



CAPELLA UNIVERSITY

Doctor of **Psychology** (PsyD)
with a specialization in

Clinical Psychology
(bachelor's entry)

Doctor of **Psychology** (PsyD)
with a specialization in

Clinical Psychology **(bachelor's entry)**

This specialization is offered in the GuidedPath delivery model.

The PsyD Clinical Psychology (bachelor's entry) specialization provides learners who have a bachelor's degree the opportunity to pursue a Doctor of Psychology (PsyD). This 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. The curriculum provides both online coursework and 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 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. **A Master of Science (MS) degree will not be conferred.**

Personal Suitability and Fitness for the Profession

Capella embraces the principles and guidelines set forth by the Council of Chairs of Training Councils (CCTC) related to professional psychology programs in that the 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 processes of supervision; and resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner. Throughout the graduate training of each learner, faculty and staff are responsible for educating and assessing learners with regard to their personal suitability and fitness for the profession.

Career Information

Capella's Career Center proactively assists learners and alumni in developing and implementing their unique career management goals. The Career Center staff is committed to helping you move forward in your career.

RELATED EMPLOYMENT SETTINGS TO EXPLORE

- Hospital—inpatient or outpatient
- Community college
- Land-based or online college or university
- Community counseling center
- Social service agency
- Government—local, state, federal
- Health care clinic
- Mental health clinic
- Consulting firm
- Private practice

RELATED JOB TITLES TO EXPLORE*†

- Psychologist
- Clinical psychologist
- Clinical manager
- Adjunct instructor or part-time psychology faculty
- Full-time psychology faculty
- Clinical director
- Research psychologist
- Clinical therapist

SPECIALIZATION OUTCOMES

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

*These are examples intended to serve as a general guide. Because many factors determine what position an individual may attain, Capella cannot guarantee that a graduate will secure any specific job title.

†Some positions require licensure and/or other designations. We encourage you to research requirements for your job target and career goals.

Curriculum

TRANSFER CREDIT

A maximum of 15 quarter credits from previous graduate coursework may be transferred and applied to your program's requirements.

ADMISSION REQUIREMENTS

Bachelor's degree in psychology or a related field from an institution accredited by a U.S. Department of Education-recognized accrediting agency or an internationally recognized institution

Grade point average of 3.0 or higher on a 4.0 scale

Applicants will also be assessed on professionalism and academic fit to the program as determined by the school.

- 31 required courses
- 4 elective courses
- Total program credits: 175 quarter credits

DEGREE REQUIREMENTS

- Learners start the PsyD program on an annual basis by registering for PSY8001 in the fall. This course must be completed before registering for 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 registered for 10 or more quarter credits of coursework, exclusive of internship and dissertation courses).
- Learners must complete a minimum of 15 quarter credits at Capella University prior to beginning the year-in-residence.
- Learners must maintain full-time enrollment status during the year-in-residence, completing a minimum of 40 quarter credits during the five quarters of the year-in-residence.
- Learners must register for PSY7113, PSY8220, PSY8230, PSY8240, PSY8310, PSY8316, PSY8330, and PSY8371 during the year-in-residence, in the quarter specified. Learners should refer to the Clinical PsyD Program Manual for general sequencing guidelines.
- Learners must demonstrate readiness for clinical training by completing all year-in-residence coursework and requirements, including passing the Practicum Readiness Evaluation.
- Learners must complete a supervised, site-based practicum and associated coursework.
- Learners must pass the Clinical Competency Examination.
- Learners must complete a clinical dissertation and associated coursework.
- Learners must complete a supervised, site-based internship and associated coursework.

RESIDENCY REQUIREMENTS

Clinical Psychology year-in-residence.

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

CLINICAL TRAINING REQUIREMENTS

Minimum of 1,000 total practicum hours and 2,000 pre-doctoral internship hours.

CORE COURSES

PSY8001	Orientation to Professional Psychology	5 quarter credits
PSY6095	Theories of Counseling and Psychotherapy	5 quarter credits
PSY6210	Introduction to Psychopathology.	5 quarter credits
PSY7113	History and Systems of Psychology	5 quarter credits
PSY7210	Lifespan Development	5 quarter credits
PSY7310	Biological Basis of Behavior	5 quarter credits
PSY7320*	Advanced Biological Psychology	5 quarter credits
PSY7421	Cognitive/Affective Psychology	5 quarter credits
PSY7520	Social Psychology	5 quarter credits
PSY7540	Multicultural Perspectives in Human Behavior	5 quarter credits
PSY7610	Tests and Measurements	5 quarter credits
PSY7860	Survey of Research Methods.	5 quarter credits
PSY7864	Quantitative Design and Analysis	5 quarter credits
PSY8330	Ethics and Standards of Professional Practice	5 quarter credits
PSY8501*	Advanced Research Methods and Statistics for Professional Psychology	5 quarter credits
PSY8502*	Advanced Research Design and Methodology for Professional Psychology	5 quarter credits

SPECIALIZATION COURSES

PSY8220*	Advanced Psychopathology.	5 quarter credits
PSY8230*	Psychological Testing	5 quarter credits
PSY8240*	Advanced Psychological Testing	5 quarter credits
PSY8310	Theories of Psychotherapy	5 quarter credits
PSY8316	Evidence-Based Practice in Psychology	5 quarter credits
PSY8371	Strategies of Clinical Supervision and Consultation	5 quarter credits

In addition, choose a minimum of three doctoral practicum series courses:

PSY8951*	Doctoral Practicum Series.	5 quarter credits
PSY8952*	Doctoral Practicum Series.	5 quarter credits
PSY8953*	Doctoral Practicum Series.	5 quarter credits
PSY8954*	Doctoral Practicum Series.	5 quarter credits
PSY8955*	Doctoral Practicum Series.	5 quarter credits
PSY8956*	Doctoral Practicum Series.	5 quarter credits
PSY8957*	Doctoral Practicum Series.	5 quarter credits
PSY8958*	Doctoral Practicum Series.	5 quarter credits

In addition, choose a minimum of two clinical dissertation series courses:

PSY9911*	Clinical Dissertation Series	5 quarter credits
PSY9912*	Clinical Dissertation Series	5 quarter credits
PSY9913*	Clinical Dissertation Series	5 quarter credits
PSY9914*	Clinical Dissertation Series	5 quarter credits
PSY9915*	Clinical Dissertation Series	5 quarter credits
PSY9916*	Clinical Dissertation Series	5 quarter credits
PSY9917*	Clinical Dissertation Series	5 quarter credits
PSY9918*	Clinical Dissertation Series	5 quarter credits

In addition, choose a minimum of four doctoral internship series courses:

PSY8971*	Doctoral Internship Series	5 quarter credits
PSY8972*	Doctoral Internship Series	5 quarter credits
PSY8973*	Doctoral Internship Series	5 quarter credits
PSY8974*	Doctoral Internship Series	5 quarter credits
PSY8975*	Doctoral Internship Series	5 quarter credits

PSY8976*	Doctoral Internship Series	5 quarter credits
PSY8977*	Doctoral Internship Series	5 quarter credits
PSY8978*	Doctoral Internship Series.	5 quarter credits

FOUR ELECTIVE COURSES

Choose any graduate courses, excluding introductory and special topics courses, lectures, seminars, practica, internships, and any Capella-designated first course.

*Denotes courses that have prerequisite(s). Refer to the course descriptions for further details.

Courses without a PSY designation may be worth fewer than five quarter credits. Learners must carefully plan their elective courses to ensure that total credit requirements for the degree are met. Special topics courses in the Harold Abel School of Social and Behavioral Sciences can be used as an option to complete the total required credits needed for graduation.

This specialization is not accredited by the American Psychological Association (APA) or by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Capella University cannot guarantee licensure, endorsement, other professional credential, or salary advancement. State licensing regulations and professional standards vary; learners are responsible for understanding and complying with the requirements of the state in which they intend to work. For more information, see the Licensure section for this program on Capella’s website (www.capella.edu).

Iowa residents are currently not eligible to enroll in this specialization.

The courses in this program may require live web conferencing activities and/or learner audio/video recordings. Learners who require assistive technology or alternative communication methods to participate in these activities should contact Disability Services to request accommodations.

Core Course Descriptions

PSY8001 Orientation to Professional Psychology

5 QUARTER CREDITS

In this course, learners improve their ability to navigate the virtual campus and become familiar with library, career center, and writing center resources. Learners identify the educational steps necessary for successfully completing the doctoral degree program; review their specialization's requirements, associated professional roles and organizations, and ethics and professional standards; and articulate a professional identity based on doctoral-level psychology training. **For PsyD Clinical Psychology and PsyD School Psychology learners only. Must be taken during the learner's first quarter. Cannot be fulfilled by transfer.**

PSY6095 Theories of Counseling and Psychotherapy

5 QUARTER CREDITS

This course provides an overview of foundational counseling and psychotherapy theories and research-based practice. Throughout the course, learners examine various schools of therapeutic intervention; their underlying theoretical assumptions; and their historical, cultural, and ethical context, with an emphasis on the application of current theory in a variety of clinical populations.

PSY6210 Introduction to Psychopathology

5 QUARTER CREDITS

In this course, learners examine the assessment, diagnosis, and treatment of various forms of psychopathology throughout the lifespan. Learners review the etiology of psychopathology; examine theories and research of psychopathology; and explore current methods of psychological interviewing, assessment, diagnosis, and treatment. Learners also discuss the politics of mental disorders, emerging diagnoses, and ethical and multicultural issues associated with psychopathology.

PSY7113 History and Systems of Psychology

5 QUARTER CREDITS

Learners in this course explore the historical and contemporary schools of psychology and gain an understanding of what constitutes the profession of psychology and their chosen specialization. Learners critique primary source material to develop an in-depth understanding of the evolution of various psychological theories and their implications for professional practice.

PSY7210 Lifespan Development

5 QUARTER CREDITS

In this course, learners gain and apply knowledge of lifespan development from infancy through adulthood, including human development processes and milestones. Learners evaluate theories and approaches for examining human development and analyze human development processes related to their specialization.

PSY7310 Biological Basis of Behavior

5 QUARTER CREDITS

This course is an introduction to physiological psychology and associated topics, including genetics, functional neuroanatomy, and physiology. Learners develop and demonstrate an understanding of brain functioning; sensory systems; attention, memory, perception, and language mechanisms; and the effects of neurotransmitters on human behavior. Learners also identify the relationship between brain functions and behavioral disorders and analyze current physiological psychology research, ethics, and the implications of culture and diversity on field-related issues.

PSY7320 Advanced Biological Psychology

5 QUARTER CREDITS

Learners in this course examine the biological factors related to psychopathology. The course emphasizes research problems and methods currently being explored in biological psychology. Topics include the role of genetic factors in psychopathology, the influence of physical and emotional trauma on brain function, biological considerations in treatment planning, addictive phenomena, and other clinically relevant subjects. **Prerequisite(s): Learners who have not been admitted to the PsyD in School Psychology degree program must have completed PSY7310. Cannot be fulfilled by transfer.**

PSY7421 Cognitive/Affective Psychology

5 QUARTER CREDITS

Learners in this course apply their knowledge of theoretical foundations and the basic principles and models of cognitive/affective psychology to mental processes, such as how individuals acquire, process, and store information; how they think, perceive, remember, and learn; and how they experience feelings, moods, and emotions. Learners also demonstrate the ways in which the integration of cognition and affect influence an individual's behavior.

PSY7520 Social Psychology

5 QUARTER CREDITS

This course provides an overview of how behavior is shaped and influenced within a social context. Within this framework, learners analyze interpersonal relationships, social cognition, social inference, emotion, and personality. Learners review and demonstrate their knowledge of the social psychology of decision making, attitude formation, and social attribution as they relate to contemporary issues. Learners also apply social psychological theory and research to various clinical, educational, and organizational settings.

PSY7540 Multicultural Perspectives in Human Behavior

5 QUARTER CREDITS

This course is an examination of substantive and theoretical issues concerning the cultural differences of individuals and groups and their influence on the practice of professional psychology. Learners explore the role of culture-specific programming, the needs and values of cultural subgroups, and approaches to providing psychological services to culturally diverse populations. Learners also critically analyze the interactions of multiple dimensions of diversity to better understand the ways in which individual differences contribute to professional psychological practice.

PSY7610 Tests and Measurements

5 QUARTER CREDITS

This course focuses on essential concepts, principles, applications, and social and theoretical issues of psychological testing. Learners gain understanding in the construction of tests; analyze the development and use of tests in measuring aptitudes, achievement, attitudes, interests, and personality; and identify underlying theories of various tests. Learners analyze the characteristics desired in psychological and educational tests, with particular emphasis on reliability and validity, and examine best practices and professional standards for educational and psychological testing, including test bias and fairness. In addition, learners study the role of technology in delivery, administration, scoring, and interpretation of tests.

PSY7860 Survey of Research Methods

5 QUARTER CREDITS

Learners in this course critically evaluate research in order to gain an understanding of the scientific methods of inquiry and the ethical considerations of research. Learners focus on becoming educated consumers and creators of research. Learners also use their research design skills to analyze and apply research methodologies, validity, reliability and other components of scientific research related to their field of interest.

PSY7864 Quantitative Design and Analysis

5 QUARTER CREDITS

In this course, learners investigate the fundamental concepts needed to conduct quantitative research. Learners examine and apply quantitative research techniques; appropriate applications of quantitative research; research design, measurement, and analysis, and their associated interdependencies; variable types and levels of measurement; sampling; descriptive and inferential statistics; and hypothesis testing. Learners define the strengths and limitations of descriptive statistics, analyze the quantitative scales of measurement, review the logic of probability and null hypothesis testing, and leverage technology when applicable. Learners also determine the steps necessary to ensure human subjects protection, and consider methodological adaptations when conducting research with vulnerable and diverse populations.

PSY8330 Ethics and Standards of Professional Practice

5 QUARTER CREDITS

In this course, learners critically analyze the ways the psychology profession relates to and is influenced by ethical principles and codes of conduct and the ways psychologists deliver various aspects of professional services, including psychotherapy, assessment, supervision, consulting, research, and teaching, in adherence to these principles and codes. Learners evaluate the current APA Ethical Principles of Psychologists and Code of Conduct, and other relevant guidelines, policies, and laws that affect professional psychology practice, including those impacting the provision of services to special populations. Learners also explore current ethical issues in professional psychology and identify effective methods for addressing ethical dilemmas. **For PhD in Psychology, PsyD Clinical Psychology, PsyD in School Psychology, and MS in Clinical Psychology learners only. There is a residency requirement associated with this course for PsyD Clinical Psychology learners.**

PSY8501 Advanced Research Methods and Statistics for Professional Psychology

5 QUARTER CREDITS

In this course, learners expand their knowledge of quantitative research design and methodology by studying the foundations, strategies, and practices of ethical research in the field of professional psychology. Learners engage in scholarly critical analysis and synthesis of current quantitative research and construct their own informal quantitative research proposal. Learners apply advanced statistical concepts and interpretation of statistical analyses to the evaluation and design of quantitative research and exchange critical, constructive project feedback with their peers. Research designs developed during this course may form the basis for the learner's dissertation or School Psychology specialty topic proposal. **For PsyD Clinical Psychology and PsyD School Psychology learners only. Prerequisite(s): PSY7860, PSY7864.**

PSY8502 Advanced Research Design and Methodology for Professional Psychology

5 QUARTER CREDITS

In this course, learners continue to acquire the knowledge and skills necessary to integrate science and theory into the practice of professional psychology through the study of advanced qualitative research methods, applied theory research, and program development and evaluation. Learners critically analyze a variety of theories, tools, and techniques used in qualitative research, leading to the development of an informal qualitative research proposal. In particular, learners examine the design and development of clinical programs and interventions, with particular emphasis on community needs assessments, program design models, and program evaluation. Learners also practice applying a logic model to program design and evaluation and propose theoretical applications that address diversity issues in the evidence-based practice of psychology. Research designs developed during both this course and PSY8501 may form the basis for the learner's dissertation. **For PsyD Clinical Psychology learners only. Prerequisite(s): PSY8501.**

Specialization Course Descriptions

PSY8220 Advanced Psychopathology

5 QUARTER CREDITS

In this course, learners examine theory and research associated with major psychological disorders, from the most common diagnostic concerns to dual diagnoses, comorbidity, and psycho-medical issues. Learners examine the concepts of psychopathology throughout the lifespan, then transition from studying DSM-5 concepts and terminology to evaluating clinical assessment and treatment situations. In particular, learners familiarize themselves with ways to apply theoretical concepts in a professional clinical setting while displaying sensitivity to ethical and diversity issues. Other course topics include the issues of "empirically validated" versus "evidence based" practice, the interaction of social and biological factors in etiology and treatment, and the interaction between complex Axis I and II disorders. **For PsyD, MS Clinical Psychology, and MS Counseling Psychology learners only. There is a residency requirement associated with this course for PsyD Clinical Psychology learners. Prerequisite(s): Learners who have not been admitted to the PsyD in School Psychology degree program must have completed PSY6210.**

PSY8230 Psychological Testing

5 QUARTER CREDITS

Learners in this course apply theories and models of psychological testing to assessment of cognitive, achievement, and adaptive functioning. Learners use clinical interviews and mental status exams; administer, score, and interpret tests of cognitive, achievement, and adaptive functioning; and develop integrated assessment reports. Learners also examine issues of diversity and ethics in cognitive, achievement, and adaptive functioning assessment. **Test kits are required and are available for rental at psyttestkits@capella.edu. There is a residency requirement associated with this course for PsyD Clinical Psychology learners. Prerequisite(s): PSY7610. Cannot be fulfilled by transfer.**

PSY8240 Advanced Psychological Testing

5 QUARTER CREDITS

Learners in this course apply theories and models of psychological testing to personality dynamics and psychopathology assessment. In particular, learners focus on the administration, scoring, and interpretation of measures of personality functioning, with an emphasis on the MMPI-2. Learners create integrated reports that include information gathered from interviews and cognitive, achievement, and personality testing; determine diagnoses; and develop treatment plans. Learners also examine issues of diversity and ethics in psychological testing and personality assessment. **Test kits are required and are available for rental at psyttestkits@capella.edu. There is a residency requirement associated with this course for PsyD Clinical Psychology learners. Prerequisite(s): PSY7610, PSY8230. Cannot be fulfilled by transfer.**

PSY8310 Theories of Psychotherapy

5 QUARTER CREDITS

Learners in this course critically analyze the clinical techniques and intervention methods associated with major psychotherapy approaches. Learners examine the historical context, underlying assumptions, and appropriate applications of each approach and investigate current research associated with the therapeutic effectiveness of psychotherapy. Learners also synthesize course concepts to create an integrated model of psychotherapy and explore legal considerations, empirical support, and personal beliefs and attitudes regarding issues of diversity. **For PsyD and PhD in Psychology learners only. There is a residency requirement associated with this course for PsyD Clinical Psychology learners.**

PSY8316 Evidence-Based Practice in Psychology

5 QUARTER CREDITS

In this course, learners examine historical issues and controversies surrounding the development of evidence-based practice in psychology. Learners locate and critically evaluate research defining evidence-based practices, including review of best available research, clinical expertise, and patient preferences and values to identify and adopt effective psychological treatments and are introduced to various research designs and methods in psychotherapy research. Learners then explore the ways in which these strategies are incorporated in case conceptualization, treatment planning, and ongoing assessment. Learners also study ethical, legal, and financial issues associated with evidence-based practice. Other course topics include diversity, special populations, and culturally sensitive psychotherapies. **There is a residency requirement associated with this course for PsyD Clinical Psychology learners.**

PSY8371 Strategies of Clinical Supervision and Consultation

5 QUARTER CREDITS

This course provides an overview of the theories, functions, and methods of clinical supervision, consultation, and advocacy. In particular, learners examine various styles of supervision, consultation, and advocacy; supervisory, consultative, and advocacy relationships; contractual issues; and ethical and legal issues associated with providing these services. Learners also review supervision, consultation, and advocacy research; apply their findings to relevant service delivery topics; and develop their own theories and approaches to clinical supervision. **For PsyD Clinical Psychology and PsyD School Psychology learners only. There is a residency requirement associated with this course for PsyD Clinical Psychology learners.**

PSY8951–PSY8958 Doctoral Practicum Series

5 QUARTER CREDITS EACH

The doctoral practicum series is a series of courses learners take to fulfill 1,000 required practicum hours. Learners work with their mentors and the director of clinical training to develop goals for the practicum experience that may include assessment, intervention, consultation, diagnosis, case conceptualization, research and evaluation, supervision, teaching, management, and administration. Learners then receive supervised, doctoral-level training at a practicum site and engage in concurrent online course activities that emphasize self-awareness, self-reflection, and self-evaluation; knowledge and application of evidence-based practice; competence to practice with diverse populations; and ethical and legal professional psychology standards. Work completed during this course will lead to the student's Clinical Competency Examination.

For PsyD Clinical Psychology learners only. Prerequisite(s): PSY8001, PSY7113, PSY7210, PSY7540, PSY8316, PSY8371, PSY8220, PSY8230, PSY8240, PSY8330, and all residency requirements. Approval of practicum application. All application materials must be received by the first day of the quarter preceding the quarter of the proposed start date. Refer to the current manual for further details. Cannot be fulfilled by transfer.

PSY9911–PSY9918 Clinical Dissertation Series

5 QUARTER CREDITS EACH

The clinical dissertation series is a series of courses during which learners integrate scholarly work associated with the goals and competencies of the PsyD Clinical Psychology specialization and demonstrate proficiency in the established accreditation standards for doctoral study in the field of psychology. Dissertations that meet requirements include an applied product or program that is relevant to professional psychology, qualitative research, quantitative research, theoretical development, and program consultation such as a needs assessment.

For PsyD Clinical Psychology learners only. Grading for these courses is R/NS. Courses must be taken in sequence. Learners may take PSY9911–PSY9918 concurrently with or prior to PSY8971–PSY8978. Prerequisite(s): Completion of all coursework, excluding internship courses. Cannot be fulfilled by transfer.

PSY8971–PSY8978 Doctoral Internship Series

5 QUARTER CREDITS EACH

The doctoral internship series is a series of courses learners take to fulfill a minimum of 2,000 required post-practicum internship hours. Learners receive supervised, doctoral-level professional psychology training at an internship site and engage in concurrent online course activities that monitor their internship experience; emphasize self-awareness, self-reflection, and self-evaluation; support knowledge and application of evidence-based practice; develop competence to practice with diverse populations; and emphasize ethical and legal professional psychology standards. **For PsyD Clinical Psychology learners only. Prerequisite(s): Completion of all doctoral practicum requirements. Approval of internship application. All learners are required to participate in the APPIC match process for internship. Refer to the current manual for additional requirements and further details. Cannot be fulfilled by transfer.**

Year-in-Residence 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 student. ***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 student. ***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 student. ***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.***

Recommended Course Sequence

This recommended course sequence assumes learners take two courses per quarter. Some learners elect to take fewer or more based on workload and the amount of time available for graduate study.

YEAR 1	COURSES	RESIDENCIES
Q1	PSY8001 Orientation to Professional Psychology	
Q2	PSY6095 PSY7610 Theories of Counseling and Psychotherapy Tests and Measurements	
Q3	PSY7864 PSY6210 Quantitative Design and Analysis Introduction to Psychopathology	
Q4	PSY7310 PSY7860 Biological Basis of Behavior Survey of Research Methods	
YEAR 2	COURSES	RESIDENCIES
Q5	PSY7210 PSY7540 Lifespan Development Multicultural Perspectives in Human Behavior	
Q6	PSY7113 PSY7860 History and Systems of Psychology Survey of Research Methods	
Q7	PSY8330 Ethics and Standards of Professional Practice	Year-in-residence: Weekends-in-residence, extended seminar 1 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
Q8	PSY8220 PSY8310 Advanced Psychopathology Theories of Psychotherapy	Year-in-residence: Week-in-residence 1 PSY-R8305 Intervention: Diagnostic Interviewing PSY-R8306 Intervention: Case Formulation
YEAR 3	COURSES	RESIDENCIES
Q9	PSY8230 PSY7421 Psychological Testing Cognitive/Affective Psychology	Year-in-residence: Week-in-residence 2 PSY-R8307 Intervention: Treatment Planning PSY-R8308 Intervention: Crisis Intervention and Risk Assessment

YEAR 3, continued	COURSES		RESIDENCIES
Q10	PSY8240 PSY8316	Advanced Psychological Testing Evidence-Based Practice in Psychology	Year-in-residence: Week-in-residence 3 PSY-R8309 Assessment: Adult Cognitive, Achievement, and Adaptive Functioning PSY-R8310 Assessment: Child Cognitive, Achievement, and Adaptive Functioning Year-in-residence: Week-in-residence 4 PSY-R8311 Assessment: Personality PSY-R8312 Assessment: Integrated Report Writing and Case Discussion
Q11	PSY7520 PSY8371	Social Psychology Strategies of Clinical Supervision and Consultation	Year-in-residence: Weekends-in-residence, extended seminar 2 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
Q12	PSY8951–8958 PSY7320	Doctoral Practicum Series course [†] Advanced Biological Psychology	
YEAR 4	COURSES		RESIDENCIES
Q13	PSY8951–8958 PSY8501	Doctoral Practicum Series course [†] Advanced Research Methods and Statistics for Professional Psychology	
Q14	PSY8951–8958 PSY8502	Doctoral Practicum Series course [†] Advanced Research Design and Methodology for Professional Psychology	
Q15		Elective course Elective course	
Q16		Elective course Elective course	
YEAR 5	COURSES		RESIDENCIES
Q17	PSY9911	Clinical Dissertation Series	
Q18	PSY9912	Clinical Dissertation Series	
Q19	PSY8971–8978	Doctoral Internship Series course [†]	
Q20	PSY8971–8978	Doctoral Internship Series course [†]	
YEAR 6	COURSES		RESIDENCIES
Q21	PSY8971–8978	Doctoral Internship Series course [†]	
Q22	PSY8971–8978	Doctoral Internship Series course [†]	

*It is recommended that learners without the academic background needed to fulfill certain course requirements use their elective courses to satisfy any two additional prerequisites.

[†]Capella University is not able to offer visas or other types of work permits; therefore, obtaining any necessary authorization is the sole responsibility of the learner. All individuals admitted to this specialization must be eligible to work within the United States, Canada, Guam, Puerto Rico, or the U.S. Virgin Islands at the time of the internship or practicum and must agree that this experience will be completed within the United States, Canada, Guam, Puerto Rico, or the U.S. Virgin Islands.

Learners must successfully **complete** the Clinical Competency Examination within the Doctoral Practicum Series prior to registering for the Clinical Dissertation Series.

Digital course materials covered by the quarterly resource kit fee offer advantages such as immediate mobile access to books; fast, easy full-text search of materials; digital note-taking; and peer collaboration through note sharing.

Tuition and Fees

This tuition estimate is effective October 9, 2017, and is subject to change. For current pricing, visit the Capella University website at www.capella.edu.

	TUITION/FEE
Tuition per credit	\$525
Quarterly tuition for comprehensive examination and dissertation courses	\$2,780
Year-in-residence tuition (extended seminar)*†	\$2,990
Year-in-residence tuition (weekend-in-residence)*	\$300
Resource kit per quarter	\$175

*Learners are responsible for the cost of their travel, accommodations, food, and other expenses associated with residencies.

†Learners enrolled in the Doctor of Psychology (PsyD) degree program are charged \$3,290 for the extended seminars as each includes a weekend-in-residence.

There are many financial aid options available to help you offset tuition costs.

Contact an enrollment counselor at **1.888.CAPELLA (227.3552)** to discuss your financial aid opportunities.

Financial Aid

Capella University offers assistance to learners who qualify and would like to secure educational funding to help finance their academic program. A number of options are available, given the diverse needs and backgrounds of prospective learners. Options include:

- Federal Direct Stafford Loan Program
- Federal Direct PLUS Loan Program
- Non-federal loans through preferred lenders and financial institutions
- Capella scholarships
- External scholarships
- Veterans' educational benefits and U.S. armed forces discounts
- Corporate and higher education alliances
- Employer tuition reimbursement

Regarding loan programs, interest rates for Stafford student loans are low compared to other types of consumer loans, and repayment can be deferred until after graduation. In compliance with federal and state laws, Capella University has established policies for all learners regarding satisfactory academic progress, which is necessary for financial aid eligibility.

Academic Leadership

Andrea Miller, PhD

Dean

Andrea Miller is the dean of the Department of Psychology in the Harold Abel School of Social and Behavioral Sciences at Capella University. Dr. Miller has worked as a member of the Capella undergraduate psychology department since 2010 and has taught online since 2005. Her professional background includes work as a psychologist in the public schools and as a psychologist and supervisor for non-profit clinics. She specializes in working with children and families as well as individuals of all ages with intellectual and/or developmental disabilities. Dr. Miller is licensed as a psychologist in three states, licensed as a specialist in school psychology, and a human services board certified practitioner. She is active in psychological associations and served as President of the Georgia Psychological Association from 2013–2014. Dr. Miller holds a PhD in Counseling Psychology from Texas Woman's University and a BA in Psychology from the University of Michigan.

Bethany Lohr, PhD, LP

Faculty Chair

Dr. Lohr joined Capella in 2011 as a part-time professor in the master's programs in Clinical and Counseling Psychology, and in 2012 became a full-time member of the Core Faculty and Colloquia Lead. Dr. Lohr became chair of the MS and PsyD programs in Clinical Psychology in 2014. She earned her Master's and PhD degrees in Clinical Psychology with a subspecialty in Behavioral Medicine from the University of Georgia in 1997, and did her internship at Harvard Medical School, specializing in Cognitive Behavioral Therapy and Behavioral Medicine. Prior to her role as a Capella faculty member, Dr. Lohr ran a private practice in a rural area while always continuing to teach in higher education. She has had numerous experiences and training in various settings, including forensic work, physical rehabilitation, community mental health, and hospitals and schools. Her research interests and publications include 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 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.

Move Forward with Capella University

Important Information about the educational debt, earnings, and completion rates of students who attended this program: http://capellaresults.com/assets/includes/gainfulemployment/cta/GE/GE15/bachelors/PsyD_Clinical_Psych_Bachelors_gedt.html.

WORKING SCHOLARS

Capella provides an online, flexible learning environment for working adults who are also determined scholars. That connection between academic and professional work infuses the entire Capella experience—from the faculty we recruit to the course projects you complete. The theories discussed in the courseroom are designed to develop working knowledge for everyday situations.

AN ACCREDITED UNIVERSITY

Our accreditation* is an assurance to students, employers, and the public that Capella University meets or exceeds established standards for quality of faculty, curriculum, and learner services. It is also an important factor in the ability to transfer credits among higher education institutions. Regional accreditation, the type held by Capella, is the most common type for major public, state, and private institutions in the United States.

VALUING YOUR KNOWLEDGE AND EXPERIENCE

Adults bring a wealth of experience and learning to their education. Capella courses are designed to bring out your perspectives just as you gain from others' ideas. Your knowledge can also be worth time and money: An enrollment counselor can help you estimate how much of your prior learning may apply toward your Capella degree program.



CAPELLA UNIVERSITY

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Minneapolis, MN 55402

1.888.CAPELLA (227.3552)
www.capella.edu

*ACCREDITATION

Capella University is accredited by the Higher Learning Commission.

HIGHER LEARNING COMMISSION
<https://www.hlcommission.org>
800.621.7440

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