.
- Demonstrate interpersonal and professional competence. Learners should adequately relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds and histories.
- Demonstrate self-awareness, self-reflection, and self-evaluation. Learners should know their own beliefs and values and how those can impact their professional activities.
- Demonstrate openness to addressing problems. Learners must be able and willing to explore professional and personal issues that either interfere with their provision of care or impede their professional development or functioning.

Learners are expected to be familiar with their program’s goals and to ensure that their academic and professional development plans are consistent with the achievement of these goals.
In all activities, learners in the Professional Programs must

- Meet the behavioral requirements, attitudinal standards, and code of conduct of the American Psychological Association (APA) and/or National Association of School Psychologists (NASP).

- Demonstrate the capacity to receive supervisory feedback in many venues in a non-defensive and open manner. In this context, "non-defensive" acceptance of feedback does not preclude attempts to clarify and understand the feedback offered or its implications, nor are learners expected to accept inappropriate or erroneous feedback or feedback based on other than objective or accepted measures of trainee/intern progress. In this context, "non-defensive" might mean an appropriate appeal to the relevant higher authority such as the chair, using standard methods of evidence-based argumentation and scholarly discourse. Further, "non-defensive" is not intended to mean blind or unreflective compliance.

- Demonstrate the ability to self-monitor, including recognizing where performance or training maybe sub-standard or insufficient and identifying reasonable ways to remedy the recognized deficiency. In this regard, "self-supervise" means to master a skill that embodies or demonstrates the following attitudes or commitments essential to the ethical practice of psychology (see APA or NASP Ethics Codes):

  (a) That one self-evaluates one’s performance as a psychologist; specifically, psychologists "are alert to and guard against personal, financial, social, organizational, or political factors that might lead to misuse of their influence" (APA, 2002, Principle A).

  (b) That one accepts the requirement to at least do no harm and to "...take reasonable steps to avoid harming their clients/patients, students, supervisees, research participants, organizational clients, and others with whom they work, and to minimize harm where it is foreseeable and unavoidable" (APA, 2002, Standard 3.04).

  (c) That one accepts the responsibility to "strive to be aware of the possible effect of their own physical and mental health on their ability to help those with whom they work" (APA, 2002, Principle A).

- Adhere to University policies as outlined in the Learner Handbook and in available policy information through the iGuide.

Procedures for Learner Evaluation & Identification of Problems Indicating Referral for Remediation and/or Dismissal

Learner progress, incompetence, ethical violations, or problematic behaviors are identified and verified in a variety of ways:

- A comprehensive, formal written evaluation of each learner’s progress takes place annually.
- A written evaluation of each learner’s progress is conducted by the mentor on a quarterly basis, using the quarterly mentor report.
- At the completion of the Year-in-Residence, each learner is evaluated by at least two faculty members during the Portfolio Review.
- In addition, a faculty member, fellow learner, or third-party (e.g., on-site supervisor) can identify possible problems at any point in the learner’s academic career.
Annual Learner Evaluation

In accordance with APA standards, learners receive, at least **annually**, written feedback as to the extent to which they are meeting the program’s requirements and expectations. The following areas are addressed in each learner’s annual evaluation:

- Area I: Academic performance (i.e., grades)
- Area II: Year-in-Residence
- Area III: Field Training

Annual Learner Performance Report

The Annual Learner Performance Report is a means of providing feedback to learners about their progress. In July of each year learners and faculty mentors will collaborate to conduct an annual performance review. Learners complete the Annual Performance Review Form to reflect their self-assessment of their progress. The form is forwarded to the faculty mentor to complete. If any component of the review is unsatisfactory, then the faculty mentor will complete the comments section for that area and specify the remediation plan to resolve the areas that are considered deficient. The intent is to assist learners with academic progress and to ensure learner progress toward graduation. These remediation areas should be continuously monitored for progress.

While a collaborative approach is adopted in completing these forms, there may be differences of opinion regarding aspects of a learner’s progress. However, in the end, this document represents written feedback from the School Psychology faculty member to the learner about their progress. These Annual Learner Performance Review Forms are forwarded to the HASSBS office so a copy becomes part of the learner’s record. In addition, the learner is provided with an electronic copy.

Annual Learner Performance Report Materials

(All materials and discussions will be documented.)

1. Annual Learner Performance Report Form
2. Learners current DCP (provided by the learner to the mentor)
3. Current learner online transcript (available to the mentor through the online grade page)
4. Any other supporting documents such as reports from Year-in-Residence, practicum, and internship site evaluation reports (supplied upon request of the mentor or submitted when concerns are identified by other sources such as faculty of practicum or internship site supervisors).

Evaluation Process

These Annual Learner Performance Review Forms are forwarded to the HASSBS office and become part of the learner’s record. In addition, the learner is provided with an electronic copy. Concerns identified by the mentor are reviewed by the chair to determine if any course of action is necessary beyond the remediation plan put into place by the mentor (see Remediation Plan below).

Unsatisfactory Progress and/or Competency/Skill Development

When a learner’s progress and/or competency have been evaluated as unsatisfactory, the specific program requirements to be completed and deadline dates for completion are indicated, as well as consequences for noncompliance.
Remediation Plan

The learner’s mentor may institute a remediation plan that specifies the steps necessary to address identified problems, when appropriate. Feedback is provided as to whether the learner has successfully met the goals of the remediation plan. (See the Remediation Procedures section of the manual for more details.) If remediation has not been successful, a possible consequence is that the learner may be dismissed from the program. All remediation plans, decisions, and supporting materials must be documented.

Problems

If the faculty mentor identifies a potential problem that is related to field training (i.e., the Year-in-Residence, practicum or internship), the mentor should speak with the Director of training immediately. For all other situations, the faculty mentor should contact the Specialization Chair.

A meeting should be called for those situations involving potential remediation or dismissal. The weekly Field Training Committee meetings could host such meetings, as membership consists of professional psychology Specialization Chairs, the Director of Training, the Faculty Director of Professional Programs, and field training staff.

Informal Identification of Problems

In addition to problems identified during any evaluation process, any faculty member, supervisor, or learner may raise an issue or concern at any time. Identification of problems and the steps taken to resolve them should be documented and filed at all phases, beginning with the initial informal report/complaint.

If a potential problem related to field training (i.e., Year-in-Residence, practicum or internship) is identified, the Director of Training will be contacted immediately. The following steps are recommended when potential problems are identified.

- **Step 1:** Consistent with the APA ethics codes and the procedures stipulated by Capella University’s Grievance Policy, when a person believes that there is a problem or there may have been an ethical violation, the person should attempt to resolve the issue informally by bringing it to the attention of the individual (provided an informal resolution appears appropriate and if no confidentiality rights are violated).

- **Step 2:** If an informal resolution cannot be accomplished or if the situation is not appropriate for an informal resolution, the complainant should discuss their concerns with the learner’s faculty mentor.

- **Step 3:** In the event the issue fails to be resolved through informal efforts or if the identified problem may require remediation, an evaluation committee meeting may be called and a formal evaluation of the complaint shall proceed (see Step 1 of the Remediation Procedures section). The chair of the specialization may call a formal evaluation committee meeting and appoint members to the committee.

If a learner has identified a problem with another learner, the concerned learner should first discuss the issue with his or her own mentor, who will then raise the issue with the Specialization Chair. Advisors and faculty members will protect the confidentiality of the learner reporting the potential problem, unless it is necessary that the learner be identified in order to provide additional information necessary for proper evaluation.
Criteria for Learner Remediation and/or Dismissal Referral

There are occasions when psychology learners exhibit behavioral indicators suggestive of substandard competence relative to program and training expectations, as well as incidents suggesting a risk of the learner engaging in unethical or illegal behavior. Learners in the professional programs who have difficulty demonstrating knowledge acquisition, behavioral competence, and/or behaviors consistent with the rules of the American Psychological Association (APA) and/or the National Association of School Psychologists (NASP) while engaged in graduate learning activities may be referred for remediation and/or dismissal. Difficulty or failure to demonstrate competence or readiness to successfully complete a degree or certificate program may be identified by the following criteria:

Definitions

Problem Behaviors refer to a learner’s behaviors, attitudes, or characteristics that may require remediation, but are perceived as not excessive or unexpected for professionals in training. Performance anxiety, discomfort with client’s diverse life-styles and ethnic backgrounds, and lack of appreciation of agency norms are examples of problematic behaviors that are addressed. Problematic behaviors are typically more situational and time limited rather than persisting across time and situations. If not resolved, situational and time-limited problematic behaviors have the potential to develop into Problematic Patterns (see definition below).

Problem Patterns refer to behaviors, attitudes, or characteristics that may require remediation or dismissal and are perceived as excessive or unexpected for professionals in training. Problematic patterns are persistent across time and/or situations. Problematic patterns may interfere with professional functioning in one or more of the following ways:

- Inability or unwillingness to acquire and integrate professional standards into one’s repertoire of professional behavior.
- Inability to acquire professional skills and reach an acceptable level of competency or
- Inability to control personal stress, psychological dysfunction, or emotional reactions that affect professional functioning.
- Failure to acknowledge, understand, or address a problem when it is identified.
- The identified problem(s) is not merely a reflection of a skill deficit, which can be rectified by academic or didactic instruction, training, or additional supervision.
- The quality of services delivered by the learner as a trainee in a practicum or internship setting is a concern to the site supervisor may be considered to be unhelpful, inappropriate, and/or detrimental to other learners, clients, and consumers of the delivered services.
- The identified problem(s) is not restricted to one area of professional functioning (e.g., course room, residency, field placement).
- A disproportionate amount of attention by instructors or field placement personnel is demanded by the learner’s behavior as compared to similarly involved/placed peers.
- The learner’s behavior does not change as a function of feedback, remediation efforts, and/or time.
- Multiple and similar observations are made by more than one instructor, faculty member, site supervisor, or other senior personnel.

Incompetence is defined as a lack of ability, which may include deficiencies in professional conduct, interpersonal skill, or academic deficiency. This is indicated by factors such as the following: The learner has difficulty demonstrating or is not able to demonstrate after appropriate instruction and/or training, competence to the minimum level and has not achieved or demonstrated the knowledge acquisition, behavioral competencies, or behaviors reflective of respect for individual differences in question.
**Professional standards**: An inability to acquire and integrate professional standards into one’s repertoire of professional behavior and ethical standards.

**Professional skills**: An inability to acquire professional skills in order to reach an acceptable level of competency.

**Ethical misconduct** occurs when the APA Ethical Principles of Psychologists and Code of Conduct or NASP Principles of Professional Ethics are not followed. These codes are intended to provide both general principles and the decision rules to cover most situations encountered by psychologists in their professional activities. It has as its primary goal the welfare and protection of the individuals and groups with whom psychologists work. It is the individual responsibility of each psychologist to aspire to the highest possible standards of conduct. Psychologists respect and protect human and civil rights and do not knowingly participate in or condone unfair discriminatory practices.

**Note**: It is an ethical violation for learners to provide psychological services beyond their current level of competence except under supervision in a training context that clearly includes the learner’s acknowledgement of trainee status and willingness to be trained.

**Disability**: (1) the learner demonstrates psychological or physical difficulties that meet the criteria within the Americans with Disabilities Act (ADA, 1991); (2) the learner has declared this disability at any of a number of transition points in the program; and (3) despite adequate accommodation for the disability, the condition causes performance of any proficiency or demonstration of readiness for practice to fall below minimum standards set by the School of Psychology or the University.

**University policy violations**: Learners are expected to adhere to University policies as outlined in the Learner Handbook and available policy information.

**Illegal behavior** refers to behavior that has resulted in the learner being charged, or is reasonably expected to be charged, by law enforcement officials with a crime that implies or demonstrates an ethical violation as well as a violation of federal, state, or local laws. Specifically, any illegal behavior that could cause harm to or negatively affect a client, patient, colleague, learner, supervisor, instructor, research participant, or other consumer of professional psychological services falls under this definition. Behavior that is charged but does not affect a consumer of psychological services in any way will not be considered relevant to the learner’s progress, except as already stated in Capella University policy. Illegal behavior will be handled separately from the processes of other behavioral problems, in accordance with the prevailing policies and procedures of Capella University. In the event a learner is charged with a violation, that if proven, could have an adverse affect on the learner’s ability to effectively discharge his or her professional obligations in the future, the Dean reserves the right to suspend the learner’s enrollment until a final decree in the matter.

**Lack of satisfactory academic progress** refers to such concerns as failure to complete Year-in-Residence, practicum or internship, or other program requirements in a timely or satisfactory manner. Adequate progress may also include meeting minimum requirements and time to degree completion, as indicated by Capella University policy.

**Remediation Procedures**

In accordance with the Learner Conduct of Conduct and university grievance policy, most problems should be resolved at a program level (e.g., faculty, staff, other university official). This section outlines due process procedures at the program level when a problem behavior or pattern, incompetence, ethical violation or other concern has been identified (see **Criteria for Learner Remediation** section). Regardless of the route by which information is obtained, the following
procedures are to be utilized in addressing the concerns. The professional programs recognize that each situation is different and may require assessment, intervention, and remediation in unique ways.

Step 1: Identification of the Remediation
When a problem behavior or pattern, incompetence, ethical violation or other concern has not been successfully resolved at the informal individual faculty or staff level, or is not appropriate for informal resolution, the Specialization Faculty Chair is responsible for calling an Evaluation Committee (EC). The Faculty Chair also has the sole discretion to approve a remediation plan that has been recommended at the informal level of resolution. Although the EC may consist of faculty, staff, and other invited participants, the Faculty Chair will select and limit membership to those individuals deemed appropriate by the Faculty Chair. The Chair may consider factors such as expertise, familiarity with the issue(s) at hand, and area of program responsibility.

Within 30 days, the learner will be contacted by a member of the EC, whom the specialization chair has designated or the Faculty Chair for the following purposes:

- Informing the learner of the situation in a timely manner.
- Obtaining information from the learner.
- Working with the learner to resolve the problem if it is due to a misunderstanding and formal remediation is not needed.

Step 2: Development of the Remediation Plan
The Faculty Chair also has the sole discretion to approve a remediation plan that has been recommended at the informal level of resolution or to create a remediation plan without convening an evaluation committee. If the Faculty Chair convenes the EC and a problem requiring remediation or dismissal is verified, the EC will develop a written plan. The Faculty Chair has the sole discretion to approve the committee’s remediation plan.

- The remediation process will follow the written plan.
- Learners are encouraged to submit their own ideas for remediation to the EC or Faculty Chair.
- The Faculty Chair and/or EC may consider the learner’s recommendations, if appropriate.
- The remediation plan will be communicated in writing to the learner and must articulate domains of remediation, target dates for each issue identified, scheduled review dates, and consequences for failure to satisfy all aspects of the remediation plan as well as failure to respond to the plan.

Dismissal is appropriate in cases in which there are severe and egregious violations of professional codes of ethics or standards of practice, malicious or intentional violation of the welfare of others, or when imminent harm to a client or consumer is a major factor in the problem. Any such action to dismiss a learner will adhere to established university policies. Any decision resulting in recommendation of dismissal will be communicated in writing to the learner on official university letterhead via certified mail and e-mail. In accordance with university policy the learners may appeal the decision.

Step 3: Communication of Remediation
Once the remediation plan has been approved by the Faculty Chair, a meeting to discuss the remediation plan with the learner will be scheduled within 30 days. The Faculty Chair or Faculty Chair’s designee will discuss the problem, remediation plan, and consequences of failed remediation with the learner.
After the remediation plan has been presented to the learner, the learner will have the opportunity to ask questions and may be required to sign the remediation plan to indicate that the plan has been presented and explained.

**Step 4: Implementation and Monitoring of Remediation**

- The learner will communicate with the Faculty Chair or designee to provide progress updates as stipulated in the terms of the remediation plan.
- The Faculty Chair or designee will schedule follow-up meetings, as needed, to review or monitor the learner’s progress.
- The Faculty Chair or designee will contact the learner if it appears the learner is at risk of not completing the requirements of the remediation plan.
- The Faculty Chair or designee will schedule a follow-up meeting within 30 days of the remediation plan completion deadline to evaluate whether the learner has met all of the remediation requirements.

**Failure to Remediate Problems**

When remediation does not adequately rectify the problem within a prescribed period of time, the learner will be informed that the conditions for revoking the remediation plan have not been met. The learner will also be informed if more formal and/or permanent action is to be taken. Such action may include, but not be limited to:

- Extend the remediation plan for a specified period of time if it appears that some improvement has been made subsequent to the original remediation plan.
- Determine whether the learner should be advised to consider another specialization if it appears that success is more likely in another specializations and that the change may make a significant improvement in the nature and intensity of the problem.
- Recommend to the Dean of the School of Psychology that the learner be dismissed from the specialization and/or disenrolled from the School of Psychology.

A learner may elect to withdraw from the program without agreeing to the requirements of the remediation plan. In such a case, the learner will be informed in writing that re-admittance to the program at any future time will not be permitted. A copy of that letter will be placed in the learner’s file.

**Appeal and Rebuttal Procedures**

Learners who receive a notice of remediation and disagree with any of the committee’s decisions regarding their status in the School of Psychology are entitled to challenge the committee’s actions by initiating a grievance procedure. (See the Learner Grievance policy for more information.)

**Remediation and/or Dismissal Involving Field Training Sites**

In the event that learner problems are identified during practicum or internship, the Field Training Department will follow the procedures outlined in this section. All verbal and written communication that occurs with third parties will be documented.

- As soon as HASSBS’s Field Training Department becomes aware of a possible problem that might require remediation or dismissal by a practicum or internship training site, HASSBS’s Director of training will speak directly with the learner and the training site (e.g., site director of training or primary supervisor) to obtain information that includes, but is not limited to the
problematic behavior(s), evaluation and feedback procedures, efforts to resolve the situation, the need for a formal remediation plan, and suggestions for possible remediation.

- The Field Training Department will request that the training site (e.g., site director of training or primary supervisor) present a written copy of its remediation plan, if a formal plan is deemed necessary, to both the learner and the Field Training Department. The remediation plan must document the problematic behavior(s), remediation domains, and time frames for expected remediation as well as the consequence(s) for unsuccessful remediation.

- If the representative (e.g., training director, primary supervisor) from the training site decides to dismiss the trainee from the practicum or internship because remediation has been unsuccessful or was determined to be inappropriate, the site will be asked to inform the trainee and the Field Training Department of the dismissal both verbally and in writing.

Learner Appeal of Training Site’s Decision

The Clinical Training Department will make every effort to work with a representative(s) at the training site and the learner to resolve any issues that arise. However, Capella cannot guarantee that a representative(s) from the training site will be open to resolving the issues, sometimes choosing to dismiss the learner. The Field Training Department will review due process procedures, the remediation plan, and/or documentation of dismissal to determine whether to support a trainee’s appeal of dismissal by the practicum or internship site. Any decision by the Field Training Department may be appealed to the Dean according to the procedures established by the university’s grievance policy.

Remediation Resources

Review of Possible Problems Requiring Remediation

In addition to the original report of the problem, information may be gathered from formal written evaluations of the learner and from informal sources, including observations of learners outside the training environment or reports from other involved parties. Areas to be reviewed and discussed include the nature, severity, duration, and consequences of the reported problem or problem behavior. Any or all of the following questions may be considered if an evaluation for remediation is undertaken (adapted from Lamb, Cochran, & Jackson, 1991):

1. What are the actual behaviors that are of concern, and how are those behaviors related to the goals or objectives of the program?
2. How and in what settings have these behaviors manifested?
3. What were the negative consequences for the training agency or others (e.g., clients, other learners) of the problematic behaviors?
4. Who observed the behaviors in question?
5. Who or what was affected by the behavior (e.g., clients, agency, atmosphere, training program)?
6. What was the frequency of this behavior?
7. Has the learner been made aware of this behavior before the meeting, and if so, how did he or she respond?
8. Has the feedback regarding the behavior been documented in any way?
9. How serious is this behavior on the continuum of ethical and professional behavior?
10. What are the learner’s ideas about how the problem might be remediated?
11. Does the learner acknowledge, understand, or address the problematic behavior when it is identified?
12. Is the problematic behavior a reflection of a skill deficit that can be rectified by training?
13. Is the problematic behavior restricted to one area of professional functioning?
14. Does the behavior have the potential for ethical or legal ramifications if not addressed?
15. Is a disproportionate amount of attention by training personnel required?
16. Has the behavior changed as a function of feedback?
17. Does the behavior negatively affect the public image of the agency, university, or training site?

Note: The above list is not exhaustive.
Some Possible Domains of Remediation

The list below is not exhaustive. Any combination of domains may be incorporated into the plan.

**Personal psychotherapy:** The remediation plan may recommend that the learner obtain professional intervention (e.g., counseling, psychotherapy, substance abuse treatment, etc.) services to address mental or emotional difficulties that may be perpetuating the problem. The learner would be responsible for any and all costs associated with this service.

**Repeat course/field training:** This path of remediation is available to the committee(s) if the problem primarily is of a nature that could be satisfactorily resolved by repeating the training experience.

**Inactive status:** If the nature of the problem is found to be primarily related to stressful life circumstances, the learner may be asked to remove him or herself from active enrollment in order to settle those issues that have prevented the learner from successfully advancing through his or her educational goals. It is important for learners to be aware of financial aid eligibility and repayment.

**Additional coursework:** Depending on the type, nature, duration, and frequency of the problem, this may provide the learner, under the supervision of a faculty representative (e.g., mentor, Director of training, instructor etc.), the ability to identify problem areas and work on focused educational interventions.

**Increased supervision, advising, or mentoring:** Depending on the nature of the problem, it may be useful or necessary to negotiate with the learner, training site, supervisor, and/or mentor or advisor to receive additional supervision in a particular issue or domain, which is intimately related to the problem behavior. This remediation is likely to be useful only when the learner’s problem is narrowly focused, circumscribed, and easily identified.

**Self-structured behavior change:** This may occur in situations where the nature of the problem allows for the learner/trainee and a faculty representative to negotiate a learner’s personal change process without complex or prolonged involvement of the program or site beyond the initial recognition of the concern.

**Suspension of direct service activities:** If the learner is involved in professional psychology field training experiences (i.e., practicum or internship) that would put the recipients of such services at risk due to the trainee’s behavior, the representative(s) of the training site (e.g., training director, primary supervisor) with the cooperation of the Director of training may elect to suspend the learner from participating in any further applied psychological activities until the learner has demonstrated the ability to rectify the behavior(s) in question.

**Schedule modification:** This is a time limited, remediation-oriented, closely supervised period of training designed to address the identified issues and return the learner/trainee to a more fully functioning state. Modifying a learner’s schedule is an accommodation made to assist the learner in responding to personal reactions to identifiable environmental stress with the full expectation that the learner will complete his or her training. This period will include more closely supervised training, supervision, and oversight.

**References**


APPENDIX C:  
Praxis II Guide

SCHOOL PSYCHOLOGY SPECIALIZATION AND PRAXIS II REQUIREMENT

A Guide on the Praxis II Requirement for 
Learners in the School Psychology Doctor of Psychology Specialization

Capella University
SCHOOL PSYCHOLOGY SPECIALIZATION REQUIREMENT OF PRAXIS II

Learners in the Doctor of Psychology program in School Psychology are required to take the Praxis II: School Psychologist (Praxis) examination and obtain a passing score, as determined by the National Association of School Psychologists (NASP) and required, in part, for applicants to be a Nationally Certified School Psychologist (NCSP). The Praxis is required of learners graduating from programs accredited by the National Association of School Psychologists (NASP) and the Council for the Accreditation of Educator Preparation (CAEP) as an indicator of program effectiveness. The Praxis II School Psychology Exam #5402 is a 140 minute, 140 item, multiple-choice test that includes questions on four content areas: Professional Practices (practices that permeate all aspects of service delivery); Direct and Indirect Services for Children, Families, and Schools (student level services); Systems Level Services; and Foundations of School Psychological Service Delivery.

It is strongly recommended that learners take the Praxis II: School Psychologist exam during the first quarter of their internship year (i.e., Internship I). Learners are required to submit their official score (including all subscale scores) on the Praxis directly to the School Psychology Program before the end of their Internship II quarter. Learners who do not pass the Praxis with a passing score will be required to consult with their mentor about their plans to prepare for the exam and retake the test. Plans for preparation will document areas of strengths and weaknesses based on the first attempt, and identify efforts to address areas of improvement. Learners need to complete the retake of the Praxis as soon as possible. It is strongly recommended that learners who need to retake the Praxis complete the test during Internship II and submit their official score (including all subscale scores) before the end of their Internship II quarter. Learners are required to submit their official score (including all subscales scores) on the retakes of the Praxis before the end of their Internship IV quarter. Please see timelines below for details about these recommended and required dates. The flowchart follows recommended timelines.

If learners fail the Praxis II exam on the second attempt, then they may file a written petition to their mentor requesting that the program faculty review their overall performance in the program and consider an alternative examination rather than the Praxis II as a condition of graduation. The mentor will present the petition to the core faculty team, including the program Chair, in the School Psychology specialization. The faculty team will review the written petition, learner’s overall performance, and arrive at consensus on the learner’s request to take an alternate examination. Past performance in coursework, other assessment information, and field experience determine whether a learner’s request for an alternate examination is approved. The alternate examination will be an essay exam designed and scored by faculty.

Timelines

<table>
<thead>
<tr>
<th>Recommended</th>
<th>Required</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship I</td>
<td>Internship II</td>
<td>Learner takes Praxis (#5402) requiring 147 to pass.</td>
</tr>
<tr>
<td>Internship II, III</td>
<td>Internship IV</td>
<td>If learner did not obtain a passing score of 147, then learner conferences with mentor and provides a written plan to prepare for the second attempt on Praxis.</td>
</tr>
<tr>
<td>Internship III (Week 10)</td>
<td>Internship IV</td>
<td>Learner retakes Praxis requiring 147 to pass.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If learner did not obtain a passing score of 147 on retake, then learner may file a written petition requesting for alternative to Praxis.</td>
</tr>
<tr>
<td>Internship IV (Week 10)</td>
<td>In Progress (Week 10)</td>
<td>If learner is granted petition, then learner is provided an essay examination as alternative to Praxis.</td>
</tr>
</tbody>
</table>
If learner is granted petition but does not obtain a passing score on alternative, then learner has not met all requirements of the program and is unable to graduate.

If learner is not granted the alternative to Praxis, then learner has not met all requirement of the program and is unable to graduate.

Appeal: Learners have the option to contact Learner Support to appeal the decision from the faculty regarding their petition.

Learners also have the option to retake Praxis a third time to attempt a passing score of 147 (submission of scores for this third attempt must be completed by the end of the quarter after Internship IV).

Learner completes alternative exam before end of Internship IV and, subsequently, successfully completes requirements of the Praxis II.

Mentor determines if request completes all requirements of the Praxis II.

SCHOOL PSYCHOLOGY LEARNER PETITION FOR ALTERNATIVE TO PRAXIS II

Section I completed by learner
Learner’s Name: Date: Mentor’s Name:

ALL THREE of the following questions must be answered "YES" for the petition to be considered.

1. Have you taken the Praxis II: School Psychologist (#5402) exam twice? YES NO
2. Did you obtain Total Scores below 147 on both attempts? YES NO
3. Have you notified your internship course instructor regarding Praxis II scores? YES NO

If you did not answer "YES" to all of the questions above, but want the faculty team to consider your petition due to extenuating circumstances, then describe those reasons below.

Submit this form to your mentor.

Section II completed by learner’s mentor
Date received by mentor:
Date of Faculty Team Review:
(Team review held within 7 days of receipt)

Faculty Team Review Option
- Learner is granted alternative test to Praxis.
- Learner is not granted alternative test to Praxis.

If learner is not granted alternative test, then state support (e.g., based on past performance in courses, other assessment information, or field experience) for decision below. Inform learner of appeal process available (i.e., learners may contact Learner Support).

Date learner is notified of outcome:
Date learner completes Alternative:
(Alternative is due 24 hours after release to learner)

Alternative Test Outcome
- Learner successfully completes Alternative to Praxis.
- Learner is not successful in completing Alternative to Praxis.

Date learner is notified of Alternative Test Outcome:
(Results of the Alternative Test due from mentor within two weeks after completion)
Mentor’s Signature:
APPENDIX D:
School Psychology Doctoral Learner
Comprehensive Examination Guide

SCHOOL PSYCHOLOGY SPECIALIZATION
COMPREHENSIVE EXAMINATION

A Guide to Conducting the Comprehensive Examination
for Learners in the School Psychology Doctor of Psychology Specialization

Capella University
SCHOOL PSYCHOLOGY PSYD COMPREHENSIVE EXAMINATION

The Comprehensive Assessment is a combination of the Doctoral Comprehensive Examination course (PSY9965), and the Professional Presentation and Multiple-Choice Examination that are completed during the sixth Graduate Teaching Instructor (GTI) residency (PSYR8596).

PSY9965: Doctoral Comprehensive Examination (5 quarter credits)
Learners enroll in PSY9965 the same quarter that they plan on attending their sixth and final residency (PSYR8596). This course includes an overview of the comprehensive examination process, the university’s expectations of academic honesty and integrity, the skill domains of the examination, and the evaluation criteria. Learners will also develop their professional presentation, which they will present during their final residency (PSY8596). Components and evaluation criteria of the Professional Presentation include: content, use of media, oral communication, and overall presentation. Course competencies include the ability to evaluate research theories and methodologies in current literature; evaluate the conceptual, philosophical, and methodological foundations of research designs and methods; and communicate effectively and disseminate comprehensive theoretical and research findings, as scholar-practitioners, to advance or challenge an existing body of knowledge within a discipline and/or specialization. Refer to the University Catalog for prerequisites.

PSYR8596: Graduate Teaching Instructor (GTI) Residency #6
During PSYR8596, learners will act as Graduate Teaching Instructors (GTI) during the School Psychology Master's or Specialist Certificate Year-in-Residence face-to-face training, and present the Professional Presentation they developed during PSY9919. The Professional Presentation will be completed the Wednesday of the residency. A final detailed schedule will be distributed during the first day of residency and some schedule changes may arise due to a variety of variables.

Comprehensive Examination: Professional Presentation
Learners will present the Professional Presentation they developed during PSY9919. This presentation will be made to a group that may include, and may not be limited to: university faculty, learners, and support staff; professionals from the community; and other invited university guests. Two school psychology core faculty, as a team, will score the presentation based on a rubric that includes the following elements: content, use of media, oral presentation, and overall performance. A single 4 element, 5 point (0 to 4) scale rubric developed for this professional presentation will be used to rate learners presentations. The professional presentation has a criterion of 12 (75%) of the total 16 points (i.e., four points possible for each of the four rubric elements).

If a learner obtains a score below criterion for the Professional Presentation, then faculty will provide guidance to the learner through written comments on the rubric scoring sheet, immediate feedback following the presentation, and guidance about the areas that need to be developed. Learners will schedule a second presentation with faculty after they complete their corrections to the presentation. Learners may be directed to schedule a face-to-face presentation, or may be directed to set up a video conference call to complete their second attempt. If a learner continues to obtain a Professional Presentation score that is below criterion, then the learner’s mentor, and the specialization Chair will meet with the learner to develop a remediation plan. Other faculty may also be involved in planning individualized interventions for a learner. Interventions may include, as examples, independent study course(s), retaking of specific courses or residencies, and planned supervised activities during field training.
## Professional Presentation Evaluation Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>0 Points= Non-Performance</th>
<th>1 Point= Insufficient</th>
<th>2 Point= Basic</th>
<th>3 Points= Proficient (Minimum Expected Standard)</th>
<th>4 Points= Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content of Presentation</strong></td>
<td>No relevant content included in presentation</td>
<td>Insufficiencies exist in the content</td>
<td>Only basic level content covered in presentation</td>
<td>Learner provides presentation that demonstrates proficiency of content and skill expected for this level of their training</td>
<td>Learner’s presentation content exceeds expectations based on level of training</td>
</tr>
<tr>
<td><strong>Use of Media</strong></td>
<td>No appropriate use of media incorporated into presentation</td>
<td>Insufficiencies exist in the use of media</td>
<td>Media utilized but lacking impact on presentation</td>
<td>Learner provides use of media that positively contributes to presentation and demonstrates skill expected for this level of their training</td>
<td>Learner’s use of media summary exceeds expectations based on level of training</td>
</tr>
<tr>
<td><strong>Oral Presentation Skills</strong></td>
<td>Oral presentation skills lacking throughout presentation</td>
<td>Insufficiencies exist oral presentation skills</td>
<td>Oral presentation skills adequate</td>
<td>Learner provides oral presentation skills that are expected for this level of their training</td>
<td>Learner’s oral presentation exceed expectations based on level of training</td>
</tr>
<tr>
<td><strong>Overall Presentation</strong></td>
<td>Ineffective Presentation</td>
<td>Insufficiencies exist in presentation</td>
<td>Adequate overall presentation</td>
<td>Learner provides an overall presentation that is expected for this level of their training</td>
<td>Learner’s presentation exceeds expectations based on level of training</td>
</tr>
</tbody>
</table>