



CAPELLA UNIVERSITY

HAROLD ABEL SCHOOL OF SOCIAL & BEHAVIORAL SCIENCES

Doctor of Psychology (PsyD)

Clinical Psychology Specialization

PROGRAM OVERVIEW

Fall 2013

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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. Current learners should also consult the *Doctor of Psychology Clinical Specialization Program Manual*, available through iGuide, 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.

ADMISSION

To be considered for admission to the Clinical PsyD specialization, applicants should possess a 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 faculty interview. Applications are reviewed every spring for annual fall admissions; learners start the PsyD program on an annual basis by enrolling in PSY8001 in the fall.

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. 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** section, below, for more information.

YEAR-IN-RESIDENCE

Learners should also consult the [Capella University Catalog](#) and the Doctor of Psychology Clinical Specialization Program Manual 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 and occur in a face-to-face format with faculty and learners both on-site. All learners are required to be physically present at each residency experience.

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.
- 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 40 quarter credits of online course work with associated residency requirements. These specified courses are PSY7110 History and Systems of Psychology, 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.

In addition, learners are required to complete a minimum of 100 clock hours of participation in professional activities. These activities must be completed during the Year-in-Residence but extend beyond the YiR requirements described above. Activities include participation in local, state, and national professional organizations, and engaging in scholarly activities commonly associated with doctoral professional psychology training. These hours are documented in the learner's Professional Portfolio.

YEAR-IN-RESIDENCE TIMELINE

Summer Extended Seminar I

The Year-in-Residence begins in June of the learner's third quarter in the program. 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.

Number	Dates	TITLE	Hours
PSYR-8301	June	Professional Issues in Clinical Psychology	20
PSYR-8302	June	Intervention: Building Effective Relationships	46.5
PSYR-8303	June	Professional Development and Socialization	31
PSYR-8304	June	Assessment: Introduction to Psychological Testing	41.5

Weekends in Residence

Summer Extended Seminar I is followed by a series of eight 3-day Weekends-in-Residence (WiR). These take place monthly from August through March, with the exception of December. In January the WiR lasts 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.

Number	Dates	TITLE	Hours
PSYR-8305	Aug	Intervention: Diagnostic Interviewing	27
PSYR-8306	Sept	Intervention: Case Formulation	27
PSYR-8307	Oct	Intervention: Treatment Planning	27
PSYR-8308	Nov	Intervention: Crisis Intervention and Risk Assessment	27
PSYR-8309	Jan	Assessment: Adult Cognitive, Achievement, and Adaptive Functioning	29
PSYR-8310		Assessment: Child Cognitive, Achievement, and Adaptive Functioning	27
PSYR-8311	Feb	Assessment: Personality	27
PSYR-8312	March	Assessment: Integrated Report Writing and Case Discussion	27

Summer Extended Seminar II

The Year-in-Residence ends in June of the learner's 7th quarter in the program. 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.

Number	Dates	TITLE	Hours
PSYR-8313	June	Assessment: Measuring Treatment and Program Effectiveness	29.5
PSYR-8314	June	Intervention: The Practice of Psychotherapy	51
PSYR-8315	June	Practicum Readiness Evaluation	25
PSYR-8316	June	Residency Capstone: Preparing for Practicum Training	45.5

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, knowledge, 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

Once learners have successfully completed required course work and the Year-in-Residence, including the Practicum Readiness Evaluation, they are eligible to begin their training in the field. The Clinical PsyD specialization's supervised practicum and internship experiences are designed for learners to practice and apply the skills and knowledge sets learned in the courses and the residencies. In addition to academic preparation and face-to-face skills training, learners are expected to demonstrate emotional well-being, interpersonal competence, and personal fitness for practice throughout the program.

Practicum

The Clinical PsyD specialization requires a supervised practicum experience that begins in the second or third year of the program. Practicum is a part-time, on-site commitment that takes place over nine months to one calendar year and includes enrollment in the accompanying practicum courses. In a satisfactory practicum experience, learners will receive supervised training and practice in at least the core competencies of professional psychology. The supervised practicum experience requires that learners complete a part-time site placement with a minimum of 1,000 hours, accompanied by a minimum of three quarters of the Doctoral Practicum series. These courses must be completed sequentially, and learners must be enrolled in a Doctoral Practicum Series course throughout the duration of their practicum experience.

The Director of Clinical Training works closely with learners to identify potential practicum sites in their local community that meet the criteria outlined by the Clinical Training Department. All learners must follow the practicum application process and completion guidelines stated in the *Doctor of Psychology Clinical Specialization Program Manual*, available to enrolled learners. Learners are encouraged to contact the Clinical Training Department with any questions about requirements or specific practicum possibilities in their local communities. The Director of

Clinical Training approves all sites prior to placement. The PsyD faculty conduct site visits for all learners placed in practicum.

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.

All Clinical PsyD learners are required to apply for internship through the Association of Psychology Postdoctoral and Internship Centers (APPIC). APPIC is not an accrediting body, but is widely recognized as an organization that establishes minimum standards of internship training in areas including but not limited to supervision, didactic training, and staffing. Obtaining an internship through the APPIC match is a competitive process that may involve relocating for the year of the internship. Additional information about the APPIC process can be found at <http://www.appic.org/>.

All internship learners must follow the internship application process and completion guidelines stated in the *Doctor of Psychology Clinical Specialization Program Manual*, available to enrolled learners. Internship sites must be approved by the Director of Clinical Training. Learners who do not receive an offer for an internship during Phases I and II of the APPIC match process are encouraged to reapply the following year or work with the Director of Clinical Training to create their own internship that meets all the requirements of an APPIC internship site. The PsyD faculty conduct site visits for all learners whose internships are not APPIC or APA approved.

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.

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 Resources page on iGuide, Capella’s campus portal.

Program Schedule for learners beginning Fall 2012 or later

Program Course / Component	Scheduling Guidelines
PSY8001- Orientation to Professional Psychology	Must be taken in 1 st quarter of program.
PSY7540 - Multicultural Perspectives in Human Behavior PSY7210 - Lifespan Development	Must be taken prior to beginning the Year-in-Residence.
PSY7421 - Cognitive/Affective Psychology PSY7520 - Social Psychology PSY7320 - Advanced Biological Psychology Four Elective Courses	Can be taken any time prior to beginning Clinical Dissertation.
<i>Year-in-Residence course work</i>	
PSY7110 - History and Systems of Psychology PSY8230 - Psychological Testing PSY8310 - Theories of Psychotherapy PSY8330 - Ethics and Standards of Professional Practice PSY8220 - Advanced Psychopathology PSY8240 - Advanced Psychological Testing PSY8316 - Evidence-Based Practice in Psychology PSY8371 - Strategies of Clinical Supervision and Consultation	Must be taken during specific quarters during the Year-in-Residence.

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Program Course / Component	Scheduling Guidelines
Face-to-face residency experiences	
<p>PSY-R8301 - Professional Issues in Clinical Psychology PSY-R8302 - Intervention: Building Effective Relationships PSY-R8303 - Professional Development and Socialization PSY-R8304 - Assessment: Introduction to Psychological Testing PSY-R8305 - Intervention: Diagnostic Interviewing PSY-R8306 - Intervention: Case Formulation PSY-R8307 - Intervention: Treatment Planning PSY-R8308 - Intervention: Crisis Intervention and Risk Assessment PSY-R8309 - Assessment: Adult Cognitive, Achievement, and Adaptive Functioning PSY-R8310 - Assessment: Child Cognitive, Achievement, and Adaptive Functioning PSY-R8311 - Assessment: Personality PSY-R8312 - Assessment: Integrated Report Writing and Case Discussion 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</p>	<p>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.</p>
Clinical training experience – Practicum	
<p>PSY8951 – PSY8958 Doctoral Practicum Series</p>	<p>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.</p>
Research experience	
<p>PSY7624 - Advanced Inferential Statistics for Professional Psychology PSY7657 - Advanced Quantitative Research Methods for Professional Psychology</p>	<p>PSY7624 and PSY7657 can be taken at any time prior to Clinical Dissertation but are offered alternate quarters only.</p>

Program schedule continues on pg. 14

Program Course / Component	Scheduling Guidelines
PSY9911 – PSY9918 Clinical Dissertation Series	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.
<i>Clinical training experience – Internship</i>	
PSY8971 – PSY8978 Clinical Internship Series	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.

Recommended Course Sequence for learners beginning Fall 2012 or later

Year	Quarter	Courses	Residency	Clinical Training	Research
1	1 Fall (Oct)	<i>PSY8001 - Orientation to Professional Psychology</i>			
	2 Winter (Jan)	<i>PSY7210 - Lifespan Development</i> <i>PSY7540 - Multicultural Perspectives in Human Behavior</i>			
	3 Spring (Apr)	<i>PSY8220 - Advanced Psychopathology^{††}</i> <i>PSY7110 - History and Systems of Psychology</i>	<i>PSY-R8301 - Professional Issues in Clinical Psychology</i> <i>PSY-R8302 - Intervention: Building Effective Relationships</i>		

Year	Quarter	Courses	Residency	Clinical Training	Research
			<p>PSY-R8303 - Professional Development and Socialization</p> <p>PSY-R8304 - Assessment: Introduction to Psychological Testing</p>		
	4	<p>Summer (Jul)</p> <p>PSY8310 - Theories of Psychotherapy</p> <p>PSY8330 - Ethics and Standards of Professional Practice</p>	<p>PSY-R8305 - Intervention: Diagnostic Interviewing</p> <p>PSY-R8306 - Intervention: Case Formulation</p>		
2	5	<p>PSY8230 - Psychological Testing^{††}</p> <p>PSY7421 - Cognitive/Affective Psychology (recommended in this quarter)</p>	<p>PSY-R8307 - Intervention: Treatment Planning</p> <p>PSY-R8308 - Intervention: Crisis Intervention and Risk Assessment</p>		
	6	<p>Winter (Jan)</p> <p>PSY8240 - Advanced Psychological Testing[†]</p> <p>PSY7520 - Social Psychology (recommended in this quarter)</p>	<p>PSY-R8309 - Assessment: Adult Cognitive, Achievement and Adaptive Functioning</p> <p>PSY-R8310 - Assessment: Child Cognitive, Achievement and Adaptive Functioning</p> <p>PSY-R8311 - Assessment: Personality</p> <p>PSY-R8312 - Assessment: Integrated Report Writing and Case Discussion</p>		

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

Year	Quarter		Courses	Residency	Clinical Training	Research
4	13	Fall (Oct)				PSY9911- PSY9918 - Clinical Dissertation Series [†]
	14	Winter (Jan)				PSY9911- PSY9918 - Clinical Dissertation Series [†]
	15	Spring (Apr)				
	16	Summer (Jul)				
5	17	Fall (Oct)			PSY8971- PSY8978 - Doctoral Internship Series [†]	
	18	Winter (Jan)			PSY8971- PSY8978 - Doctoral Internship Series [†]	
	19	Spring (Apr)			PSY8971- PSY8978 - Doctoral Internship Series [†]	
	20	Summer (Jul)			PSY8971- PSY8978 - Doctoral Internship Series [†]	

- 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

Christopher Heffner, PsyD, PhD, LP, Program Director/Chair: Chris Heffner is faculty chair for the Clinical Psychology specialization within Capella University's Harold Abel School of Social and Behavioral Sciences. Dr. Heffner joined Capella in 2004 as core faculty and assumed the role of chair in January of 2008. When he joined Capella, Dr. Heffner brought with him 10 years of teaching experience in education and psychology and worked in both private practice and community mental health, most recently as a training director and manager of outpatient psychology for a large urban community mental health center. He received his PsyD (1997) in Clinical Psychology and MS (1993) in Psychology from Nova Southeastern University, and his BA (1991) in Psychology and Business Administration from Malone College. Recently, he completed his PhD (2013) in Organization and Management from Capella University, focusing his dissertation on academic quality and student persistence. He has published articles in both online and print journals in the areas of research and quality assurance, has written and managed grants from the Florida Department of Corrections, Florida Department of Children and Families, and the Ryan White Foundation, and has presented nationally and internationally on technology and higher education. Dr. Heffner is a member of APA's Divisions 12 (Clinical) and 13 (Consulting) and The American Society for Quality, Division 21 (Higher Education). Clinical and research interests include applications of Cognitive-Behavioral theory, theory integration, issues of diversity, program design and development, technology in higher education, action research, and program evaluation. Dr. Heffner is licensed as a Psychologist in the State of Florida.

Core (Full-time) Faculty

Amy Donovan, PhD: Dr. Donovan joined Capella in 2006 as a core faculty member, earning the Harold Abel Distinguished 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.

Bethany Lohr, Ph.D., LP: 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. 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. Most recently, she was involved in research on the psychological sequelae from the

BP oil spill on residents of the Gulf Coast community. 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. Among her favorite activities with Capella are the learning and networking with students and faculty that occurs at Residencies.

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.

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.

Seth Williams, PsyD, LP: Dr. Williams joined Capella in 2007 as Associate Director of Clinical Training in the Harold Abel School of Psychology. From 2007 through 2009 he directed processes related to practicum for learners in the masters, doctoral, and certificate programs in

clinical, counseling, and school psychology. In 2010, Dr. Williams became Chair of the Masters Program in Clinical Psychology and Counseling Psychology. As Chair, Dr. Williams directed a program with over 30 faculty members and 1100 learners. In 2013, Dr. Williams joined the Clinical PsyD Program Faculty in the Harold Abel School of Social and Behavioral Sciences. He is serving in the specialized role of Director of Clinical Training, directing processes related to practicum and internship for Clinical PsyD learners, as well as teaching on-line and at residency. Dr. Williams' doctorate is in clinical psychology with specializations in health psychology and marriage and family therapy from Argosy University – Twin Cities (2003). His clinical work has been in health care and mental health care settings. Additionally, Dr. Williams has expertise in supervising clinicians to licensure and in working with diverse populations, particularly indigenous people, migrants, ethnic and racial minorities, the differently abled and the GLBTQ populations. He is licensed in Minnesota and Oregon and has worked additionally in Canada and New Zealand.

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.

William Gibson, PhD: Dr. Gibson joined Capella in 2005 as an adjunct faculty, and became a part-time faculty member in 2010. He earned his master's degree (1984) from The New School for Social Research, and his doctoral degree (1990) from St. John's University in New York. He has served as Senior Psychologist/ Neuropsychologist at Jefferson Medical College, Assistant Professor of Clinical Psychiatry at the Louisiana State University School of Medicine, and as Clinical Psychologist and Neuropsychologist at the VA Medical Center at Canandaigua, NY. He is licensed as a psychologist in the State of New York, specializing in psychotherapy, religion and spirituality, neuropsychological assessments, and geriatrics.

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.

April Harris-Britt, PhD: Dr. Harris-Britt joined Capella in 2006 as a member of the core faculty and became part-time faculty in 2013. She earned her master's (2000) and doctoral (2002) degrees from the University of North Carolina at Chapel Hill. She has strong research, teaching, and clinical interests in understanding children's typical and atypical social, emotional, and cognitive development, with a special focus on African-American families and ecological processes, and was a National Institutes of Health (NIH) Health Disparities Scholar (LRP) from 2005 to 2007. Dr. Harris-Britt sees her role as a facilitator—assisting students with transforming theories into practical application, providing experiential and constructivist learning opportunities, and introducing critical thinking into the learning process.

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.

Robert Mankoff, PhD: Dr. Mankoff has taught at both the graduate and undergraduate levels since 1985. He earned his master's (1986) and doctoral (1992) degrees at Georgia State University, followed by a fellowship in child psychology at the Menninger Clinic in Topeka, Kansas. He has supervised therapists at all levels. Most recently, he taught as Associate Professor at the Medical University of the Americas, where he also served as Dean of Students, and on the faculty at Duke University School of Medicine. He specializes in child and medical psychology, psychotherapy, and in language production and comprehension in impaired children.

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.

Donald Preussler, PhD, LP: Dr. Preussler joined Capella in 2006 as a member of the adjunct faculty, becoming part-time in 2010. He earned his master's degree (1982) from the University of Texas at Dallas, and his doctoral degree (1989) from the University of North Dakota. During his doctoral studies, he was selected for a three year research fellowship in rehabilitation psychology at the Medical Center Rehabilitation Hospital in Grand Forks, ND. Prior to joining the faculty at Capella, he taught for nearly 20 years at Wheaton College, the University of North Dakota School of Medicine, Moorhead State University, and Jamestown College. In an applied discipline like clinical psychology, Dr. Preussler believes that the education goal should be the development of the person as a professional. He is licensed as a psychologist in the State of Minnesota, and has extensive experience as an administrator in private practice and in community health and hospital settings. He participated in the APA approval process for the graduate program in clinical psychology at Wheaton College, and currently serves on the board of directors of the Minnesota Consortium for Advanced Training in Rural Psychology. His areas of expertise include child and adolescent assessment and treatment, psychopathology, and the integration of psychology with health and religion.

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.