Doctor of Psychology (PsyD) in School Psychology Degree Program

Effective January 8, 2018
Doctor of Psychology (PsyD)  
in **School Psychology** Degree Program

The Doctor of Psychology (PsyD) in School Psychology degree program familiarizes learners with psychology as a practical discipline, including psychological and neuropsychological assessment, clinical supervision and consultation, psychopathology of children and adolescents, child and adolescent development, and consultation and collaboration in the schools. The curriculum provides the theoretical tools and skills-based training needed to assess students, consult with school personnel, and supervise other school psychologists. Learners enrolled in this degree program may seek supervisory positions in their school district. Other successful graduates pursue careers in college and university teaching, program administration, or consulting.

**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 within the PsyD in School Psychology degree program 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

## RELATED EMPLOYMENT SETTINGS TO EXPLORE

| Land-based or online college or university | P–12 private school | Community mental health clinic |
| Community college | Consulting firm | Government—state, federal |
| P–12 public school | Private practice | School system district office |
| Hospital |

## RELATED JOB TITLES TO EXPLORE*

| Adjunct or part-time faculty | Diagnostician | Researcher |
| Full-time faculty | Program evaluator/director | Consultant |
| School psychologist | Administrator |

## SPECIALIZATION OUTCOMES

| Effectively lead problem solving, taking into consideration multiple, complex variables and perspectives | Develop, monitor, and evaluate interventions designed to improve social, behavioral, and life skills and address multiple, complex, and challenging issues | Integrate knowledge of various types of diversity and its potential impact on performance at the school and district level |
| Strategize a process for consultation and collaboration with professionals at the leadership level of the school system and outside of the school system, regarding systemic improvement | Integrate knowledge of school system structure and evidence-based practice to design school- and district-level interventions | Integrate knowledge of research design, statistics, and measurement techniques to develop complex programs based on best practices |
| Develop, monitor, and evaluate interventions designed to improve academic performance and address multiple, complex, and challenging issues | Design, evaluate, and monitor systems to prevent and respond to multiple, complex, and challenging issues impacting the schools | Integrate knowledge of professional, ethical, and legal standards of performance and their impact at the school and district level |
| Analyze multiple, complex, and challenging family issues and their impact on student performance | | Design strategies to supervise and mentor school psychologists |

*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.
Curriculum

- 29 required courses
- Total program credits: 145 quarter credits

Residency Requirements

Eight face-to-face residencies.

Practicum and Internship

PSY-R6591 Assessment ........................................ non-credit
PSY-R6592 Interventions and Response to Interventions ........... non-credit
PSY-R6593 Assessments: Nonverbal ................................ non-credit
PSY-R6594 Counseling ............................................ non-credit
PSY-R6595 Functional Behavioral Assessment and Assessment Reviews ........................................ non-credit
PSY-R6596 Personality and Behavior Assessment ................ non-credit
PSY-R6597 Report Writing and Behavior Interventions ........... non-credit
PSY-R6599 Treatment Planning and Recommendations ........ non-credit

Required Courses

PSY8001 Orientation to Professional Psychology .................. 5 quarter credits
PSY8331 Principles of School Psychology ........................ 5 quarter credits
PSY8335 Consultation and Collaboration in the School .......... 5 quarter credits
PSY8338 Child and Adolescent Development for School Psychologists ........................................ 5 quarter credits
PSY7320 Advanced Biological Psychology ...................... 5 quarter credits
PSY7421 Cognitive/Affective Psychology ......................... 5 quarter credits
PSY8332 Advanced Methods in School Psychology ............... 5 quarter credits
PSY7540 Multicultural Perspectives in Human Behavior ........ 5 quarter credits
PSY8220 Advanced Psychopathology ................................ 5 quarter credits
PSY8212 Childhood Mental Health, Counseling, and Crisis Intervention/Prevention .......................... 5 quarter credits
PSY7610 Tests and Measurements .................................. 5 quarter credits
PSY8233* Psychological Assessments for School Psychologists 1 . . . 5 quarter credits
PSY8234* Psychological Assessments for School Psychologists 2 . . 5 quarter credits
PSY8235* Psychological Assessments for School Psychologists 3 . . 5 quarter credits
PSY8230* Psychological Testing ..................................... 5 quarter credits
PSY8251 Neuropsychological Assessments ......................... 5 quarter credits
PSY8337 Legal and Ethical Issues in the School .................... 5 quarter credits
PSY8371 Strategies of Clinical Supervision and Consultation .......... 5 quarter credits
PSY8375 Professional Development and Supervision of School Psychologists ........................................ 5 quarter credits
PSY8501** Advanced Research Methods and Statistics for Professional Psychology .......................... 5 quarter credits
PSY8960* School Psychology PsyD Practicum 1 ...................... 5 quarter credits
PSY8961* School Psychology PsyD Practicum 2 ...................... 5 quarter credits
PSY8962* School Psychology PsyD Internship 1 ...................... 5 quarter credits
PSY8963* School Psychology PsyD Internship 2† ...................... 5 quarter credits
PSY8964* School Psychology PsyD Internship 3 ...................... 5 quarter credits
PSY8965* School Psychology PsyD Internship 4 ...................... 5 quarter credits
In addition, choose one of the following courses:
PSY5244  Play Therapy 1: The History and Systems of Play Therapy ............................... 5 quarter credits
PSY6095  Theories of Counseling and Psychotherapy ........................................ 5 quarter credits
PSY7701  Basic Principles of Applied Behavior Analysis ............................................ 5 quarter credits
PSY7330  Psychopharmacology .................................................................................. 5 quarter credits
PSY8110  The Psychology of Teaching ......................................................................... 5 quarter credits

**COMPREHENSIVE EXAMINATION AND INTEGRATIVE PROJECT COURSES**
PSY9965*  School Psychology Doctoral Learner Comprehensive Examination ....................... 5 quarter credits
PSY9970*  Doctoral School Psychology Integrative Project ............................................. 5 quarter credits

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

**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 for additional course prerequisites.

†Learners are required to take the Praxis Series tests concurrently with PSY8963. Learners are responsible for any costs associated with these examinations.

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). Teachers are advised to contact their school district to determine whether a program may qualify for salary advancement.

Arkansas residents are not eligible to enroll in this program.

This program has not been reviewed or approved by the Kentucky Education Professional Standards Board (EPSB); KY residents are not eligible for certification, endorsement, rank change, licensure, renewal, etc. by the EPSB.

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.
Required 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.**

**PSY8331  Principles of School Psychology**  
5 QUARTER CREDITS  
This course is an examination of the history and practice of school psychology and its current and evolving trends. Learners review the roles and functions of school psychologists, employment contexts, and professional evaluation and accountability. Learners also explore the practice of school psychology from an international perspective and examine the laws and regulations guiding the future of the profession.

**PSY8335  Consultation and Collaboration in the School**  
5 QUARTER CREDITS  
In this course, learners examine approaches for effective consultation and collaboration within the school setting and develop an understanding of assessment outcomes and intervention implementation. Learners review and interpret results of assessments and formulate effective ways to communicate with teachers, school administrators, parents, and other support service providers.

**PSY8338  Child and Adolescent Development for School Psychologists**  
5 QUARTER CREDITS  
This course focuses on the development of children and adolescents from infancy through adolescence. Learners apply a developmental framework to the process of designing, evaluating, and monitoring interventions to address complex school needs and apply information about developmental skills to evidence-based school- and district-level interventions. In addition, learners analyze the impact of multiple complex and challenging family issues on student development and apply an understanding of types of diversity along a developmental continuum to student needs at the school and district level.

**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.
PSY8332  Advanced Methods in School Psychology
Learners in this course explore the multitude of ways in which school psychologists work with teachers, students, and families. Throughout the course, learners study the role of school psychologists in enhancing school-family partnerships and examine state and federal laws governing school psychology practice, including the Individuals with Disabilities Education Act (IDEA). In particular, learners study the criteria established by IDEA for how to appropriately diagnose, classify, and develop effective programming for students with disabilities. Learners also evaluate the disability categories identified by IDEA and the classification of students presented for diagnosis. For PsyD in School Psychology and Specialist Certificate in School Psychology learners only.

PSY7540  Multicultural Perspectives in Human Behavior
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.

PSY8220  Advanced Psychopathology
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): PSY6210. Learners in the PsyD in School Psychology degree program are exempt from this prerequisite.

PSY8212  Childhood Mental Health, Counseling, and Crisis Intervention/Prevention
This course introduces learners to the diagnostic schema used with children and adolescents in mental health and school psychology professions. Learners examine the DSM-5, focusing on developing mastery of diagnostic criteria for childhood disorders and applying this criteria to case studies, methodology, research, historical, and political aspects of diagnosis. Learners consider alternatives to the current diagnostic system in order to develop comprehensive counseling plans, and identify crisis prevention and intervention models used within the educational setting.

PSY7610  Tests and Measurements
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.
PSY8233 Psychological Assessments for School Psychologists 1
In this course, learners develop the skills needed to correctly administer, score, and interpret norm-referenced intelligence tests (verbal and non-verbal) while simultaneously considering various diagnostic issues present within multicultural school populations and reflecting the established standards of educational and psychological testing. Learners examine measurement and measurement tools, including instruments used to assess cognitive function and intelligence; synthesize norm-referenced assessments with observational assessments to develop recommendations for research-supported interventions; and create audience-appropriate psychological reports. For PsyD in School Psychology and MS School Psychology learners only. Test kits are required and are available for loan at psytestkits@capella.edu. Prerequisite(s): PSY7610.

PSY8234 Psychological Assessments for School Psychologists 2
In this course, learners further develop the skills needed to correctly administer, score, and interpret norm-referenced intelligence tests (verbal and non-verbal), achievement tests, and adaptive functioning while simultaneously considering various diagnostic issues present within multicultural school populations and reflecting the established standards of educational and psychological testing. Learners examine measurement and measurement tools, including instruments used to assess cognitive function and intelligence, achievement, and adaptive functioning; synthesize norm-referenced assessments with observational assessments to develop recommendations for research-supported interventions; and create audience-appropriate psychological reports. For PsyD in School Psychology and MS School Psychology learners only. Test kits are required and are available for loan at psytestkits@capella.edu. Prerequisite(s): PSY8233.

PSY8235 Psychological Assessments for School Psychologists 3
Learners in this course demonstrate mastery of the diagnostic skills needed to assess the social-emotional functioning and personality of a multicultural school-age population of school-age children. Learners conduct clinical interviews and behavioral observations; assess data from teachers, students, and parents; score and interpret assessment results into synthesized, written intervention recommendations and psychological reports; and self-report behavior rating scales and objective and projective techniques. For PsyD in School Psychology and Specialist Certificate in School Psychology learners only. Test kits are required and are available for loan at psytestkits@capella.edu. Prerequisite(s): PSY8234.

PSY8230 Psychological Testing
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 loan at psytestkits@capella.edu. There is a residency requirement associated with this course for PsyD Clinical Psychology learners. Prerequisite(s): PSY7610. Cannot be fulfilled by transfer.

PSY8251 Neuropsychological Assessments
In this course, learners study current theories, research, and methods used in the neuropsychological assessment of various mental disorders. Learners review various neuropsychological screening and assessment instruments, clinical interviewing methods, and neuropsychological test batteries that are commonly used in the evaluation and assessment of neuropsychological disorders. Learners are introduced to functional neuroanatomy and neurophysiology, as well as to common syndromes and disease processes that can impair the human brain and central nervous system functioning. In addition, learners investigate the role of emotional functioning and effort within the context of the overall neuropsychological assessment process and gain an understanding of how to write a neuropsychological report. For PsyD School Psychology learners only. Prerequisite(s): PSY8230.
PSY8337  Legal and Ethical Issues in the School
In this course, learners apply professional codes of conduct to the practice of school psychology. Learners study federal laws governing school psychology practice and examine legal and ethical considerations of psycho-educational assessments, school-related interventions, and testing. Course topics include privacy, confidentiality, informed consent, duty to inform, and record keeping.

PSY8371  Strategies of Clinical Supervision and Consultation
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.

PSY8375  Professional Development and Supervision of School Psychologists
In this course, learners develop the professional development and supervision skills needed to successfully supervise other school psychologists. Learners evaluate models of supervision and consultation, learn how to assess supervisees’ practice to ensure it falls within the profession’s ethical and legal standards, identify supervisees’ awareness of multicultural issues and promote the need to engage in culturally competent practice, develop a method to observe and evaluate supervisees, and promote ongoing professional development for supervisees to improve and update their skills. Cannot be fulfilled by transfer.

PSY8501  Advanced Research Methods and Statistics for Professional Psychology
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.

PSYS244  Play Therapy 1: The History and Systems of Play Therapy
In this course, learners examine the historical origins of and rationale for integrating play into the practice of therapy and discuss the core systems of and approaches to play therapy. Learners also review the contributions of play to child development and well-being throughout the lifespan. Cannot be fulfilled by transfer.

PSY6095  Theories of Counseling and Psychotherapy
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.

PSY7701  Basic Principles of Applied Behavior Analysis
This introductory course provides learners with a foundational knowledge of the history, concepts, principles, and philosophical assumptions associated with behavior analysis. Learners study applied behavior analysis terminology and explore the various dimensions of applied behavior analysis used for developing and evaluating interventions. Cannot be fulfilled by transfer.
PSY7330  Psychopharmacology  5 QUARTER CREDITS
Learners in this course explore the behavioral and therapeutic effects of psychoactive drugs. Course topics include synaptic transmission, behavioral role of specific neuromodulatory systems, pharmacological treatment of mental and neurological disorders, addiction, and the various side effects of psychoactive drugs. Drug effects on learning, creativity, memory, sleep, perception, and sexual functioning receive special attention. Learners also examine the efficacy of treating patients with a combination of psychotherapy and psychotropic medications for a number of diagnosed mental disorders including depression, bipolar disorder, anxiety, obsessive compulsive behavior, schizophrenia, and childhood disorders.

PSY8110  The Psychology of Teaching  5 QUARTER CREDITS
Learners in this course examine the scope of psychology and other social science disciplines as it relates to postsecondary instruction in both traditional and online higher education learning environments for students 18 years and older. The focus of the course is on creating instructional objectives, applying instructional and assessment methodologies, and designing a course syllabus. Throughout the course, learners reflect on the overall design of a course as a critical component to successful teaching and its impact on academic achievement.

PSY8960  School Psychology PsyD Practicum 1  5 QUARTER CREDITS
The School Psychology Practicum for PsyD learners is the first clinical training experience in their program of studies. Learners complete 400 hours of service in the schools, working 20 hours per week for two 10-week quarters. Learners receive one hour of individual, face-to-face supervision from their on-site supervisor(s) each week. Supervisors and sites are approved by the university through the application process before learners are allowed to begin on-site services. During practicum, learners engage in many school psychologist roles, including conducting assessments (standardized, norm-referenced, curriculum based, and functional behavioral); assisting in the development, implementation, monitoring, and evaluation of interventions designed to address concerns with academics, mental health, and behavioral/social skills; participating in the school’s data-based decision making process through collaboration and consultation; and write reports related to cases. School Psychology practicum learners engage in services related to the NASP standards and NCATE expectations. PsyD in School Psychology learners who have previously completed a master’s- or specialist-level practicum and internship course in School Psychology are not required to register for this course. Prerequisite(s): PSY8001; PSY8331; PSY7320; PSY7421; PSY7540; PSY7610; PSY7624 or PSY8501; PSY8211; PSY8230; PSY8233; PSY8234; PSY8235; PSY8332; PSY8335; PSY8337; PSY8375. Cannot be fulfilled by transfer.

PSY8961  School Psychology PsyD Practicum 2  5 QUARTER CREDITS
The School Psychology Practicum for PsyD learners is the first clinical training experience in their program of studies. Learners complete 400 hours of service in the schools, working 20 hours per week for two 10-week quarters. Learners receive one hour of individual, face-to-face supervision from their on-site supervisor(s) each week. Supervisors and sites are approved by the university through the application process before learners are allowed to begin on-site services. During practicum, learners engage in many school psychologist roles, including conducting assessments (standardized, norm-referenced, curriculum based, and functional behavioral); assisting in the development, implementation, monitoring, and evaluation of interventions designed to address concerns with academics, mental health, and behavioral/social skills; participating in the school’s data-based decision making process through collaboration and consultation; and write reports related to cases. School psychology practicum learners engage in services related to the NASP standards and NCATE expectations. Learners complete practicum ready to engage in internship, which is the next phase of training. PsyD in School Psychology learners who have previously completed a master’s- or specialist-level practicum and internship course in School Psychology are not required to register for this course. Prerequisite(s): PSY8960. Cannot be fulfilled by transfer.
PSY8962  School Psychology PsyD Internship 1
The School Psychology Internship for PsyD learners is the final clinical training experience in their specialization. Learners in internship complete 1500 hours (internship courses 1–4) of service. While internship 1 and 2 courses must be completed within a school setting, internship courses 3 and 4 can be completed in a setting other than a school system. Learners in internship work 40 hours per week for each 10-week quarter of training. Supervisors and sites are approved by the university through the application process before learners are allowed to begin on-site services. Each week, learners receive two hours of individual, face-to-face supervision from their on-site supervisors and during internship engage in many school psychologist roles related to NASP standards and NCATE expectations. Learners exhibit leadership skills and an ability to participate in the supervision process of others, display a positive impact on students, write comprehensive psychological reports integrating various forms of data collected from many sources, such as assessment instruments, assessment interviews, and observations; engage in developing, implementing, monitoring, and evaluating interventions to be applied school- and district-wide; interact with school system leaders, families, and community members; and actively lead the school system's data-based decision making process. Upon successful completion of internship, learners are ready to engage in independent practice as a leader in a system designed to meet the psycho-educational needs of students. Prerequisite(s): PsyD in School Psychology learners who have not previously completed a master's- or specialist-level practicum and internship course in School Psychology must take PSY8961.

PSY8963  School Psychology PsyD Internship 2
The School Psychology Internship for PsyD learners is the final clinical training experience in their specialization. Learners in internship complete 1500 hours (courses 1–4) of service. While internship 1 and 2 courses must be completed within a school setting, internship courses 3 and 4 can be completed in a setting other than a school system. Learners in internship work 40 hours per week for each 10-week quarter of training. Supervisors and sites are approved by the university through the application process before learners are allowed to begin on-site services. Each week, learners receive two hours of individual, face-to-face supervision from their on-site supervisors and during internship engage in many school psychologist roles related to NASP standards and NCATE expectations. Learners exhibit leadership skills and an ability to participate in the supervision process of others, display a positive impact on students, write comprehensive psychological reports integrating various forms of data collected from many sources, such as assessment instruments, assessment interviews, and observations; engage in developing, implementing, monitoring, and evaluating interventions to be applied school- and district-wide; interact with school system leaders, families and community members; and actively lead the school system's data-based decision making process. Upon successful completion of internship, learners are ready to engage in independent practice as a leader in system designed to meet the psycho-educational needs of students. Prerequisite(s): PSY8962.

PSY8964  School Psychology PsyD Internship 3
The School Psychology Internship for PsyD learners is the final clinical training experience in their specialization. Learners in internship complete 1500 hours (internship courses 1–4) of service. While internship 1 and 2 courses must be completed within a school setting, internship courses 3 and 4 can be completed in a setting other than a school system. Learners in internship work 40 hours per week for each 10-week quarter of training. Supervisors and sites are approved by the university through the application process before learners are allowed to begin on-site services. Each week, learners receive two hours of individual, face-to-face supervision from their on-site supervisors, and during internship engage in many school psychologist roles related to NASP standards and NCATE expectations. Learners exhibit leadership skills and an ability to participate in the supervision process of others, display a positive impact on students, write comprehensive psychological reports integrating various forms of data collected from many sources, such as assessment instruments, assessment interviews, and observations; engage in developing, implementing, monitoring, and evaluating interventions to be applied school- and district-wide; interact with school system leaders, families and community members; and actively lead the school system’s data-based decision making process. Upon successful completion of internship, learners are ready to engage in independent practice as a leader in a system designed to meet the psycho-educational needs of students. Prerequisite(s): PSY8963. Cannot be fulfilled by transfer.
PSY8965  School Psychology PsyD Internship 4
The School Psychology Internship for PsyD learners is the final clinical training experience in their specialization. Learners in internship complete 1500 hours (internship courses 1–4) of service. While internship 1 and 2 courses must be completed within a school setting, internship courses 3 and 4 can be completed in a setting other than a school system. Learners in internship work 40 hours per week for each 10-week quarter of training. Supervisors and sites are approved by the university through the application process before learners are allowed to begin on-site services. Each week, learners receive two hours of individual, face-to-face supervision from their on-site supervisors and during internship engage in many school psychologist roles related to NASP standards and NCATE expectations. Learners exhibit leadership skills and an ability to participate in the supervision process of others, display a positive impact on students, write comprehensive psychological reports integrating various forms of data collected from many sources, such as assessment instruments, assessment interviews, and observations; engage in developing, implementing, monitoring, and evaluating interventions to be applied school- and district-wide; interact with school system leaders, families and community members; and actively lead the school system's data-based decision making process. Upon successful completion of internship, learners are ready to engage in independent practice as a leader in a system designed to meet the psycho-educational needs of students. **Prerequisite(s): PSY8964. Cannot be fulfilled by transfer.**

**Comprehensive Examination and Integrative Project Course Descriptions**

PSY9965  School Psychology Doctoral Learner Comprehensive Examination
This course includes an overview of the comprehensive examination process, including the university's expectations of academic honesty and integrity, and provides PsyD in School Psychology learners with the opportunity to work with a mentor to develop an applied research specialty topic paper that integrates content across all ten National Association of School Psychologists (NASP) practice domains. Upon completion of the paper, learners develop an initial presentation that fulfills their Oral Specialty Topic Examination requirement. Using feedback received from their mentors, learners then refine their presentations in preparation for the Professional Presentation Examination, which takes place during the learner's sixth residency. **For PsyD in School Psychology learners only. Grading for this course is S/NS. Prerequisite(s): PSY7421, PSY7540, PSY7610, PSY8001, PSY8501, PSY8212, PSY8230, PSY8233, PSY8234, PSY8235, PSY8332, PSY8335, PSY8337, PSY8338, PSY8375.**

PSY9970  Doctoral School Psychology Integrative Project
The School Psychology Integrative Project is the final requirement for the PsyD in School Psychology. This course focuses on the expectations of regulators in the field; in particular, NASP (National Association of School Psychologists) and NCATE (National Council for Accreditation of Teacher Education), and learners integrate their knowledge of interventions, supervision skills, assessment information interpretation, and problem solving. During this course, learners focus on three major projects in which they connect focus topics from their program: the development of a professional portfolio aligned with the NASP domains, a supervision plan for school psychologists in a school district, and a case study requiring several interventions. Course activities provide learners with opportunities to display a variety of skills essential for professional practice at the doctoral level. **Prerequisite(s): Completion of all required coursework, with the exception of PSY8960, PSY8961, PSY8962, PSY8963, PSY8964, and PSY8965. Fulfillment of all residency requirements. Cannot be fulfilled by transfer.**
Residency Course Descriptions

PSY-R6591  Assessment  
Learners in this residency observe testing sessions, score test results, take notes from faculty presentations, and engage in mock testing sessions. Learners develop skills in conducting standardized academic and intellectual assessments and scoring and interpreting test results. Learners also study the ethical principles associated with the practice of school psychology. For PsyD and MS School Psychology learners only.

PSY-R6592  Interventions and Response to Interventions  
In this residency, learners explore the skills school psychologists need to coordinate and consolidate school-wide efforts that ultimately help children progress behaviorally and academically. Learners gain skills in developing and implementing academic interventions with fidelity, using data-based decision making to monitor student progress, and applying the three-tier intervention model as outlined by federal guidelines. Learners also analyze ways teachers and parents can collaborate to provide support for students and ways to assist in developing behavior intervention strategies that reflect the response to intervention (RTI) model. For PsyD and MS School Psychology learners only.

PSY-R6593  Assessments: Nonverbal  
In this residency, learners review previously taught test batteries and report writing skills and engage in mock testing and supervised observation activities to develop skills in administering standardized assessment instruments. Learners demonstrate the ability to follow the administration procedures presented in each test manual, appropriately handle the test materials, maintain a neutral test environment, and encourage full “testee” cooperation during testing sessions. Learners also explore and practice the fundamental skills needed to interpret and communicate assessment results to teachers, parents, and other professionals and study the ethical principles associated with the practice of school psychology. For PsyD and MS School Psychology learners only.

PSY-R6594  Counseling  
Learners in this residency engage in demonstration and role-play activities to develop and strengthen the skills needed to effectively counsel P–12 children and adolescents, including listening empathically, asking clear and relevant questions, responding in a non-judgmental manner, appropriately summarizing issues, maintaining appropriate records, and establishing and guiding individual and group counseling sessions. Learners also explore ways to determine a child's level of risk for harming himself or others, appropriately identify parties (e.g., parents, fellow educators) should disclosure be necessary, and respond to various crisis situations. This course includes a review of the ethical implications of providing school psychology services from federal and professional perspectives, with emphasis on ensuring respect for both the child and the parent as the child's consenting authority. For PsyD and MS School Psychology learners only.

PSY-R6595  Functional Behavioral Assessment and Assessment Reviews  
In this residency, learners examine the components of functional behavioral assessments (FBAs) and behavior intervention plans (BIPs) and identify the circumstances under which they are conducted. Learners review the standardized assessment measures administered to children and adolescents and work in pairs to complete FBA and BIP forms. Learners also develop skills in synthesizing, interpreting, integrating, summarizing, and presenting case study data to provide important feedback to school personnel about a student’s behavior. This residency includes a review of administration and scoring procedures for the Wechsler Intelligence Scale for Children - Fifth Edition (WISC-V), Woodcock-Johnson IV Tests of cognitive Abilities (WJ IV COG), and Woodcock-Johnson IV Tests of Achievement (WJ IV ACH). For Specialist Certificate and PsyD in School Psychology learners only.
PSY-R6596  Personality and Behavior Assessment
In this residency, learners administer, score, and interpret individual measures of behavior, focusing on the Behavior Assessment System for Children - Second Edition (BASC-2); Achenbach System of Empirically Based Assessment (ASEBA), including the Child Behavior Checklist (CBCL) and the Teacher Report Form (TRF); Conners Third Edition (Conners 3); Kinetic Drawing System for Family and School (KDSFS); House-Tree-Person (H-T-P); Roberts-2; and sentence completion tests (SCTs). Learners work in pairs to administer, score and interpret measures of behavior and demonstrate the results in oral case study presentations and written interpretations. Learners also develop skills in synthesizing and interpreting data from teacher, parent, and self-report behavior rating scales and projective techniques as well as scoring, interpreting, integrating, summarizing, and presenting test results. For Specialist Certificate and PsyD in School Psychology learners only.

PSY-R6597  Report Writing and Behavior Interventions
The focus of this residency is report writing, assessment review, and behavior intervention and includes an analysis of Individualized Education Programs (IEPs) and special education identifications. Learners explore the various sections and characteristics of psychological/psycho-educational reports; examine the principles and skills used to write reports; and engage in report writing practice sessions, individually with the instructor and in small groups. Learners gain experience developing interventions for students with internalizing and externalizing disorders, social skills training programs for preschool and adolescent students, and a training curriculum designed to assist parents in managing their children’s problem behavior. Learners also study the ethical principles associated with the practice of school psychology. For Specialist Certificate and PsyD in School Psychology learners only.

PSY-R6599  Treatment Planning and Recommendations
In this residency, learners discuss treatment plan formats and case examples in groups and work on cases individually. Learners examine and practice school-appropriate supervision skills and develop the communication and assertiveness skills needed to facilitate efficient resolution of individual (i.e., student), group (i.e., class), and school challenges. Learners also explore Individualized Education Programs (IEPs) and 504 Plans and special education identifications. For Specialist Certificate and PsyD in School Psychology learners only.
## 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

<table>
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<tr>
<th>QUARTER</th>
<th>COURSES</th>
<th>RESIDENCIES</th>
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<tbody>
<tr>
<td>Q1</td>
<td>PSY8001 Orientation to Professional Psychology</td>
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</table>
| Q2      | PSY8331 Principles of School Psychology  
          PSY7421 Cognitive/Affective Psychology |                                                  |
| Q3      | PSY8337 Legal and Ethical Issues in the School  
          PSY7540 Multicultural Perspectives in Human Behavior |                                                  |
| Q4      | Elective course PSY7610 Tests and Measurements | PSY-R6595 Functional Behavioral Assessment and Assessment Reviews* |

### YEAR 2

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<tr>
<th>QUARTER</th>
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| Q5      | PSY8233 Psychological Assessments for School Psychologists 1  
          PSY8212 Childhood Mental Health, Counseling, and Crisis Intervention/Prevention | PSY-R6592 Interventions and Response to Interventions† |
| Q6      | PSY8335 Consultation and Collaboration in the Schools  
          PSY8234 Psychological Assessments for School Psychologists 2 | PSY-R6591 Assessment  
          PSY-R6593 Assessments: Nonverbal  
          PSY-R6594 Counseling |
| Q7      | PSY8332 Advanced Methods in School Psychology  
          PSY8235 Psychological Assessments for School Psychologists 3 |                                                  |
| Q8      | PSY7320 Advanced Biological Psychology  
          PSY8220 Advanced Psychopathology |                                                  |

### YEAR 3

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| Q9      | PSY8338 Child and Adolescent Development for School Psychologists  
          PSY8501 Advanced Research Methods and Statistics for Professional Psychology |                                                  |
| Q10     | PSY8230 Psychological Testing  
          PSY9965 School Psychology Doctoral Learner Comprehensive Examination | PSYR6596 Personality and Behavior Assessment  
          PSYR6597 Report Writing and Behavior Interventions  
          PSYR6599 Treatment Planning and Recommendations |
| Q11     | PSY8251 Neuropsychological Assessments  
          PSY8371 Strategies of Clinical Supervision and Consultation |                                                  |
| Q12     | PSY8375 Professional Development and Supervision of School Psychologists  
          PSY9970 Doctoral School Psychology Integrative Project |                                                  |

### YEAR 4

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| Q13     | PSY8960 School Psychology PsyD Practicum 1 OR  
          Elective course |                                                  |
| Q14     | PSY8961 School Psychology PsyD Practicum 2 OR  
          Elective course |                                                  |
| Q15     | PSY8962 School Psychology PsyD Internship 1 |                                                  |
| Q16     | PSY8963 School Psychology PsyD Internship 2 |                                                  |

### YEAR 5

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<tr>
<td>Q17</td>
<td>PSY8964 School Psychology PsyD Internship 3</td>
<td></td>
</tr>
<tr>
<td>Q18</td>
<td>PSY8965 School Psychology PsyD Internship 4</td>
<td></td>
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</tbody>
</table>

*This residency may instead be taken during Q5.  
†This residency may instead be taken during Q7 or Q8.
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 Harold Abel School of Psychology 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.
Move Forward with Capella University

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 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.

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/doctoral/PsyD_School_Psych_gedt.html.

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www.capella.edu

*ACCREDITATION
Capella University is accredited by the Higher Learning Commission.

HIGHER LEARNING COMMISSION
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