PROGRAM OVERVIEW

This document is intended to provide a brief summary of the Clinical Psychology specialization and its requirements. Because program requirements are subject to change, all prospective and current learners should consult the Capella University Catalog, current University Policies, and their enrollment counselor and/or advisor for information about the program, available through Campus, the university’s virtual campus, for additional information about all program requirements.

The Clinical Psychology specialization provides learners with comprehensive clinical training based on theoretical and scientific foundations of psychology, including psychological assessment and intervention. This specialization is designed to prepare graduates to be eligible to apply for clinical psychologist licensure in many states. This is a blended program; the curriculum combines online course work with face-to-face residencies that focus on ethics, multicultural perspectives, supervision, clinical interviewing skills, cognitive and personality assessment, diagnosis and psychopathology, psychotherapy theory and treatment, and psychological report writing. Learners also engage in traditional, site-based clinical training experiences and complete a clinically relevant research project. Learners who choose this specialization typically pursue careers as licensed clinical psychologists, who may provide services in psychotherapy, psychological testing, mental health consulting, research, and higher education teaching.

Learners in the Clinical PsyD specialization complete at least 3 years of full-time graduate study, one of which is the program’s Year-in-Residence (YiR), described below. Learners also complete a supervised practicum, a clinical dissertation, and a supervised pre-doctoral internship. During the program, learners develop knowledge, skills, and attitudes necessary for the profession of psychology, and faculty evaluate and guide learners' preparation and fitness for the field of psychology.

MISSION, VISION, AND VALUES

The PsyD Clinical Psychology specialization’s mission is to educate and train learners to become effective and ethical professional psychologists based on a scholar-practitioner model and prepare trainees to practice in diverse settings. This training experience emphasizes the acquisition of foundational and advanced knowledge, synthesizes professional practice with scholarship, and fosters a commitment to lifelong learning. Experiences within the program are sequential, developmental, and graded in complexity. They also stress a working knowledge of current, clinically-relevant research and theory combined with sensitivity to issues related to diverse life experiences and perspectives.

The program’s vision is to provide excellence and flexibility in the training of working professionals. Students learn in a combination of faculty-led, asynchronous online learning and face-to-face residential components followed by intensive clinical practicum, internship, and research. This mixed model of delivery allows working professionals, many of whom have family, community, and other unique commitments or are geographically remote, to obtain a high-quality doctoral education in clinical psychology. The program combines the traditional values in graduate education with contemporary technology as a way of addressing the needs of today's graduate students and tomorrow’s professional psychologists.
GOALS (SPECIALIZATION LEARNING OUTCOMES)

The Clinical PsyD specialization goals are based on the guidelines developed by (1) the American Psychological Association (APA) and the Council of Chairs of Training Councils (CCTC) and (2) the National Council of Schools and Programs of Professional Psychology (NCSPP) and represent the competencies expected of beginning level psychologists.

Upon successful completion of the program, graduates will:

1. Possess the attitudes, behaviors, and foundational knowledge required for the practice of psychology.
2. Act consistently with the ethics and laws pertaining to professional psychology.
3. Understand, respect, and apply issues of diversity in the practice of psychology.
4. Provide effective and appropriate psychological intervention to clients.
5. Accurately select, administer, score, and interpret psychological tests.
6. Employ research as a means to advance the science and practice of psychology.
7. Integrate science and theory into the practice of psychology.

PERSONAL SUITABILITY & FITNESS FOR THE PROFESSION

The Clinical PsyD specialization also embraces the CCTC’s principles and guidelines for suitability and fitness for the profession. Faculty, training staff, supervisors, and administrators in the PsyD Clinical 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 feedback and processes of supervision; and the resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Learners are expected to communicate and interact with faculty, administrators, staff, classmates, and others (e.g., advisors) respectfully and professionally at all times. Personal suitability and fitness for the profession is. Students are expected to adhere to the APA Ethical Principles of Psychologists and Code of Conduct, and to the Capella University Code of Conduct; to display skills and behaviors that demonstrate fitness for the profession in all interactions related to academic and professional training with faculty, staff, administrators, students, practicum and internship site supervisors, clients, research participants and others; and to display appropriate levels of personal adjustment consistent with fitness for the profession.

Learners are required to read information about the processes and potential consequences related to fitness for the profession concerns (refer to the Learner Resources section of the Practicum & Internship Clinical PsyD specialization’s Campus page).
ADMISSION

To be considered for admission to the Clinical PsyD specialization, applicants should possess a bachelors or master’s degree from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution, with a 3.00 cumulative GPA. Additional application components include letters of recommendation, curriculum vitae, extended goal statement, admission essay / writing samples, and a face-to-face faculty interview. Applications are reviewed every fall and winter for either spring or fall quarter admissions. Fall application learners who are admitted can start in spring quarter of the following calendar year (April). Winter applicants start the program in fall quarter (October).

All applicants should consult the Capella University Catalog, University Policy 2.01.01 Admission, or a Capella Enrollment Counselor for current information about program admission requirements.

PROGRAM REQUIREMENTS

Please consult the Capella University Catalog for all current course and program requirements, including all current course descriptions. The Clinical PsyD specialization’s course work, residency experiences, clinical training, and research are sequential, developmental, and graded in complexity to ensure that successful graduates gain the knowledge, skills, and attitudes needed to form effective professional relationships; conduct appropriate psychological assessments; successfully implement evidence-based interventions; evaluate the outcomes of programs and therapeutic interventions; and engage in supervision, consultation, and advocacy related to the practice of clinical psychology. The program’s recommended program schedule and course sequence are described below.

- Learners start the PsyD program on an annual basis by enrolling in PSY8001 in the fall or spring cohort. This course must be completed before enrolling in other courses.
- Learners may transfer a maximum of 15 quarter credits (three courses) toward a PsyD.
- Learners must complete three academic years of full-time enrollment (at least nine quarters during which learners are enrolled in 10 or more quarter credits of course work, exclusive of Internship and dissertation courses). Learners must complete 125 quarter credits of required course work, including core and specialization courses, and 20 quarter credits of elective course work, for a total of 145 quarter credits.
- Learners complete a minimum of three doctoral practicum series courses (15 quarter credits) and a supervised, site-based practicum.
- Learners complete a minimum of two clinical dissertation series courses (10 quarter credits) and a clinical dissertation.
- Learners complete a minimum of four doctoral internship series courses (20 quarter credits) and a supervised, site-based internship.
- Learners complete four elective courses (20 quarter credits); learners may choose any graduate course, excluding introductory and special topics courses, lectures, seminars, practica, internships, and any Capella-designated first course.
- Some courses require prerequisites that are not listed as required courses, which may increase the total number of courses needed to complete this specialization. Learners are strongly encouraged to use their electives to meet these requirements.
- Learners must demonstrate readiness for clinical training by completing all course work and residencies and passing the Practicum Readiness Evaluation.
Residency Requirement(s): Learners are required to complete the Clinical Psychology Year-in-Residence (PSY-R8301 – PSY-R8316). See the following section, Year-in-Residence, for more information.

Clinical Training Requirement(s): Learners are required to complete a minimum of 1,000 practicum hours and 2,000 pre-doctoral internship hours. See the Clinical Training (Practicum & Internship) section, below, for more information.

Site Based Learning Requirements: Learners may be required to pass fingerprint and/or background checks required by a site or state licensing office in order to complete Site Based Learning Requirements (such as practica, internships, field experiences or immersion experiences). Learners are responsible for understanding and complying with any applicable background check requirements, including any fees associated with completing the background check (approximately $36-$200 depending on state and/or site requirements). Learners will not be able to complete Capella’s program if Site Based Learning requirements cannot be completed due to a failed background check. In some cases, a positive background check may result in remediation and/or academic sanctions, including administrative removal from the program. Additionally, fingerprint and/or background checks are required for most professional licenses and many professions. Learners are responsible for understanding how their personal and criminal background may impact their ability to complete the degree program, earn a professional license or secure employment.

YEAR-IN-RESIDENCE

Learners should also consult the Capella University Catalog for current residency requirements.

The Year-in-Residence (YiR) for the Clinical PsyD specialization provides opportunities for learners to develop clinical skills and to strengthen their socialization into the profession of psychology, and for faculty to assess learners’ clinical skills and evaluate their fitness for the field of professional psychology. All residency classes are taught by Clinical PsyD faculty and occur in a face-to-face format with faculty and learners. With the exception of the June ES which is two weeks, quarterly residencies are 6 days each quarter in locations around the US.

Residency experiences occur at pre-determined locations in the United States where learners spend a required number of hours together in instructional and socialization activities. Additional information is provided in the Year-in-Residence Timeline, below.

The clinical psychology residency is designed to achieve the purposes of the residency requirement based on "the equivalent thereof" standard identified by APA. It is designed to be consistent with the guiding principles for accreditation, which intend programs “to achieve general agreement on the goals of training... encourage experimentation on methods of achieving these goals and...suggest ways of establishing high standards in a setting of flexibility and reasonable freedom” (American Psychological Association, 2009, p. 3).

During the YiR, learners:

- develop increased group cohesion with a diverse cohort of learners.
- engage in formal and informal face-to-face interaction, discussion, and collaboration with peers and faculty.
- develop the knowledge, skills, and attitudes of the professional psychologist-in-training.
Doctor of Psychology (PsyD)
Clinical Psychology specialization

- are supported and guided by faculty who are professional psychologists.
- become socialized into the profession of psychology.
- are observed and evaluated by faculty.
- become prepared for and demonstrate readiness for placement in practicum.
- participate in the activities of national, regional, and local professional organizations.
- document their academic and professional accomplishments in a Professional Portfolio.

The Year-in-Residence’s face-to-face and online components are integrated in both the content and the competencies addressed. During the YiR, learners must maintain full-time enrollment status and complete a designated number of hours of psychological study, training, and interaction with faculty and other graduate psychology learners. These requirements include:

- A minimum of 35 quarter credits of online course work is with associated residency requirements. These specified courses are PSY8220 Advanced Psychopathology, PSY8310 Theories of Psychotherapy, PSY8230 Psychological Testing, PSY8240 Advanced Psychological Testing, PSY8330 Ethics and Standards of Professional Practice, PSY8316 Evidence-Based Practice in Psychology, and PSY8371 Strategies of Clinical Supervision and Consultation. Please see the Capella University Catalog for descriptions of these courses.

- A minimum of 500 clock hours of formally scheduled face-to-face instruction and professional socialization with PsyD Clinical Psychology specialization faculty and learners. These formally scheduled residency experiences take place over a period not to exceed 13 months, and are associated with specific online courses, noted in the course descriptions below.
YEARS-IN-RESIDENCE TIMELINE

Summer Extended Seminar I

The Year-in-Residence begins in June of the learner's second or third quarter in the program, depending on if in the October or April start cohort. Extended Seminar I lasts for 14 days and provides **139 hours** of on-site, face-to-face interaction between learners and faculty of the Clinical PsyD specialization.

<table>
<thead>
<tr>
<th>Number</th>
<th>Dates</th>
<th>TITLE</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYR-8301</td>
<td>June</td>
<td>Professional Issues in Clinical Psychology</td>
<td>20</td>
</tr>
<tr>
<td>PSYR-8302</td>
<td>June</td>
<td>Intervention: Building Effective Relationships</td>
<td>46.5</td>
</tr>
<tr>
<td>PSYR-8303</td>
<td>June</td>
<td>Professional Development and Socialization</td>
<td>31</td>
</tr>
<tr>
<td>PSYR-8304</td>
<td>June</td>
<td>Assessment: Introduction to Psychological Testing</td>
<td>41.5</td>
</tr>
</tbody>
</table>

Weekends in Residence

Summer Extended Seminar I is followed by a series of quarterly residencies in the YiR that include 2 courses over 6 days. These sessions provide a total of **218 hours** of on-site, face-to-face interaction between learners and faculty of the Clinical PsyD specialization.

<table>
<thead>
<tr>
<th>Number</th>
<th>Dates</th>
<th>TITLE</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYR-8305</td>
<td>Q3</td>
<td>Intervention: Diagnostic Interviewing</td>
<td>27</td>
</tr>
<tr>
<td>PSYR-8306</td>
<td>Q3</td>
<td>Intervention: Case Formulation</td>
<td>27</td>
</tr>
<tr>
<td>PSYR-8307</td>
<td>Q4</td>
<td>Intervention: Treatment Planning</td>
<td>27</td>
</tr>
<tr>
<td>PSYR-8308</td>
<td>Q4</td>
<td>Intervention: Crisis Intervention and Risk Assessment</td>
<td>27</td>
</tr>
<tr>
<td>PSYR-8309</td>
<td>Q1</td>
<td>Assessment: Adult Cognitive, Achievement, and Adaptive Functioning</td>
<td>29</td>
</tr>
<tr>
<td>PSYR-8310</td>
<td></td>
<td>Assessment: Child Cognitive, Achievement, and Adaptive Functioning</td>
<td>27</td>
</tr>
<tr>
<td>PSYR-8311</td>
<td>Q2</td>
<td>Assessment: Personality</td>
<td>27</td>
</tr>
<tr>
<td>PSYR-8312</td>
<td>Q2</td>
<td>Assessment: Integrated Report Writing and Case Discussion</td>
<td>27</td>
</tr>
</tbody>
</table>
Summer Extended Seminar II

The Year-in-Residence ends in June a year after they started the YiR. Extended Seminar II lasts for 15 days, and provides 151 hours of on-site, face-to-face interaction between learners and faculty of the Clinical PsyD specialization. During Extended Seminar II, learners take the Practicum Readiness Evaluation. This evaluation allows faculty to assess learners’ readiness to begin practicum by evaluating their clinical and professional knowledge, skills, and attitudes.

<table>
<thead>
<tr>
<th>Number</th>
<th>Dates</th>
<th>TITLE</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYR-8313</td>
<td>June</td>
<td>Assessment: Measuring Treatment and Program Effectiveness</td>
<td>29.5</td>
</tr>
<tr>
<td>PSYR-8314</td>
<td>June</td>
<td>Intervention: The Practice of Psychotherapy</td>
<td>51</td>
</tr>
<tr>
<td>PSYR-8315</td>
<td>June</td>
<td>Practicum Readiness Evaluation</td>
<td>25</td>
</tr>
<tr>
<td>PSYR-8316</td>
<td>June</td>
<td>Residency Capstone: Preparing for Practicum Training</td>
<td>45.5</td>
</tr>
</tbody>
</table>

YEAR-IN-RESIDENCE COURSE DESCRIPTIONS

The Clinical PsyD face-to-face residency experiences are described below. Course descriptions for all other Clinical PsyD courses, including the online courses associated with these requirements, can be found in the Capella University Catalog. Prospective and current learners should always consult the university catalog for current course descriptions.

PSY-R8301 - Professional Issues in Clinical Psychology (non-credit). This face-to-face residency course is the first in a series designed to complement online courses and provides learners with the knowledge, skills, and attitudes necessary to begin doctoral-level practicum training. Learners focus on the logistics and progression of the year-in-residence, the importance of time management and effective support, and the necessity of group cohesion and teamwork for the successful completion of the year. Learners also discuss current issues and trends in professional psychology; identify their individual strengths and weaknesses; anticipate potential barriers to completing the residency; and develop a plan, both as individuals and as a group, for successfully progressing to practicum training. This residency requirement is associated with PSY8330.

PSY-R8302 - Intervention: Building Effective Relationships (non-credit). This face-to-face residency course is focused on the therapeutic relationship and methods of building trust and rapport with clients. Through case discussions, role-plays, and group exercises, learners examine skills associated with relationship building and practice establishing ongoing working alliances with clients. Learners also explore diversity and ethical principles as they relate to the foundational components of an effective clinical interview. This residency requirement is associated with PSY8310.

PSY-R8303 - Professional Development and Socialization (non-credit). This face-to-face residency course is focused on the learner's development as a psychologist-in-training and socialization into the profession of psychology. Learners develop an understanding of program components and requirements; examine appropriate use of program resources to successfully complete the year; explore professional organizations to facilitate their professional growth;
begin developing a professional portfolio; and identify and embrace the attitudes and language of professional psychology. This residency requirement is associated with PSY8330.

**PSY-R8304 - Assessment: Introduction to Psychological Testing** (non-credit). This face-to-face residency course is the first in a series of assessment-focused courses. Learners explore test selection, psychometric properties such as reliability and validity, and target populations within the context of ethical and effective assessment procedures. Learners also practice administering and scoring commonly used psychological tests. This residency requirement is associated with PSY8230.

**PSY-R8305 - Intervention: Diagnostic Interviewing** (non-credit). This face-to-face residency course is focused on diagnostic interviewing and use of the current versions of the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD). Learners examine trust and relationship building as a foundation for gathering the information needed to formulate diagnostic impressions and identify differential diagnoses. Learners also engage in case discussions, role-plays, and group exercises with particular attention given to methods of gathering client information and communicating diagnostic conclusions. This residency requirement is associated with PSY8220.

**PSY-R8306 - Intervention: Case Formulation** (non-credit). This face-to-face residency course is focused on forming case conceptualizations using various theoretical approaches. Learners apply theory to better understand a client’s current issues and identify how these issues developed and are sustained. Learners also discuss the strengths and limitations of the various theories when applied to a diverse set of clients and client issues. This residency requirement is associated with PSY8310.

**PSY-R8307 - Intervention: Treatment Planning** (non-credit). This face-to-face residency course builds on previous intervention courses, leading to the development of client treatment plans. Learners participate in case discussions, role-plays, and group exercises associated with effective treatment planning and develop treatment plans using empirically supported treatments, knowledge of treatment ethics, and respect for individual differences. Learners also practice presenting and supporting their treatment plans in small and large group settings. This residency requirement is associated with PSY8310.

**PSY-R8308 - Intervention: Crisis Intervention and Risk Assessment** (non-credit). This face-to-face residency course is focused on risk assessment and effective crisis intervention, with particular emphasis on single session treatment and evaluation approaches. Through case discussions, role-plays, and group exercises, learners develop the skills necessary to establish trust and rapport with clients in crisis and effectively gather the information necessary to assess a client’s risk for dangerous behavior. Learners also identify common crisis situations, discuss and practice different approaches to crisis intervention, and incorporate diversity and ethics into their work with clients in crisis. This residency requirement is associated with PSY8316.

**PSY-R8309 - Assessment: Adult Cognitive, Achievement, and Adaptive Functioning** (non-credit). This face-to-face residency course is focused on the administration, scoring, and interpretation of adult cognitive, achievement, and adaptive functioning tests in professional psychology, with particular emphasis on the use of the WAIS-IV. Learners identify commonly used assessments in adult cognitive, achievement, and adaptive functioning evaluations and explore the applicability, strengths, and limitations of each. Learners also administer several adult cognitive, achievement, and adaptive functioning assessments; demonstrate the ability to accurately score and interpret those assessments with respect for individual differences; and support their conclusions at a
level appropriate for a beginning practicum learner. This residency requirement is associated with PSY8230.

**PSY-R8310 - Assessment: Child Cognitive, Achievement, and Adaptive Functioning** (non-credit). This face-to-face residency course is focused on the administration, scoring, and interpretation of child cognitive, achievement, and adaptive functioning tests in professional psychology, with particular emphasis on the use of the WISC-IV. Learners identify commonly used assessments in child cognitive, achievement, and adaptive functioning evaluations and explore the applicability, strengths, and limitations of each. Learners also administer several child cognitive, achievement, and adaptive functioning assessments; demonstrate the ability to accurately score and interpret those assessments with respect for individual differences; and support their conclusions at a level appropriate for a beginning practicum learner. This residency requirement is associated with PSY8230.

**PSY-R8311 - Assessment: Personality** (non-credit). This face-to-face residency course is focused on the administration, scoring, and interpretation of personality tests in professional psychology, with particular emphasis on the MMPI-2. Learners administer several personality assessments, demonstrate the ability to accurately score and interpret those assessments, and support their conclusions at a level appropriate for a beginning practicum learner. This residency requirement is associated with PSY8240.

**PSY-R8312 - Assessment: Integrated Report Writing and Case Discussion** (non-credit). This face-to-face residency course is the culmination of previous residency courses and is focused on how information gathered through clinical activities is used to build an integrated psychological report. Learners incorporate client information, assessment results, theory, and research into written psychological reports; discuss their findings and support their conclusions with peers; and practice presenting in a group setting. This residency requirement is associated with PSY8240.

**PSY-R8313 - Assessment: Measuring Treatment and Program Effectiveness** (non-credit). This face-to-face residency course focuses on assessment planning for both individual clients and mental health programs. Learners review psychological tests covered during the residency year and explore additional assessment and evaluation methods. Through case discussions, role-plays, and group exercises, learners approach assessment as both an initial and an ongoing process for determining treatment needs, evaluating treatment progress, and assessing treatment outcome at the client and program level. Learners also explore ethical, legal, and diversity issues associated with developing the most appropriate methods of evaluation. This residency requirement is associated with PSY8316.

**PSY-R8314 - Intervention: The Practice of Psychotherapy** (non-credit). This face-to-face residency course synthesizes learners' intervention and assessment skills that provide the foundation for the practice of psychotherapy. Learners practice gathering information and assessing clients' treatment needs. In preparation for the practicum experience, learners also begin practicing psychotherapy techniques using various theoretical approaches and common treatment modalities, including individual, couples, family, and group. This residency requirement is associated with PSY8316.

**PSY-R8315 - Practicum Readiness Evaluation** (non-credit). This face-to-face residency experience marks the progression from pre-practicum training to practicum readiness and includes the Clinical Skills Demonstration, Clinical Knowledge Assessment, and Professional Portfolio Review. By passing all three parts of this evaluation, learners demonstrate the skills,
know ledge, and attitudes necessary for beginning practicum training. This residency requirement is associated with PSY8371.

PSY-R8316 - Residency Capstone: Preparing for Practicum Training (non-credit). This capstone residency course is the culmination of previous online and residency courses and highlights the supporting skills and knowledge necessary for successful completion of practicum training. Learners participate in case discussions, role-plays, and group exercises related to supervision, client consultation, and client advocacy; develop a plan for incorporating ethical, legal, and culturally sensitive evidence-based practice into their work with clients; assess their individual strengths and weaknesses; and establish appropriate goals for the practicum experience. This residency requirement is associated with PSY8371.

CLINICAL TRAINING (PRACTICUM & INTERNSHIP)

The practicum and internship overview provided in this manual is neither comprehensive nor exhaustive. Refer to the Clinical PsyD specialization’s Campus page, to obtain access to CORE, the online practicum and internship management system, and information, including documents contained in the Resources section, about: practicum and internship minimum requirements; definitions/glossary of terms; application and approval procedures, outcome requirements; and processes related to fitness for the profession; et cetera.

Practicum & Internship
Practicum and Internship requirements are designed for learners to practice and apply the skills and knowledge sets learned in courses and residencies with real clients in a closely supervised training setting. The major emphasis of practicum and internship is on developing a set of distinct professional skills. Specific activities may include interviewing, assessment, intervention, consultation, treatment planning, case documentation, and working with specific clinical populations. Practicum and internship should provide:

- The ability to grow clinically and academically, the opportunity to gain new competencies by applying new academic knowledge in the field.
- Supervision that fosters a greater understanding of the learner’s own thoughts, feelings, attitudes, biases, clinical strengths and limitations, and behaviors and how these impact the delivery of psychological services.
- The ability to participate in and benefit from outside Supervision to build professional skills and identity. This is one of the major goals of the Practicum experience.
- An appreciation for the diversity and complexity of individual differences in human behaviors and relationships.

Prerequisites
Practicum: Once learners have successfully completed required course work and the Year-in-Residence, including the Practicum Readiness Evaluation (PRE), and have had their practicum applications approved by the school, they are eligible to begin practicum.

Internship: The prerequisites for internship include: successful completion of practicum hours and corresponding practicum coursework; successful completion of all portion of the Clinical Comprehensive Examination (CCE); satisfactory completion of all coursework, with the exception of the clinical dissertation courses; and a school approved internship application.
Readiness/Fitness for Clinical Training in Practicum and Internship: Providing psychological services to vulnerable populations is a great responsibility. As such, the Clinical PsyD specialization is committed to the competence model of professional psychology training. The school takes seriously its commitment to the public, specifically consumers of psychological services that our trainees and graduates are competent to practice. Prerequisite coursework represents the minimum level of preparation needed to progress to the respective clinical training experience. In addition to academic preparation, face-to-face skills training, and successful completion of the Practicum Readiness Evaluation, learners must demonstrate readiness and fitness for the profession in order to begin practicum and internship. In all activities learners must, at minimum:

- Meet the behavioral requirements and standards of conduct of the APA Ethical Principles for Psychologists and Code of Conduct (APA, 2002).
- Meet the clinical skills, knowledge, and performance standards of the Clinical Psychology Specialization and Capella University’s Code of Conduct.
- Demonstrate the capacity to receive supervisory feedback in many venues in a non-defensive and open manner. In this context, “non-defensive” refers to openness to feedback. It does not mean blind or unreflective compliance. It also does not preclude attempts to clarify and understand the feedback offered, or its implications. A non-defensive receptivity to feedback includes respectfully listening to the feedback and an open and honest effort to both understand this feedback and to make changes as appropriate and fitting to the circumstances.
- Demonstrate the ability to self-monitor, including recognizing where their performance may be substandard or the training to attain competency is insufficient. In this regard, “self-supervise” means to master a skill that embodies or demonstrates the attitudes or commitments essential to the ethical practice of psychology.
- Be able to adapt to a variety of settings, milieus, and environments including, but not limited to, maintaining professional relationships with clients, professional colleagues, peers, faculty, et cetera.
- Display interpersonal skills consistent with fitness to the profession in all interactions involved with professional training. These include interactions with faculty, staff, students, practicum and site supervisors, patients, research participants.
- Manage the professional tasks associated with applied psychological services, including, but not limited to, case conceptualization, assessment, diagnosis, prevention, intervention, consultation, and treatment planning.
- Display appropriate levels of personal adjustment consistent with fitness for the profession (e.g., effectively manage multiple responsibilities associated with personal, professional, and educational roles).

* When concerns about fitness for the profession are raised, learners may be referred to the Professional Standards Committee or Faculty Review Panel. The outcome of the referral may result in a range of consequences, including dismissal from the program (refer to the Learner Resources section of the Practicum & Internship Clinical PsyD specialization’s Campus page).

**Practicum & Internship Application**
The School of Psychology does not place learners with practicum or internship sites. Learners are responsible for identifying practicum and internship training experiences that meet the Clinical PsyD specialization’s minimum requirements. Any application that does not meet Capella training, supervision, or other requirements will be denied. Capella uses an online system called CORE ELMS to manage site based learning experiences. All psychology learners must submit practicum and internship applications, as well as in-progress and completion documentation, in CORE. Refer to the Practicum & Internship Clinical PsyD specialization’s Campus page to access CORE and the
Application Quick Start Guide.

It is the learner’s responsibility to inform the proposed site/site supervisor that practicum and/or internship applications, processes, and documentation are online. Sites may need to adjust email filters and firewalls to allow receipt of communications from Capella University and CORE ELMS, the automated system that generates some of the practicum and internship related email communications (e.g., site preceptor/supervisor online account).

When the learner submits an application, she or he is certifying that everything stated in the application is true to the best of their knowledge, information and belief. The learner is also authorizing Capella University to engage in appropriate background evaluation to verify the learner’s qualification to proceed with the /Practicum portion of my degree program. Failure to disclose material information, such as a record of conviction of a crime, discipline by a licensing body, denial of insurance coverage for reason, etc. is a violation of Policy and most likely of law both in Minnesota and in the jurisdiction(s) in which the actions occurred. Discovery of such omissions, intentional or not, will likely result in formal investigations, possibly including referral to the Professional Standards Committee for Fitness concerns, referral to the Faculty Review Panel or Professional Standards Committee for violations of the Learner Code of Conduct, et cetera.

Application Deadlines

The Practicum Application is completed via the online CORE system and is accessed via Campus (iGuide). Only after a complete application is submitted can the Clinical Training Department begin a thorough review of the application.

All application materials are due by the first day of the quarter, 1 quarter prior to the desired practicum or internship start date, at the latest. If, for example, a learner wants to begin practicum Fall quarter, all application materials must be submitted in their entirety by the first day of the Summer quarter, at the latest. This includes the supervisor’s portion of the application. The deadline is strictly enforced. Normal life stresses such as moving, job challenges, academic obligations, and the like are not sufficient to obtain an extension. If any of the required application information is not received by the deadline, you run the risk having your application deferred for one quarter, of losing the practicum site, not being approved for the site, and delaying your degree programs. Applying for practicum and/or internship must not be confused with approval. Learners are not permitted to begin practicum or internship without the Director of Clinical Training’s written approval. Learners must communicate clearly and openly with their respective sites about the status of their applications. Refer to the Clinical PsyD specialization’s Campus page to access “A Guideline to Successful Practicum Planning”. This guideline provides assistance in preparing for your Psychology Practicum and/or internship site selection and application. Please read it through carefully so you are aware of your responsibilities and the timeline for completing all the steps of your application.

Liability Insurance

Learners are required to purchase professional liability insurance that covers the entire duration of their practicum and internship training. Refer to the Clinical PsyD specialization’s Campus page for information about liability insurance requirements.

Supervision Hours

Practicum: Two hours of supervision per week are required. Of these hours, the primary supervisor
must provide a minimum of one hour a week of individual, face to face (i.e., in the same room) supervision. The second hour (or more) of supervision, provided by the primary or secondary supervisor, may either a group or individual format (also face-to-face and in the same room).

**Internship:** A minimum of 2 hours per week of individual, face-to-face supervision (i.e., in the same room) is required. The primary supervisor must provide supervision for at least 1 of these hours. Additional supervision above and beyond the required 2 hours of individual supervision may be either group or individual supervision.

**Total Hours**

**Practicum:** Upon conclusion of the practicum experience, students will have completed a minimum of 1,000 hours of practicum. It is recommended that students complete a total of 1,500 hours in order to increase skills and competitiveness for internship. Practicum is a part-time (16-24 hours per week maximum), on-site commitment that takes place over nine months to one and a half calendar years. Fewer than 15 hours per week, on average, at the practicum site will not be considered. Learners who wish to complete up to 30 hours maximum per week at the site must request a formal exception, which is not automatically approved. In a satisfactory practicum experience, learners will receive supervised training and practice in at least the core competencies of professional psychology. Practicum hours must be started within 2 weeks of the start of the quarter and learners may continue to accrue onsite practicum hours during quarter breaks. Learners are not allowed to begin practicum unless the Director of Clinical Training has approved the practicum application. When a learner’s application has been approved, the Clinical Training Department will register the learner for the appropriate practicum course(s).

**Internship:** The Clinical PsyD specialization requires a supervised pre-doctoral internship experience that typically occurs in the final year of the PsyD degree program. This experience is the final professional clinical training experience prior to the granting of the degree. The internship requires a full-time, on-site commitment with a minimum of 2,000 hours, completed sequentially over a one-year period, or part-time site placement with a minimum of 2,000 hours (at least 20 hours per week), not to exceed eight sequential quarters. The internship requires a minimum of four Doctoral Internship Series courses (see the current *Capella University Catalog* for course descriptions), which must be completed consecutively for the duration of the internship. Learners must be enrolled in a Doctoral Internship Series course throughout the duration of their internship experience. Learners are not allowed to begin internship unless the Director of Clinical Training has approved their internship applications. When a learner’s application has been approved, the Clinical Training Department will register the learner for the appropriate internship course(s).

Currently, Capella learners are not eligible to participate in the Association of Psychology Postdoctoral & Internship Centers (APPIC) annual internship match because the Clinical PsyD program is not APA accredited. As with practicum, learners are responsible for identifying their own internship which must meet the Clinical PsyD program’s minimum requirements. Learners are expected to submit application for internship that align with APPIC’s minimum criteria for training. Visit [https://appic.org/Joining-APPIC/Members/Internship-Membership-Criteria](https://appic.org/Joining-APPIC/Members/Internship-Membership-Criteria) for criteria information, and contact psyfieldtraining@capella.edu with questions. Should APPIC re-opens the match process to applicants enrolled in non-APA accredited academic programs in the future, learners will be expected to participate in the match.
Direct Client Contact (Direct Service)
Practicum: Of the 1000 minimum total practicum hours required upon conclusion of the experience, at least 50% of the hours (i.e., 500) must be engaged in direct client contact providing face-to-face psychological services. Learners who complete 1500 hours should complete a total of 750 hours of direct client contact.

Internship: Of the 2,000 minimum total internship hours, at least 25% (i.e., 500) of the hours must be engaged in direct client contact providing face-to-face psychological services.

Supervisor Requirements
For both practicum and internship, supervisors must be doctoral-level licensed psychologists who meet all requirements for supervisors in the state of the training site.

Practicum: A minimum of 1 doctoral-level licensed psychologist as a primary supervisor is required. States may allow professionals with other backgrounds to serve as supervisors, but learners MUST meet the Clinical PsyD program’s requirement (i.e., doctoral-level licensed psychologists). We recommend at least two supervisors for practicum to ensure learners can continue to accrue hours when the primary supervisor is out-of-the office (e.g., vacation, illness, etc.). The role of a practicum supervisor is complex and includes the following responsibilities:

Internship: At minimum, 2 doctoral-level licensed psychologists are required to serve as primary and secondary supervisors, respectively. States may allow professionals with other backgrounds to serve as supervisors, but learners MUST meet the Clinical PsyD program’s requirement (i.e., doctoral-level licensed psychologists).

Practicum & Internship:
• Supervisor(s) regularly observes student’s work with clients either through direct observation (e.g., one-way mirror), or by reviewing video or audio recordings of sessions.
• Supervision should be increased as necessary to ensure that the student is able to function competently with clients at the training site.
• In general, the duties and responsibilities of a secondary supervisor closely parallel those of the primary supervisor. For practicum, the secondary supervisor, if designated, must be able to replace the primary supervisor if the primary must withdraw for any reason.
• Successful performance of practicum and internship responsibilities at the site is a requirement for obtaining credit for the experience. Supervisor evaluations are the primary source of information about successful performance at the site. The supervisor(s) completes a quarterly evaluation as part of the training experience.
• A supervisor is physically onsite (i.e., in the building) whenever the learner is providing direct services to clients or patients. If the primary (or secondary for internship) supervisor cannot meet this requirement, then a secondary or supplemental supervisor is required if the primary supervisor cannot meet the supervision requirements in full and/or is unable to be onsite at all times while the student is providing direct service.
• If any services are provided by trainees outside the agency setting, a supervisor or other doctoral level licensed psychologist must accompany the trainee. If a learner plans on providing services outside of the agency setting, that learner must detail how this will work in an addendum to the practicum application materials. Any person providing supervision and oversight of the practicum must be formally affiliated with the training site.
• An onsite/supplemental supervisor may be designated as the onsite supervisor, on the rare occasion when the primary or secondary supervisor cannot be physically present when the student
is providing direct services or when the supplemental supervisor provides additional, specialized training. A supplemental supervisor is a licensed mental health professional that is physically accessible when the student is providing direct services and is designated as responsible for the student during this time. A licensed mental health professional (at least master’s level) will be considered for this supplemental supervision. Supplemental supervisors will not provide the required two hours of weekly supervision. Documentation must be provided to the Director of Clinical Training in advance for consideration.

- Supervisors will accept professional responsibility for assisting in raising the level of applicable skills, knowledge, and general professional functioning of Capella University trainees in the interest of promoting autonomous practice as a professional psychologist.
- Supervisors will provide, in conjunction with the University, training goals and objectives for the supervisory period, consistent with the supervisor's competencies. They will provide timely and honest feedback to trainees regarding strengths and areas of improvement, and will give the University their honest and timely appraisal of student skills at the end of the training period.
- Additional training and consultation hours with other mental health professionals are strongly encouraged.

Interaction With Peers
Opportunities to interact with peers are strongly encouraged at practicum and required for internship.

Site Characteristics
- Provides opportunities to engage in work consistent with the work of a psychologist(s), including experience in client assessment, evaluation, and interventions.
- Provides opportunities to work with diverse clientele, broadly defined.
- Provides opportunities to meet, at a minimum, the outcome requirements listed in the table below.
- Provides the student with access to didactic opportunities, whenever possible for practicum. At least 2 hours of didactic training per week are required for internship.

Site’s Training Model
- Promotes social and professional responsibility.
- Fosters conceptualizing human concerns and problems consistent with established and accepted psychological theory and practices.
- Promotes the understanding of and appropriate responses to diversity and human differences.
- Promotes the understanding of how individual personalities and biases may influence human interactions, decisions, and protocols.
- Allows the student to contribute to the current knowledge and practice of professional psychology through psychological research and direct client contact.
- Fosters the professional growth and development of the trainee.
- A licensed psychologist(s) is responsible for overseeing the training experience and for assuring a range of activities designed to promote the accrual of professional competencies.
- Assists the trainee in self-evaluation with regards to competencies and needed areas of remediation.
- Assists trainee in developing plans for self-improvement where necessary.
- Uses and promotes supervision to build professional skills and identity.
- Provides trainee with regular and constructive feedback about skills and performance.
Communication with Clinical Training Director

- Learners will promptly contact the Clinical Training Director if there are any extended absences from the practicum/internship experience. If the experience is interrupted for two weeks or more, documentation is required (e.g., a doctor’s note).
- Learners will contact the Clinical Training Director if the practicum experience deviates in any substantive way from the application materials.
- Learners will contact the Clinical Training Director if the supervisor or any other person in authority indicates a significant concern about the learner’s performance at the site.

Practicum & Internship Courses

For both practicum and internship, the school will register learners for the accompanying courses only after the practicum/internship application has been approved by the Director of Clinical Training.

Note: The practicum/internship must not start prior to the first day of the quarter of the corresponding course. Any hours of service at the training site prior to the start of the next quarter cannot be counted as part of the Practicum and will be considered “volunteer” hours. They may be listed as such on the learner’s CV or resume. The Site and learner must also be aware that Capella does not provide oversight or support for any volunteer hours earned outside the formally approved training experience. The learner and the Site assume all responsibility and liability for such experiences. This may constitute a dual role situation prohibited by APA and other Ethics Codes, and, ideally, is to be avoided.

Practicum: The supervised practicum experience requires that learners complete a minimum of accompanied of three quarters of the Doctoral Practicum course series. Courses must be completed sequentially, and learners must be enrolled in a Doctoral Practicum Series course throughout the duration of their practicum experience. Learners are expected to begin practicum in accordance with the Capella University academic calendar. In other words, learners are not allowed to begin their onsite practicum hours until the start of the academic quarter in which they are first enrolled in the corresponding practicum course.

Internship: The supervised internship experience requires that learners complete a minimum of four courses in the Doctoral Internship series. Courses must be completed sequentially, and learners must be enrolled in an internship course throughout the duration of their internship experience. Different from practicum, learners may begin accruing their onsite internship hours prior to the start of the academic quarter. If onsite internship hours do not begin within the first four weeks of the academic quarter, learners will registered for the first internship course the following quarter. Learners should contact the Clinical Training Director for registration information.

Practicum & Internship Grades

Practicum and internship course grades are awarded as either Satisfactory (S) or Non-Satisfactory (NS) for completion of the course requirements AND satisfactory completion of the experience (including fulfillment of the hours). Grades will be recorded as IP (In Progress) until:
- All practicum/internship coursework is completed, satisfactorily (the learner’s grades must be 80% or over).
- All hours are completed at the practicum/internship site.
Doctor of Psychology (PsyD)
Clinical Psychology specialization

- The site supervisor(s) has submitted a satisfactory evaluation of the learner’s performance, verifying the learner has successfully met all competencies.
- The learner has submitted all Completion Documentation.
- The academic program has reviewed and approved all documentation.

For successful completion of practicum and internship, as well as the changing of IP grades, all the above requirements must be done. Partial completion is not satisfactory and will not result in a partial grade. Once the Clinical Training Department has received, reviewed, and approved all of the practicum/internship completion documentation, the learner, learner’s mentor/advisor, and the practicum/internship course instructor will be notified that a grade can be submitted (i.e., S or NS). Therefore, the standard University grading timeframes do not apply. With the award of the grade, the practicum/internship is officially completed.

**Important Note:** No hours during an NS quarter may be counted towards the total hours. If concerns are/were raised about a learner, despite a “passing” recommendation from the supervisor or course instructor, the academic program will consider all available data and render a decision about how many hours, if any, may be credited as passed successfully. The learner may be required to complete additional hours and/or remediation pursuant to the decision.

Learners who fail to demonstrate competence during the onsite experience, or course sequence, will not be awarded grades of “S”. Following failure, a learner may request to attempt practicum/internship a second time. Approval of a request to attempt practicum or internship a second time is not automatic. The Clinical Training team, in consultation with other key individuals (e.g., site supervisor, faculty, and staff) will determine whether a learner is eligible for a second attempt. Learners who fail practicum/internship a second time may be dismissed from the program.

**Data/Record Keeping**
A key procedure for assuring quality during practicum and internship is to keep careful records of training activities. To that end, students are required to track all of their practicum and internship hours (excluding coursework). Students are required to submit training logs, and any additional information as instructed by the instructor or clinical training department, via CORE ELMS. Failure to submit this information will result in failure of the experience (i.e., training hours will not count and a grade of “NS” will be submitted for the corresponding practicum/internship courses).

**Phone Conferences & Site Visits**
The Clinical Training Director is available for phone conferences to discuss any issues that arise during this experience. The Clinical Training Director may conduct phone conferences with the on-site supervisor(s) to discuss the student’s experience and progress. A visit of the site may also occur.

- During the practicum/internship experience, contact the Clinical Training Department if either the site or you are contemplating any changes or revisions to the Practicum/Internship experience including Supervisors, duties, schedule, leave of absence or time off, or a change in end date. **You are contractually obligated to continue working under the approved agreement unless and until proposed changes are approved formally by the Clinical Training Department.**
- Contact the Clinical Training Department **as soon as possible** if any concerns arise at the practicum/internship site. We also encourage Supervisors to contact us should they have any concerns while our learners are completing training. Sometimes learners make a mistake by assuming that concerns they have about their relationship with the Site or the Site Supervisor will...
work out well for the learner despite indications to the contrary. We recommend you consult with the Clinical Training Department when concerns like this arise. We provide a variety of supports, including consultation, explanation of norms or standards of the profession, formal documentation of concerns that might be useful later should they not be resolved as you desire. Further, there are times when the Director of Clinical Training or her designee may have ethical and/or legal obligations to intervene. At other times, learners may request Capella to advocate on the learner’s behalf as there is a significant power differential between Site Supervisor and

CLINICAL DISSERTATION

After completing all coursework and program requirements except internship, learners in the Clinical PsyD specialization demonstrate their competence in scholarly inquiry and their ability to integrate theory, research, and practice by completing the Clinical Dissertation. Learners can choose from several options for their Clinical Dissertation: quantitative research, qualitative research, mixed methods study, meta-analysis, program development, program evaluation, community needs assessment, or applied theoretical paper.

RECOMMENDED SCHEDULE AND COURSE SEQUENCE

Below is the recommended program schedule and sequence of courses for learners beginning the Clinical Psychology specialization in Fall of 2012 or later. Any given learner’s sequence may vary due to number of courses taken each quarter, start and end date of practicum and internship, dissertation timing, and other individual issues. Learners are encouraged to work closely with their academic advisors and their faculty mentors to plan and review their academic progress. Courses may vary if in the April vs Fall cohorts each year.

Please remember that the license to practice as a professional psychologist is regulated independently in each state or province. Learners who intend to seek licensure or certification should check the program and course work requirements in the state or province in which they hope to practice. Capella provides resources to learners to assist with this research. Prospective learners can view licensure resources through the Capella website; current learners may also access the Licensure page on Campus, Capella’s campus portal.

**Program Schedule for learners beginning Fall 2012 or later**

<table>
<thead>
<tr>
<th>Program Course / Component</th>
<th>Scheduling Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY8001- Orientation to Professional Psychology</td>
<td>Must be taken in 1st quarter of program.</td>
</tr>
<tr>
<td>PSY7540 - Multicultural Perspectives in Human Behavior PSY7210 - Lifespan Development, PSY7110 - History and Systems of Psychology</td>
<td>Recommended to be taken prior to beginning the Year-in-Residence.</td>
</tr>
<tr>
<td>PSY7421 - Cognitive/Affective Psychology PSY7520 - Social Psychology PSY7320 - Advanced Biological Psychology</td>
<td>Can be taken any time prior to beginning Clinical Dissertation.</td>
</tr>
<tr>
<td>Four Elective Courses</td>
<td></td>
</tr>
</tbody>
</table>
### Year-in-Residence course work

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY8230</td>
<td>Psychological Testing</td>
</tr>
<tr>
<td>PSY8310</td>
<td>Theories of Psychotherapy</td>
</tr>
<tr>
<td>PSY8330</td>
<td>Ethics and Standards of Professional Practice</td>
</tr>
<tr>
<td>PSY8220</td>
<td>Advanced Psychopathology</td>
</tr>
<tr>
<td>PSY8240</td>
<td>Advanced Psychological Testing</td>
</tr>
<tr>
<td>PSY8316</td>
<td>Evidence-Based Practice in Psychology</td>
</tr>
<tr>
<td>PSY8371</td>
<td>Strategies of Clinical Supervision and Consultation</td>
</tr>
</tbody>
</table>

Must be taken during specific quarters during the Year-in-Residence.

*Program schedule continues on pg. 13*
### Face-to-face residency experiences

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY-R8301</td>
<td>Professional Issues in Clinical Psychology</td>
</tr>
<tr>
<td>PSY-R8302</td>
<td>Intervention: Building Effective Relationships</td>
</tr>
<tr>
<td>PSY-R8303</td>
<td>Professional Development and Socialization</td>
</tr>
<tr>
<td>PSY-R8304</td>
<td>Assessment: Introduction to Psychological Testing</td>
</tr>
<tr>
<td>PSY-R8305</td>
<td>Intervention: Diagnostic Interviewing</td>
</tr>
<tr>
<td>PSY-R8306</td>
<td>Intervention: Case Formulation</td>
</tr>
<tr>
<td>PSY-R8307</td>
<td>Intervention: Treatment Planning</td>
</tr>
<tr>
<td>PSY-R8308</td>
<td>Intervention: Crisis Intervention and Risk Assessment</td>
</tr>
<tr>
<td>PSY-R8309</td>
<td>Assessment: Adult Cognitive, Achievement, and Adaptive Functioning</td>
</tr>
<tr>
<td>PSY-R8310</td>
<td>Assessment: Child Cognitive, Achievement, and Adaptive Functioning</td>
</tr>
<tr>
<td>PSY-R8311</td>
<td>Assessment: Personality</td>
</tr>
<tr>
<td>PSY-R8312</td>
<td>Assessment: Integrated Report Writing and Case Discussion</td>
</tr>
<tr>
<td>PSY-R8313</td>
<td>Assessment: Measuring Treatment and Program Effectiveness</td>
</tr>
<tr>
<td>PSY-R8314</td>
<td>Intervention: The Practice of Psychotherapy</td>
</tr>
<tr>
<td>PSY-R8315</td>
<td>Practicum Readiness Evaluation</td>
</tr>
<tr>
<td>PSY-R8316</td>
<td>Residency Capstone: Preparing for Practicum Training</td>
</tr>
</tbody>
</table>

Learners take the Year-in-Residence after completing a minimum of 15 hours of course work. The Year-in-Residence begins in June of every year and lasts 13 months. Full-time enrollment is required during the Year-in-Residence.

### Clinical training experience – Practicum

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY8951 – PSY8958</td>
<td>Doctoral Practicum Series</td>
</tr>
</tbody>
</table>

Enrollment concurrent with practicum training required; a minimum of three quarters required. Must be taken after Year-in-Residence. The Clinical Competency Examination is completed during the Doctoral Practicum Series.

### Research experience

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY8501</td>
<td>Advanced Inferential Statistics for Professional Psychology</td>
</tr>
<tr>
<td>PSY8502</td>
<td>Advanced Research Methods for Professional Psychology</td>
</tr>
</tbody>
</table>

PSY8501 and PSY8502 can be taken at any time prior to Clinical Dissertation but are offered alternate quarters only.

*Program schedule continues on pg. 14*
# Doctor of Psychology (PsyD) Clinical Psychology specialization

<table>
<thead>
<tr>
<th>Program Course / Component</th>
<th>Scheduling Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY9911 – PSY9918 Clinical Dissertation Series</td>
<td>Can be taken after passing the Clinical Competency Examination. A minimum of two quarters is required. It is recommended to begin Clinical Dissertation prior to internship, but it can be taken after or at the same time as internship.</td>
</tr>
</tbody>
</table>

**Clinical training experience – Internship**

<table>
<thead>
<tr>
<th>Program Course / Component</th>
<th>Scheduling Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY8971 – PSY8978 Clinical Internship Series</td>
<td>All required course work must be completed and the Clinical Competency Examination must be passed before the internship application process can begin. Enrollment concurrent with internship training is required; a minimum of 4 quarters required. It is recommended that internship and this course work be taken last, but they can be taken prior to or at the same time as Clinical Dissertation.</td>
</tr>
</tbody>
</table>

---

**Recommended Course Sequence for learners beginning Fall 2012 or later (example of Fall cohort start)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Quarter</th>
<th>Courses</th>
<th>Residency</th>
<th>Clinical Training</th>
<th>Research</th>
</tr>
</thead>
</table>
| 1    | Fall (Oct) | PSY8001 - Orientation to Professional Psychology  
PSY7210 - Lifespan Development  
PSY7540 - Multicultural Perspectives in Human Behavior | | | |
| 2    | Winter (Jan) | | | | |
|      | Spring (Apr) | PSY8220 - Advanced Psychopathology††  
PSY7110 - History and Systems of Psychology | PSY-R8301 - Professional Issues in Clinical Psychology | | PSY-R8302 |
<table>
<thead>
<tr>
<th>Year</th>
<th>Quarter</th>
<th>Courses</th>
<th>Residency</th>
<th>Clinical Training</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>PSY8310 - Theories of Psychotherapy</td>
<td>PSY-R8305 - Intervention: Diagnostic Interviewing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Summer (Jul)</td>
<td>PSY8330 - Ethics and Standards of Professional Practice</td>
<td>PSY-R8306 - Intervention: Case Formulation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>PSY8230 - Psychological Testing ††</td>
<td>PSY-R8307 - Intervention: Treatment Planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Fall (Oct)</td>
<td>PSY8240 - Advanced Psychological Testing†</td>
<td>PSY-R8309 - Assessment: Adult Cognitve, Achievement and Adaptive Functioning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>PSY7520 - Social Psychology (recommended in this quarter)</td>
<td>PSY-R8310 - Assessment: Child Cognitive, Achievement and Adaptive Functioning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>PSY8240 - Advanced Psychological Testing†</td>
<td>PSY-R8311 - Assessment: Personality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Winter (Jan)</td>
<td>PSY7421 - Cognitive/Affective Psychology (recommended in this quarter)</td>
<td>PSY-R8312 - Assessment: Integrated Report Writing and Case Discussion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Doctor of Psychology (PsyD)
### Clinical Psychology specialization

<table>
<thead>
<tr>
<th>Year</th>
<th>Quarter</th>
<th>Courses</th>
<th>Residency</th>
<th>Clinical Training</th>
<th>Research</th>
</tr>
</thead>
</table>
| 7    | Spring (Apr) | PSY8371 - Strategies of Clinical Supervision and Consultation  
PSY8316 Evidence-Based Practice in Psychology | PSY-R8313 - Assessment: Measuring Treatment and Program Effectiveness  
PSY-R8314 - Intervention: The Practice of Psychotherapy  
PSY-R8315 - Practicum Readiness Evaluation  
PSY-R8316 - Residency Capstone: Preparing for Practicum Training | | |
| 8    | Summer (Jul) | PSY7320 - Advanced Biological Psychology†† | PSY8951 - PSY8958 – Doctoral Practicum Series† | | |
| 9    | Fall (Oct) | PSY7624 - Advanced Inferential Statistics for Professional Psychology††* or PSY 8501 | PSY8951 - PSY8958 – Doctoral Practicum Series† | | |
| 10   | Winter (Jan) | PSY7657 - Advanced Quantitative Research Psychology††** or PSY 8502 | PSY8951 - PSY8958 – Doctoral Practicum Series† | | |
| 3    | Spring (Apr) | PSYXXXX - Elective (Any Graduate Level Course)  
PSYXXXX - Elective (Any Graduate Level Course) | | | |
| 11   | Summer (Jul) | PSYXXXX - Elective (Any Graduate Level Course)  
PSYXXXX - Elective (Any Graduate Level Course) | | | |

---

**Notes:**  
†† Advanced Biological Psychology  
††* Advanced Statistics for Professional Psychology  
††** Advanced Quantitative Research Psychology  
††† Elective (Any Graduate Level Course)
### Doctor of Psychology (PsyD)
#### Clinical Psychology specialization

<table>
<thead>
<tr>
<th>Year</th>
<th>Quarter</th>
<th>Courses</th>
<th>Residency</th>
<th>Clinical Training</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Fall (Oct)</td>
<td></td>
<td></td>
<td>PSY9911-PSY9918 - Clinical Dissertation Series†</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Winter (Jan)</td>
<td></td>
<td></td>
<td>PSY9911-PSY9918 - Clinical Dissertation Series†</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Spring (Apr)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Summer (Jul)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Fall (Oct)</td>
<td></td>
<td></td>
<td>PSY8971-PSY8978 - Doctoral Internship Series†</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Winter (Jan)</td>
<td></td>
<td></td>
<td>PSY8971-PSY8978 - Doctoral Internship Series†</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Spring (Apr)</td>
<td></td>
<td></td>
<td>PSY8971-PSY8978 - Doctoral Internship Series†</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Summer (Jul)</td>
<td></td>
<td></td>
<td>PSY8971-PSY8978 - Doctoral Internship Series†</td>
<td></td>
</tr>
</tbody>
</table>

- Courses in *italics* must be taken in the quarter listed.
- * and ** courses are offered during alternating quarters.
- †This course has a prerequisite.
- ††This course has a prerequisite that is not listed as a required course, which may increase the total number of courses needed to complete this specialization. See course descriptions in the [Capella University Catalog](#) for additional information about course prerequisites.
PROGRAM ADMINISTRATION AND FACULTY

Bethany Lohr, Ph.D., LP/ Faculty Chair: Dr. Lohr joined Capella in 2011 as a part-time professor in the Masters Programs in Clinical and Counseling Psychology, and in 2012 became a full-time member of the Core Faculty and Colloquia Lead before becoming PsyD Director of Residency training in 2013, and Faculty Chair in 2014. She earned her Masters and Ph.D degrees in Clinical Psychology with a subspecialty in Behavioral Medicine from the University of Georgia in 1996, and did her internship at Harvard Medical School, specializing in CBT and Behavioral Medicine. Dr. Lohr has always enjoyed a balance of teaching, clinical work, and clinically-related research in her training and career. Prior to her role as a Capella faculty member, Dr. Lohr ran a private practice in a rural area, and has had numerous experiences and training in various settings, including forensic work, community mental health, and in hospitals and schools. Her research interests include many aspects of psychopathology, health psychology, and CBT. Dr. Lohr is a very evidence-based practitioner with a strong theoretical orientation in CBT. She has provided cognitive behavioral therapy to individuals, couples, and groups of all ages. She also has training and experience in administering a wide range of psychological assessments, and is licensed as a psychologist in the States of Alabama and Tennessee. Dr. Lohr has been involved in her State Psychological Associations, serving in the past as President and Disaster Response Coordinator, and feels strongly about the importance of advocacy in our role as psychologists.

Core (Full-time) Faculty

Julie Baumberger, Ed.D., LPC, NCC: Dr. Baumberger holds a Ed.D. degree from the University of South Dakota in Counseling and Psychology in Education. Her career in psychology has been a mix of teaching, mentoring and field work as a licensed therapist. Early in her career, Dr. Baumberger worked as a school counselor and then as a psychometrist. Mid career she began teaching at the university level in a CACREP counselor preparation program. She later moved to Arkansas where she developed and taught in a graduate counseling program. During this period she also taught cohorts of graduate students from Taiwan and maintained a private practice serving culturally and socioeconomically diverse youth and adults. In 2004, she was named Educator of the Year by the American Mental Health Counselor’s Association. In 2006, Dr. Baumberger moved to the island of Dominica where she was employed by an off shore US medical school. She worked as a staff therapist and guest lecturer for a year and then was promoted to Director of the University's counseling center. Later she was name Dean of Students Affairs at a US medical school in St. Kitts. Dr. Baumberger has been part-time faculty with Capella since 2000, and accepted a full time position in 2011. Dr. Baumberger is the author of several articles and a book. She is currently focused on mentoring doctoral students, supervising practicum in the master’s program, and teaching face-to-face at residencies. Areas of practice and academic interest center around mood disorders due to chronic stress and trauma and how these clients respond to Mindfulness-Based Cognitive Therapy and Centering Prayer.

Amy Donovan, PhD: Dr. Donovan joined Capella in 2006 as a core faculty member, earning the Harold Abel Distiguihed Faculty award in 2008, then served in a variety of academic administration roles at Capella before returning to a faculty role in 2013. She earned her master's degree (1992) and PhD (2003) from the University of Minnesota in educational psychology. Prior to coming to Capella, Dr. Donovan served as an instructor/faculty member.
at the University of Minnesota and Saint Mary's University (Minneapolis), and was a licensed school psychologist in Minneapolis Public Schools. She also operated an educational consulting business and engaged in research with the University of Minnesota, the MN State Department of Education, and as an independent researcher. Her current research interests revolve around services for children who are deaf, giftedness in children, and research ethics. In addition to her faculty role, Dr. Donovan is a partner with Solutions IRB, a private Institutional Review Board.

Robert Jacobs, PsyD, JD, LP: Dr. Bob Jacobs first became a licensed counselor in 1981. He earned his Psy.D. degree in 1982 (United States International University) and became licensed as a clinical psychologist in California in 1984. Dr. Jacobs has two masters degrees, in psychology and in physical education. Dr. Jacobs professional career has focused on children's advocacy, and in 2000 he decided to pursue an additional second career in law to add to his skills as an advocate. He earned his J.D. degree in 2003 (University of Florida) and was admitted to the Florida Bar later that year. Dr. Jacobs has been with Capella since 2000, and has been core faculty since 2006. He specialized in First Course for over 7 years before becoming part of the clinical specialization in 2014. In 2008, Dr. Jacobs relocated to Australia, and has become a licensed clinical psychologist, family mediator and lawyer there. Dr. Jacobs has three grown children in the United States. In his very rare spare time he loves to travel, especially for scuba diving, and loves sports and movies.

Marilyn Marks-Frey, PhD: Dr. Frey joined Capella University in 1998 as Chair of the Clinical Psychology program, and has been a member of the core faculty since 2000. She serves as lead faculty in Clinical and Forensic Assessment and Chair of the Admissions Committee. She earned her master’s (1968) and doctoral (1971) degrees from the Illinois Institute of Technology. Dr. Frey is licensed as a clinical psychologist in the State of Illinois, and is currently a Fellow in the American Academy of Clinical Psychology. She has been dean of a graduate psychology program, a site visitor for the American Psychological Association, an American Board of Professional Psychology evaluator of ABPP/Clinical credential applicants, and is a founding member of the Women’s Division of the Illinois Psychology Association. She encourages students to pursue excellence, integrity, and social responsibility in perceiving learning as a lifelong goal. Her own research interests include the impact of the brain on behavior and life choices, rural mental health issues, and the impact of individual differences on assessment instruments.

Isaac G. Martinez, PhD: Dr. Martinez joined Capella in 2011 as a member of the core faculty. He teaches doctoral-level practicum and psychotherapy courses. He earned his doctoral (1996) degree from Oklahoma State University, completed a fellowship in Geropsychology and Neuropsychology and is licensed as a psychologist in the State of Texas. His teaching philosophy revolves around development of problem solving skills, cultural competence and the application of scholarly work to real-world settings. Along with his teaching duties, he maintains a private practice serving children, adolescents and adults. Prior to joining Capella, Dr. Martinez developed clinical screening protocols for suicide prevention with military dependents and implemented the Texas Youth Suicide Prevention Project (TYSP) in coordination with the Texas Department of State and Health Services (DSHS). He was a Patricia Roberts Harris Fellow from 1991 to 1994, and received the Researcher of the Year Award at the Bexar County Consumer and Family Support Conference in 2009.

Rebecca Rodriguez, Ph.D., LP: Dr. Rodríguez has been with Capella since 2000 and has performed a
number of roles in that time. For the last few years she has been the Director of Clinical Training for the MS Clinical and Counseling learners who are applying for and involved in Practicum. She is a licensed psychologist. She started and owned a Mental Health Clinic for 12 years, which she sold last year. Outside of Capella she has been very focused on psychological testing and supervision of master level clinicians. She is a long time member of the Wisconsin Psychological Association and served as treasurer for five years. Over the years her interests have focused on gambling addiction, psychology and spiritual factors, the development of parenting skills, and LGBTQ? concerns.

**Ja’net Seward, PsyD, ABPP:** Dr. Seward is a Board Certified Licensed Clinical Psychologist in the State of Illinois (and soon to be Pennsylvania). She has been with Capella since 2011, where she initially started teaching Tracks 2 and 3 at residencies, and eventually became Colloquium Lead in 2012, and Core faculty in 2014. In addition to teaching courses within the MS Counseling and Clinical Psychology programs, Dr. Seward also mentors students through the Comprehensive Exam, as well as the Dissertation phase of development. With regards to her clinical work, Dr. Seward is in private practice where she specializes in working with children, adolescents and families. She has extensive clinical experience in working with ADHD, depression, anxiety, Autism Spectrum Disorders, and behavioral disorders, and she is also a Consultant to several school systems, mental health agencies, and colleagues. Dr. Seward completed her undergraduate work at William Smith College and her graduate work at The University of Massachusetts, Boston campus. She completed her doctoral studies at the Illinois School of Professional Psychology (Argosy University) and her postdoctoral work at the Will County Health Department, where she eventually became a clinical supervisor. While at the Health Department, Dr. Seward supervised Masters, Doctoral, and Postdoctoral-level students, and was often called upon to consult around cases of Autism Spectrum Disorders (ASD), Pediatric Bipolar Disorder, trauma, and treatment resistant clients. Dr. Seward became Board Certified in Clinical Psychology with the American Board of Professional Psychology (ABPP) in November 2013, and she has also presented on the assessing, diagnosing, and treatment of several childhood disorders. She most recently presented at APA on an integrative treatment model for psychotherapy, and with regards to publishing, Dr. Seward has several books in press, and an article on an integrative treatment model for a severe case of OCD.

**Mark Zwingelberg, PsyD, LP:** Dr. Zwingelberg joined Capella in 2003 as an adjunct professor, served as faculty director from 2005-2006, and in 2010 became a full-time member of the core faculty. He earned his master's degree (1974) from the University of Wisconsin and his doctoral degree (1984) from the Florida Institute of Technology. Prior to his role as a Capella faculty member, Dr. Zwingelberg ran a successful private practice, directed a large full-service hospital-based mental health center, and consulted for a variety of business and healthcare agencies. He has provided individual, couples, family and group therapies to clients of all ages, and a wide range of psychological assessments, and is licensed as a psychologist in the State of Florida.

**Part-time Faculty**

**Catherine Crews, PhD, LP:** Dr. Crews joined Capella in 2003 as adjunct faculty and has served as adjunct and core until 2013, when she became part-time faculty. She served as Director of Residency Training from 2009 to 2013. Dr. Crews earned her PhD in Psychology, Clinical Specialty, from the University of Kentucky. She completed clinical training, at the Community Guidance Center of Mercer County in New Jersey, and at Philadelphia Child Guidance Center under the supervision of Sal Minuchin, MD and Jay Haley, PhD. Dr. Crews is licensed as a Psychologist in Texas and Arkansas, and certified as a Supervising Psychologist in Arkansas. She is a member of the American Psychological Association Division 12, the Society of Clinical Psychology, and Division 5, Evaluation, Measurement, and Statistics, and the
Arkansas Psychological Association. She has supervised Psychological Examiners (licensed at the Masters level) and post-doctoral learners for licensure as Psychologists.

Deborah Fisher, PsyD, LP: Dr. Fisher joined Capella in 2002 as an adjunct professor and is now a part time faculty member. She earned her master’s degree (1980) from Idaho State University and her doctoral degree (1991) from the University of Northern Colorado. She is a Minnesota licensed psychologist specializing in health and pain psychology, the psychology of women and psychopathology. Before joining Capella University, Dr. Fisher practiced in health and rehabilitation psychology, as well as general adult and adolescent psychology. She served as Clinical Director for the behavioral health clinics of a major regional health system, as Director of Clinical Training for Argosy University, and served as Public Education Campaign Coordinator for 10 years for the Minnesota Psychological Association. She currently serves as the Doctoral Training Program Representative for the Minnesota Board of Psychology.

Beverly Goodwin, PhD, LP: Dr. Goodwin joined Capella as an adjunct faculty member in 2007 and became part-time faculty in 2010. She earned her master’s (1978) and doctoral (1983) degrees from the University of Pittsburgh. She is licensed as a psychologist in the State of Pennsylvania, specializing in minority mental health issues, fictive kin and friendship patterns, and providing services to multicultural clients across the lifespan. In addition to her work in counseling centers and as a consultant, she has served as Director of Doctoral Studies in Clinical Psychology and as Assistant Director of the Center for Applied Psychology at Indiana University of Pennsylvania, and has been a site reviewer for the American Psychological Association since 2005. She views teaching as an active, organic and developmental relationship conducted via the sharing of lived experiences, anecdotes and case examples.

Kimberly Husenits, PsyD: Dr. Husenits joined Capella in 2008. She earned her master’s (1989) and doctoral (1992) degrees from Indiana University of Pennsylvania. She has worked as a psychologist in treatment centers, as clinical director of a drug and alcohol outpatient agency, and as a clinical consultant, and in private practice. She also served as Director of the PsyD training facility at Indiana University of Pennsylvania, and has obtained research grants to compare state funding of mental health services for Medicaid children in rural and urban regions. Dr. Husenits is licensed as a psychologist in the State of Pennsylvania, specializing in the psychology of rural seniors, and parenting practices in low-income, rural families. She seeks to help learners understand and manage the complexities of providing psychological services.

Caren Jordan, PhD: Dr. Jordan joined Capella in 2007 as a member of the adjunct faculty, and became a part-time faculty member in 2010. She earned her master’s degree (1996) from New York University, and her doctoral degree (2002) from the University of Florida. Prior to joining the Capella faculty, Dr. Jordan has held tenure-track, visiting, and adjunct faculty positions at East Carolina University, American University of Kuwait, and Murray State University. She is a member of the American Psychological Association Health Psychology (Division 38) Education and Training Committee, and is licensed as a psychologist in New York, North Carolina and Kentucky. Her areas of expertise include health psychology, women’s reproductive health, and infant and child mortality and morbidity.

Andrew Nocita, PhD: Dr. Nocita joined Capella in 2002 as an adjunct instructor, and was
invited to join the part-time faculty in 2009. He earned both his master’s (1984) and doctorate (1988) from Miami University. He has worked in both hospital settings and in community mental health. He was awarded the Linda Rosen Memorial Award in 1994 by the Allegheny County Board of Mental Health/Mental Retardation. He is also a member of a private practice group, where he sees children, adolescents, adults, couples, and families. Dr. Nocita is licensed as a psychologist, a Certified Allied Addiction Practitioner, and Approved Clinical Supervisor in the State of Pennsylvania. He specializes in clinical psychology, eating, addiction and mental health disorders, and couples therapy. He believes that effective education addresses three elements: theories, skills, and ethical values; and that students learn best when the material is personally meaningful to them, and they construct the meaning in collaboration with the instructor.

Jeffrey Reddout, PhD: Dr. Reddout joined Capella in 1999 as an adjunct instructor and became part-time in 2010. He earned his master’s (1987) and doctoral (1991) degrees from Syracuse University. Recently he has shifted his focus to teaching colloquia, year-in-residence, and seminars—especially those focusing on clinical skills. He supervises a neuropsychology practicum/externship experience at the Winter Haven Hospital Outpatient Neurorehabilitation Program in addition to maintaining a full-time private practice. Dr. Reddout has developed and supervised clinical practice with several universities, including Capella University, Syracuse University, Webster University, and Argosy University. He focuses on teaching learners to analyze research critically, with awareness of challenges to various types of validity. He also serves on numerous doctoral comprehensive and dissertation committees. He is licensed as a psychologist in the State of Florida, and specializes in clinical neuropsychology, the treatment of grief and loss issues, and the study of approaches to treating chronic pain and other chronic stressors.