

2017-2018

Clinical
Psychology Program Handbook



Table of Contents

Introduction and Program Philosophy	2
Area Program Administration	4
The Training Program in Brief	5
Faculty Mentors and Advisors.....	6
Core Curriculum	7
Courses	7
Research Training	12
Clinical Training	13
Psychological Services Specialty Clinics.....	13
External Practica	14
Approximate sequence of courses taken by clinical students*	15
Student Conduct, Performance, Progress and Opportunities	16
Information Regarding Limits on Credit Hours.....	26
Master’s Thesis	27
Candidacy Examination.....	29
Standard Format	27
Alternative Format	30
Dissertation	36
Pre-Doctoral Internship	39
Getting Around	40
Frequently Asked Questions	42
Appendix A: Clinical Faculty and Areas of Research Interest	44
Barbara L. Andersen, Ph.D.	45
Theodore P. Beauchaine Ph.D.....	45
Jennifer S. Cheavens, Ph.D.	46
Charles F. Emery, Ph.D.....	47
Ruchika S. Prakash, Ph.D.....	48
Daniel R. Strunk, Ph.D.....	49
Julian F. Thayer, Ph.D	50
Michael W. Vasey, Ph.D.....	51
Appendix B: Joint & IDD Faculty with Areas of Research Interest	53
Joint Faculty	53
IDD Faculty.....	53
Appendix C: Clinical Area Adjunct Faculty and Supervisors.....	54
Appendix D: Clinical Area External Practicum.....	55
Appendix E: OSU Clinical Program – Grievance/Complaint Log	57
Appendix F: List of Courses Fulfilling Breadth Requirements	58
Appendix G: Course Waiver Request	59
Evaluation of Course Equivalency and Recommendation for Waiver	60
Appendix H: Student Support Services.....	61

Introduction and Program Philosophy

The Ohio State University Clinical Psychology program is designed to educate clinical psychology scientists for the future. The program is [American Psychological Association](#) (APA) accredited and has been so since 1948. Additionally, the program gained [Psychological Clinical Science Accreditation System](#) (PCSAS) accreditation in 2015. With this clinical science orientation, the [Clinical Psychology Program](#) at [The Ohio State University](#) aims to help students develop excellent research and clinical skills. The program focuses on development of students' abilities to formulate, conduct, and publish empirical research relevant to clinical psychology phenomena. Students are trained to conceptualize, assess, treat, and prevent psychological dysfunction. The training program has two tracks: adult clinical and health psychology, although some faculty also study psychological dysfunction in childhood and adolescence. In addition, some students are admitted into a joint program—Clinical and Intellectual Developmental Disabilities (IDD)--with primary advisor from the IDD area and a secondary advisor from Clinical. Students admitted for this specialization take coursework in both areas and remain with an IDD and Clinical advisor for the duration of their graduate training.

The core of our program includes didactic course work, with a focus on achieving the highest levels of research competence.

Training includes courses and seminars on research methods and statistics, psychometrics, psychopathology, psychological

assessment, empirically supported intervention, multicultural perspectives, and ethics of research and clinical services. As the content of clinical psychology continues to evolve, the guiding principle is to train critical thinkers. Upon leaving the program, our graduates are recruited for positions at universities, colleges, and medical schools, where they embark on careers as scholars and educators. Recent graduates, for example, hold faculty positions at UCLA, The Warren Alpert Medical School at Brown University, Duke University Medical School, Indiana University, University of Texas Health Sciences, and The Ohio State University Wexner Medical Center.

“Our mission is to provide a program for students who aim for careers as clinical scientists.”

A mentor model is used for research training. Interview and admission decisions are made by the clinical faculty as a group, but the program follows a mentorship model. That is, individual faculty interview and select only students whose stated interests are congruent with those of the faculty member. In addition to research training, a faculty mentor is a student's academic advisor and primary consultant for any issues relevant to student training and career planning.

Students may also choose to also consult with other faculty and are encouraged to do so.

Because effective clinical research requires first-hand experience with the phenomenology and treatment of psychological dysfunction, the program has a strong experiential (clinical) component. As a clinical scientist program, extensive clinical practica experiences are included. Students' initial clinical work is supervised by Dr. Michael Vilensky, Director of the [Psychological Services Center](#), the in house department clinic. Later, students continue their clinical training with more advanced in-house practicum experiences and approved externship sites.

The Ohio State Clinical Psychology program is not “one size fits all.” Students with primary interests in clinical practice are not likely to find program aims or objectives to be consistent with their professional goals. In fact, a recent survey of graduates from the last 10 years indicates that over 60% hold positions in university or academic medical settings. Indeed, our mission is to provide a program for students who aim for careers as clinical scientists. It is hoped you find the Ohio State Clinical Psychology program to be both challenging and rewarding in meeting your goals.

This handbook can be accessed online at www.psy.ohio-state.edu by clicking on “Programs”, then “Clinical”, then “[Program Manual](#)”.

[Commission on Accreditation](#) address:
American Psychological Association
750 First Street, NE
Washington, DC 20002-4242
Telephone: 202-336-5979

[Psychological Clinical Science Accreditation System](#)
1800 Massachusetts Ave NW, Suite 402
Washington, DC 20036-1218 USA
Phone: (301) 455-8046

**Program Contact
Information:**

The Ohio State University
Clinical Psychology Area
108 Psychology Building
1835 Neil Avenue
Columbus, OH 43210

P: 614-292-6649
F: 614-688-8261

On the web at:
www.psy.ohio-state.edu

Program Administration

Director of Clinical Training. Dr. Jennifer Cheavens (cheavens.1@osu.edu) is the Director of Clinical Training (DCT). DCT responsibilities include monitoring quality and providing all communications regarding the Clinical Psychology program, such as representation to the [American Psychological Association](#) (APA), [Psychological Clinical Science Accreditation System](#) (PCSAS), [Association of Psychology Postdoctoral and Internship Centers](#) (APPIC), and the [Council of University Directors of Clinical Psychology](#) (CUDCP). Additional DCT duties include acting as a clinical program advisor to all students, chairing evaluation meetings for students' progress on research and practica, and communications of training program for Department, University, and national needs and requests. Communication duties include provision of correspondence to students regarding their academic progress and related needs (e.g., letters for internship applicants and licensure). The DCT also coordinates externship placements and evaluations, including regular communication with externship supervisors, and responding to students' questions/concerns regarding specific placements.

Clinical Area Coordinator. Dr. Daniel Strunk (strunk.20@osu.edu) is the Area Coordinator and chairs meetings of the Clinical Area faculty. He is also responsible for Clinical Area faculty communications to the Department administration. This position includes leadership for coordinating clinical course offerings, faculty teaching schedules, and immediate and long term planning.

Director of the Psychological Services Center. Dr. Michael Vilensky (vilensky.2@osu.edu) is Director of the Psychological Service Center (PSC). His office is room 105A in the PSC.

Program Associate. Ms. Sarah Vanadia (vanadia.6@osu.edu) is Program Associate. She provides support to Clinical Area faculty and students. Sarah assists the DCT in maintaining records for APA and PCSAS accreditation. In addition, she provides administrative support for the Psychological Services Center. She can be reached by telephone at (614) 292-5303.

Student Representatives. Clinical Area faculty meet monthly during Autumn and Spring semesters to discuss matters related to curricula, planning, and student needs. Students elect one representative each from the following groups: first-year, second-year, and post-second year. These student representatives are responsible for attending area meetings as needed,

providing agenda items, and/or providing student input for current issues, and communicating with fellow students regarding area meeting content.

General Meetings. In addition to the Clinical Area meetings, opportunities for students' comments, advice, concerns, etc., regarding the program also occur. Joint student-faculty meetings are held on an as-needed basis.

The Training Program in Brief

The Clinical Area training program is most readily described by outlining the curriculum in Years 1 through 4, and describing markers of achievement (program "hurdles") during each period. The Clinical program is designed to be completed in five years with the final, sixth year spent at an APA-accredited internship. The sequence is as follows:

Year 1:	Core curriculum; First year research experience
Year 2:	Master's Degree completion
Year 3:	Candidacy exam completion
Year 4:	Dissertation proposed
Year 5:	Dissertation completed
Year 6:	APA-accredited internship

In 2015-2016, 71% of students graduated in six years or fewer.

In the first two years in residence, didactic core courses are intense and clinical training begins. The first year includes much of the core Clinical Program curriculum. In April, first-year students deliver a presentation highlighting research they have completed or are undertaking. In the second year, core courses continue, and breadth requirements are met through courses in biological, cognitive-affective, and social bases of behavior. Clinical experiences in the Psychological Services Center also begin, and Masters theses are completed. At this time, formal recommendations are made regarding students' receipt of a terminal Master's degree, or proceeding through the remainder of the Ph.D. program. Following completion of the Master's Thesis, students also present to the full department. Following completion of the Candidacy (general competency) Exam in the third year, students are "advanced" to Ph.D. candidacy. From this time forward, program activities

are more individualized to achieve students' career goals. In Years 3 and 4 (and to a lesser extent 5), students continue to meet area breadth requirements, complete statistics requirements, and engage in PSC specialty clinics or off-site practica. All of these are described in more detail below. Additional research and dissertation work are also completed. Year 5 or 6 consists of completing an off-campus, APA-accredited internship.

Most students graduate in a timely fashion. Across the last three academic years (viz., 2013-14, 2014-15, and 2015-16), 68% of students graduated within 6 years.

Faculty Mentors and Advisors

As noted earlier, the Clinical Area operates with a mentor/advisor model. Thus, students' faculty advisors monitor students' research progress and completion of milestones, including the Thesis, Candidacy Exam, and Dissertation. See Appendix A for descriptions of each faculty member's research interests.

At present, there are eight core Clinical Area faculty members (Barbara Andersen, Ted Beauchaine, Jen Cheavens, Charles Emery, Ruchika Prakash, Dan Strunk, Julian Thayer, and Mike Vasey). There are also joint faculty with primary appointments in other academic units and therefore secondary appointments in Psychology. With approval of the core program faculty, these joint faculty also may serve as students' research mentors (see Appendix B for a list of joint faculty and their research interests). When joint faculty members serve as research mentors, students are co-advised by a core Clinical Area faculty member. In addition to providing general advising, co-advisors also serve as co-chairs of students' committees for program requirements (Master's Thesis, Candidacy Exam, and Dissertation). Thus, both research mentors and co-advisors are members of all committees.

In addition to providing research mentorship, faculty advisors monitor a students' progress through the Clinical Program, including their performances in courses, the Candidacy Exam, practicum experiences, and ethical and professional development. Students and advisors maintain clear lines of communication throughout students' tenure in the program. Accordingly, students meet with their advisors regularly (typically once per week to every other week). Meeting schedules vary as a function of advisor/student preference, advisors' schedules, project requirements, and progress in the program. If meetings are occurring at less than optimal frequency for a student, his or her need for more meetings should be expressed

directly to his or her advisor.

By program design, students typically remain with one advisor for the duration of their training. However, in rare circumstances changes in research interests, career plans, etc., may necessitate a change in advisors. This is most easily accomplished after completing a training milestone, such as the Master's Thesis or Candidacy Exam. If a student wishes to change advisors, he or she should have a preliminary conversation with his or her prospective advisor to discuss this possibility. Before any change is made, the student needs to also discuss the potential change with his or her current advisor. After clarifying the change with the current advisor and receiving approval from the proposed advisor, the student must provide the DCT with written documentation of the change. Copies are then sent to both faculty members.

Core Curriculum

The curriculum reflects an integration of broad substantive training in psychology, with advanced research and professional training in clinical science, including psychopathology and health psychology. The curriculum is designed to meet training guidelines of both the APA and PCSAS, and therefore provides breadth of knowledge in the field, as well as depth in areas of competence considered essential in the clinical science model embraced by the program.

Didactic Courses

Research Design and Methods in Clinical Psychology (Psychology 6861; Dr. Julian Thayer): This course emphasizes basic essentials of experimental and quasi experimental designs, and also covers ethical issues, single case designs, and field studies.

Psychometrics (Psychology 6863; Professors in the Quantitative Area): This course covers classical and contemporary approaches to reliability, validity, statistical and theoretical issues vis-à-vis assessment and test construction.

Quantitative Methods in Psychology I (Psychology 6810; Professors in the Quantitative Area): This is the first required statistics sequence course and is offered in the fall semester. It covers descriptive statistics and hypothesis testing, ANOVA models, and an introduction to correlation and regression.

Quantitative Methods in Psychology II (Psychology 6811; Professors in the Quantitative Area): This

is the second statistics sequence course and is offered in the spring semester. It covers regression and random effects models.

Clinical Services: Ethics, Assessment, Supervision, & Treatment. (Psychology 7188; Dr. Mike Vilensky): This course provides the following: (1) a practical overview to providing assessment and intervention services; (2) ethics, with special attention to clinical practice; (3) approaches to supervision; and (4) consultation with other professionals. Following the course, students will be prepared to provide supervised clinical services in the Psychological Services Center.

Third Statistics class: Clinical students are required to take an additional quantitative class of their choosing, preferably in Year 2. This course ordinarily complements the student's research focus. Several current offerings are well suited to analyses of the type of complex data sets common in clinical and health psychology. The following courses are current: Mediation, Moderation and Conditional Process Analysis (Psych 6822), Causal Inference (Psych 7695.06), Covariance Structural Models (Psych7821), Fundamentals of Item Response Theory (Psych 7822), Analysis of Repeated Measures and Longitudinal Data (Psych 7823), Non-Parametric Statistics (Psych 7824) and Simulation Modeling (Psych 7825). In addition, Biostatistics courses (e.g., Logistic regression, Survival Analyses) can be found in offerings from the School of Public Health, located in Cunz Hall.

Life Span Development Psychopathology I: Foundations (Psychology 6853; co-taught by Drs. Mike Vasey and Ted Beauchaine): This course is the first in a two-part sequence focused on emerging psychopathology across the lifespan. Its purpose is to familiarize students with the current knowledge and issues in psychopathology at all stages of life (Psychology 6854 is the second psychopathology sequence course; see below).

Lifespan Developmental Psychopathology II (Psychology 6854; co-taught by Drs. Mike Vasey and Ted Beauchaine): This course provides historical perspectives on mental illness, discusses models of diagnosis and classification, and surveys experimental and clinical approaches to psychopathology, including *Diagnostic and Statistical Manual of Mental Disorders-fifth edition* (DSM-5) disorders, and the Research Domain Criteria.

Empirically Supported Treatments (Psychology 6866; Dr. Dan Strunk): This is a survey of cognitive behavior therapy conceptualizations, assessment strategies, and interventions for various forms of psychopathology.

Psychological Appraisal (Psychology 7864); Dr. Ruchika Prakash): This course provides didactic coverage of adult intellectual assessment (e.g., WAIS-III) and objective personality tests (e.g., MMPI).

Seminar Course

Seminar in Clinical Psychology: Current Research in Clinical Science (Psychology 7695.01; Dr. Ruchika Prakash): Spring semester, Fridays 9-11am. Until clinical students have passed their Candidacy Exam, they are required to take this course each year. It covers cutting-edge research in psychopathology and health psychology and includes a series of speakers both from OSU and outside the University.

Substantive Requirements in Other Areas

As an APA-Accredited program, students must receive training in biological, cognitive-affective, and social bases of behavior. Three credit hours of coverage in each is required. Students can select courses consistent with their interests, with the proviso that coverage must occur for all areas. Ethics, diversity issues, supervision/consultation, and professional development issues are covered in core clinical courses. All students must complete a course in history and systems of psychology. Students are encouraged to begin taking breadth courses in Year 1 when possible.

Biological Bases of Behavior: Biological bases of behavior courses currently offered include Biological Psychiatry (Psych 5613), Seminar in Behavioral Neuroscience (Psych 5891), and Survey of Behavioral Neuroscience I (Psych 6806).

Cognitive-Affective Bases of Behavior: Cognitive and Affective bases of behavior courses currently offered include Introduction to Cognitive Science (Psych 5612) and Psychology of Judgment and Decision Making (Psych 7708).

Social Bases of Behavior: Social bases of behavior courses offered include Lifespan Sociomoral Development (Psych 6832), Basic Principles of Social Psychology (Psych 6870), Social Cognition (Psych 7871), and Social Motivation (Psych 7872).

Individual Behavior: This APA requirement is fulfilled by core coursework, described above.

Ethics: In the summer between Years 1 and 2, students participate in an Introduction to Clinical Services course. Applied ethics are covered in this course. Research ethics is covered in the Research Methods course, and all students are expected to complete [Collaborative Institutional](#)

[Training Initiative](#) (CITI) training (a national research training requirement), and to keep this certification up-to-date. Students also address professional issues and ethics in their respective research and clinical practica.

Cultural and Individual Differences and Diversity

Cultural and diversity issues are discussed and relevant topics are covered in Clinical Assessment (Psych 7864), Lifespan Developmental Psychopathology I and II (Psych 6853, 6854), Empirically Supported Intervention (Psych 6866), and Research Design and Methods in Clinical Psychology (Psych 6854). Additionally, cultural and individual differences and diversity topics are covered in the annual seminar series.

History and Systems

Psychology (Psychology 6809): Historical Developments of Psychology is currently offered and is required.

Writing

Students who wish to improve their writing have a number of University offerings from which to choose. Usually students take such courses in Years 1 or 2, prior to the Master's Thesis defense. Additionally, the [OSU Writing Center](#) has resources available to graduate students, including thesis and dissertation writing groups.

Quantitative Psychology Concentration

Students may opt to have a "concentration" in quantitative psychology by taking two additional statistic courses (for a total of 5). Consider this option and discuss it with your advisor.

Health Psychology Specialty

Note: *All Health Track students are required to take at least three health psychology seminars in addition to all other required courses.*

Core Offerings

Behavioral Medicine (Psychology 7695.01; health psychology faculty): This required course for health track students provides both historical and contemporary perspective on health psychology. Traditional conceptualizations of stress serve as introductory material. Major topics include prevention, multicultural topics in health, psychological responses to medical diagnosis and treatment, responses to chronic illness and adjustment, and psychological interventions

with health populations.

Additional offerings (two required)

Cardiovascular Behavioral Medicine (Psychology 7695.01; Dr. Julian Thayer): This course highlights progression of knowledge in the field of cardiovascular behavioral medicine. Topics include the study of psychological factors involved in development and progression of coronary heart disease, use of relaxation and similar therapies for treatment of hypertension, individual differences in coping with heart disease, and racial/ethnic influences on cardiovascular health.

Behavioral Medicine Cancer (Psychology 7695.02; Dr. Barbara Andersen): This course provides an overview of developments in biobehavioral aspects of cancer, including psychological, behavioral, and biological factors involved in cancer prevention and control, and dissemination/implementation of psychological interventions.

Psychology of Aging and Health (Psychology 7695.01; Dr. Charles Emery): This course covers models of aging and adult development, age-related changes in primary organ systems of the body, and both psychological and biological/health changes associated with aging.

Psychophysiology (Psychology 7695.01; Dr. Julian Thayer). This course surveys theoretical, methodological, and applied issues associated with psychophysiology. Overview of applications of psychophysiology to cognitive, clinical, developmental, social, and personality psychology. Discussion of the relationship of psychophysiology and related areas (e.g., behavioral and psychosomatic medicine, cognitive neuroscience) and other domains in biological psychology is provided.

Note: Additional offerings in the College of Public Health and other departments are available. Please consult with one's advisor regarding the appropriateness of these courses in fulfilling the requirement of two additional courses and to seek approval for such substitutions.

Adult Psychopathology Specialty

Note: Adult psychopathology track students are not required to take additional courses beyond those otherwise described. However, these students may find appropriate elective courses on offer.

Research Training

First-year presentation: At the end of the spring semester of Year 1, students deliver an oral presentation highlighting research they have completed or are undertaking. Students should consult with their advisors in preparing the presentation. Clinical faculty and graduate students attend the presentations. Some advanced students may also be asked to present findings from their Dissertation.

Presentations at regional or national meeting(s): All students are expected to present empirical research projects at regional and/or national research conferences. Submissions are typically those in which the student has played a significant role as an investigator. Meeting attendance and conference presentations introduce students to and facilitate their involvement in national research communities of psychologists. Completion of multiple conference presentations prior to the award of the Ph.D. is strongly advised, so students will be competitive applicants for future employment opportunities. Travel funds are available from the Department for students whose papers and posters are accepted at professional conferences. Information regarding application for such funds can be obtained from the Department's Graduate Program Coordinator, Mary Jones (jones.3308@osu.edu), or the office of the Chair.

Student-initiated grant proposals. Students are encouraged, in consultation with their advisors, to apply for their own grant funding. Obtaining such funding has many advantages, including reduced student teaching and more time to conduct thesis and dissertation research. These awards are also very impressive to internship sites and search committees when students apply for jobs. Predoctoral [National Research Service Awards](#) from the [National Institutes of Health](#), and [Graduate Research Fellowships](#) from the [National Science Foundation](#) are especially appealing and prestigious options. Many associations (e.g., [American Psychological Association Dissertation Research Award](#)) and foundations ([American Psychological Foundation scholarships](#)) also provide competitive dissertation awards that students should consider with their advisors. Additional details are provided below.

Scholarly contributions/publications: All students are to engage in scholarly writing and publishing throughout their graduate training. A list of recent student publications and presentations can be found in Appendix G. Publication of articles in high impact peer-reviewed journals is strongly encouraged, and essential for those planning to enter a competitive postdoctoral fellowship or the academic job market.

Master's Thesis, Candidacy Exam, and Dissertation: The Master's Thesis, Candidacy Exam, and Dissertation are all integral components of students' research training. Given their scope, they are described in more detail in later sections.

Clinical Training

The Clinical Program requires two clinical practicum experiences: one in Year 2 and one in Year 3, and most students pursue additional clinical experiences in Years 4 and beyond.

Second Year Practicum: (Psychology 7188; Dr. Mike Vilensky): This required practicum is conducted at the PSC. This is an 11 month, 10-hour-per-week training experience. Practicum supervision is provided by Dr. Vilensky, Director of the PSC. This offering begins in the summer following completion of the first year. The practicum provides training in psychological assessment and cognitive behavioral therapy (CBT). The PSC provides clinical services for individuals from the greater Columbus community.

Psychological Services: Specialty Clinics

Beginning in Year 3, clinical training and supervision may be sought through specialty clinics offered by core faculty in their respective areas of expertise. Recent offerings are provided below. Not all offerings are available every year.

Advanced Practicum in Cognitive Therapy (Psychology 7189; Dr. Dan Strunk): Students learn to provide individual CT (with special focus on patients with depression or related mood disorders). Experiences also include conducting structured psychological evaluations.

Advanced Practicum in Dialectical Behavior Therapy (Psychology 7189; Dr. Jen Cheavens): Students learn to provide individual and group dialectical behavior therapy (DBT) with focus on treating patients with borderline personality disorder. However, patients with other disorders characterized by emotion dysregulation and impulsivity are also treated in this practicum. Both assessment and treatment within the DBT framework are included.

Adult Assessment Clinic (Psychology 7189; Dr. Ruchika Prakash): The practicum trains students to conduct psychodiagnostic assessments. Students receive an introduction to neuropsychological assessment, and learn to administer structured clinical interviews.

Mindfulness Clinic (Psychology 7189; Dr. Ruchika Prakash): This practicum teaches students how to address worries, stress, and tension in the general population. Group treatment is used and includes didactics, mindfulness training, and yoga.

Behavioral Medicine Practicum (Psychology 7189; Dr. Charles Emery): This practicum exposes students to multidisciplinary teams for care of medical outpatients who receive cardiac and pulmonary rehabilitation services. Experiences include psychological evaluations, individual and group short-term psychotherapeutic interventions, (stress management, behavioral approaches to smoking cessation and dietary modification), and marital counseling. The course is required for all students in the health track.

External Practica

Sites available for student training for Year 3 and after are listed below. The majority require a 9- to 12-month commitment. Students typically spend 10-15 hours of clinical experiences per week, although this number varies across practicum sites depending on the training requirements.

- OSU Department of Physical Medicine and Rehabilitation
- OSU Nisonger Center
- OSU Department of Family Medicine
- OSU Department of Psychiatry
- OSU Counseling and Consultation Center
- Nationwide Children's Hospital
- Nationwide Children's Hospital Close to Home facilities
- Twin Valley Behavioral Healthcare
- VA Ambulatory Care Center
- Selected private practitioners in the Columbus area

In late spring, students receive information about potential practicum placements. Following this, students are asked to rank their preferences for practicum placements. Using this information and information from the sites, the DCT assigns students to placements/sites, taking into consideration student preferences, supervisor preferences, and their research mentor's agreement.

Typical sequence of students' graduate coursework by year*

Year 1, fall semester

Research Design and Methods in Clinical Psychology – Psych 6861
Life Span Developmental Psychopathology I: Foundations – Psych 6853
Statistical Methods I – Psych 6810
Historical Developments of Psychology – Psych 6809*

Year 1, spring semester

Life Span Developmental Psychopathology II: Adults – Psych 6854
Statistical Methods II – Psych 6811
Psychometrics – Psych 6863*
Empirically Supported Treatments – Psych 6866*
Seminar in Clinical Psychology – Psych 7695.01
First Year Project – Psych 8889 under advisor

Year 2, fall semester

Clinical Practicum in the PSC – Psych 7188
Psychological Appraisal – Psych 7864*
Third required statistics class
Breadth course/Health Psychology*
Master's proposal

Year 2, spring semester

Clinical Practicum – Psych 7188
A statistics class for Clinical students concentrating in quantitative analyses
Seminar in Health Psychology* – Psych 7695.01
Breadth course
Master's defense

Year 3, fall and spring semesters

Either PSC clinics (Psych 7188) under core faculty, or outside the PSC practicum (Psych 7189)
Breadth courses
Any remaining Health Psychology course
Statistic classes for clinical students concentrating in quantitative psychology

Completion of Candidacy Exam

Year 4, fall and spring semesters

Either PSC clinics (Psych 7188) under core faculty, or outside the PSC practicum (Psych 7189)

Any remaining Breadth course
Any remaining Health Psychology course
Statistic classes for clinical students concentrating in quantitative psychology
Dissertation proposal

*Courses typically offered every other year.

Student Conduct, Performance, Progress, and Opportunities

There are many components to evaluating student performance and progress in the Clinical Program. The clearest markers are maintenance of satisfactory grades and completion of academic milestones, as outlined above and specified in detail below. Other important factors include but are not limited to expertise in clinical work as demonstrated through practicum performance, engagement in research, teaching performance (if relevant), professional contributions, and professional and ethical conduct.

Grades

To be in academic good standing, as defined by the [OSU Graduate School](#), students must maintain a cumulative grade point average (GPA) of 3.0 or better on a 4.0 scale, where A = 4.0, B = 3.0, C = 2.0, and D = 1.0. Students who do not maintain a 3.0 GPA are placed on academic probation by the Graduate School.

In addition to the requirement of a 3.0 GPA, the Clinical Program uses the following interpretation of letter grades for performance in clinical and departmental coursework: A=outstanding, B=expected, and C=unacceptable. If a student receives a "C" in any core clinical course or required statistics course, he or she should discuss this with his or her advisor and the professor who taught the course. The student is required to retake all or portions of the course and/or complete remedial work to satisfy specific deficiencies. A plan for remediation will be specified by the Clinical Area and communicated to the student by the DCT.

Academic Standings and Program Markers

In addition to Graduate School standards, student progress is discussed at least annually by Clinical Area faculty. Timely and successful completion of program requirements are considered. When requirements are completed successfully and on time, students are in good standing. Program requirements and the associated timeline for timely and successful completion are as follows:

First year research experience. Students become engaged in research immediately upon entry into the Clinical Program. Near the end of their first year, students present their work at our annual research presentation meeting, which is attended by Clinical Area faculty and students. This is typically on Friday in mid to late spring semester.

Master's Thesis. The Master's Thesis is a high quality research project planned and performed in close consultation with students' academic advisors. In some cases, a proposal meeting is convened in which students obtain feedback from their Committee on their literature review, methods, and proposed analyses. This meeting is optional; please consult with your advisor. In contrast, an oral defense meeting for the Master's Thesis is mandatory and must occur before the first day of classes in the fall semester of the third year for a student to remain in good standing.

Advancement to Candidacy for the Dissertation. Separate from successful completion of the Master's is the deliberation of the Clinical Faculty regarding a student's suitability to advance to the dissertation. Recommendation for such (i.e., Yes vs. No) is made by the advisor in consultation with the Master's Committee. Their recommendation is advisory to the Clinical Faculty which is the final arbiter for the decision.

Candidacy Exam. The Candidacy Exam (sometimes referred to as the General Exam and/or the Qualifying Exam) is intended to assess breadth and depth of students' knowledge. It can take on any of several formats, including a traditional exam, or one of several alternatives (details follow). To take one of the alternative formats, students must both meet the eligibility requirements (described below) have their advisor's approval. Regardless of the format pursued, the exam includes written and oral portions, both of which must be passed before a student is advanced to candidacy. Students should consult with their advisors about which option to take. Those who take the traditional exam perform the written portion during spring break of Year 3, and defend before spring semester is over. Students who choose other options defend when they are finished. Regardless of the option chosen, to remain in good standing, the oral defense must be completed successfully (following satisfactory completion of the written portion) on or before the first day of classes in the fall semester of Year 4. For more information, see the section below entitled Candidacy Exam.

Doctoral Dissertation. As in any Ph.D. program, the Dissertation is a capstone achievement in

graduate school. It is a major, original piece of research that makes a substantive contribution to knowledge in a student's area of interest/expertise. Upon completion of the dissertation, students should have (1) demonstrated high level expert knowledge of a specific content area, and (2) written a document that demonstrates strong scholarship and is of publication quality (dissertation documents tend to be of greater length and therefore tend to require editing prior to being submitted for publication). The following procedures must be followed:

Proposal Meeting: Prior to embarking on their dissertation work, students must write a Dissertation Proposal (described in more detail below), and convene their Dissertation Committee for a proposal meeting for its evaluation. The student and his/her Committee discuss objectives of the research, the scholarly literature review, and proposed methods. Oftentimes, the Committee will recommend changes to the proposed research. The proposal meeting must be completed successfully, with no additional meetings needed, prior to applying to internship programs. The exact deadline is determined annually, and is typically in early October.

Defense Meeting: The completed dissertation document must be sent to the committee for review at least two weeks prior to the meeting (but see below). During that time, a decision is made regarding the readiness for an oral defense. If not deemed ready, the document is returned to the student for modifications. If appropriate to proceed, the oral defense meeting can be scheduled with notification to the Graduate College of the proposed date/time. In view of the required period of evaluation and subsequent determination of defense date, students should anticipate 1 month (minimum) from initial delivery to faculty for evaluation and setting of the defense date.

The 2 hour dissertation defense begins with an oral presentation (typically 20-30 min) during which the student presents the research. Committee members then query a student regarding any aspect of the content, methods, analyses, and interpretation of findings. Following discussion, the candidate is excused for committee deliberation. When completed, the student is requested to return to learn the pass vs. fail recommendation.

According to policies set by the Graduate School, the dissertation defense must occur within five years of advancement to candidacy. *Note: The Clinical Area requires that the dissertation defense occur no later than one year after completion of internship.*

For students to maintain good standing with the Graduate School, timely completion of milestones is required. This sequence, which is described in previous sections, can be summarized as follows:

- Students are regarded as "in difficulty" when a marker is missed (e.g., day two of the fall semester of the third year without a successful Master's Thesis defense; day 1 of the fall semester of the fourth year without successful completion of candidacy). In difficulty status may extend for a maximum of one year (12 months).
- If the marker remains unmet during the 12 month "in difficulty" period, the student is next placed "on probation." This status also may extend for a maximum of one year (12 months).
- Failure to complete the Master's Thesis by day two of the fifth year results in termination from the Clinical Program.

Note: Markers are to be completed during the 9-month academic calendar year. Most Psychology Department faculty, including core Clinical Area faculty, are on 9-month appointments. They therefore are not paid for the summer. Accordingly, requests for meetings to be held during the summer months are not advised. Faculty summer months are spent on research, writing, visits with collaborators, etc. Therefore, students need to schedule committee meetings during the 9-month academic year.

The temporal sequence for completing the Master's Thesis, Candidacy Exam, and Dissertation provides are indicators of standing in the Clinical Program. However, the Clinical faculty have prerogative to evaluate and inform students of difficulty at any time—including concerns and difficulties that could lead to termination from the program. Reasons for termination include Clinical Program violations (e.g., participating in clinical practica or "moonlighting" without approval, research irregularities and/or plagiarism, unethical behavior, etc.). Additionally, students must have an advisor of record at all times.

All graduate students are expected to conform to reasonable standards of academic and professional conduct in all activities related to teaching, research, and service within the Clinical Area, the Department, and the University. Relevant standards include, for example, Section 7 of the Graduate School Handbook and the Ethical Standards of the APA. Students are responsible

for understanding and abiding by these and related standards for clinical psychologists.

The multiple requirements and diversity of experiences (research, course work, teaching, and clinical work) comprising the clinical program necessitate that students need to develop proficiency in time management. Consequences of delayed program markers are significant and bring added stress. Students having difficulty managing required tasks should seek assistance from their mentors. Senior peers can also be very helpful. Self-help books on time management might also be useful (e.g., Julie Morgenstern's *Time Management from the Inside Out*, John D. Cone & Sharon L. Foster's *Dissertation and Theses from Start to Finish*, Silvia's *How to Write A Lot*), as well as occasional short-course offerings on campus for time management.

Review of Progress

Students receive formal and informal verbal and written feedback and guidance throughout their training. Students who wish to clarify or seek additional feedback should make requests directly to the relevant faculty member. Consultation with the DCT, Area Coordinator, or other faculty members is always available; please just ask.

Written evaluations of progress are completed annually, following Clinical Area faculty meetings in which the respective advisor summarizes the student's activity report (SARs) to the Clinical Area. The SAR is a department-managed, web-based interface for entry of research activity, publications, clinical placements, course progress, and personal goals. Students who fail to complete the SAR have incomplete evaluations and are considered to be "in difficulty" until the form is completed and faculty can conduct an evaluation. During evaluation meetings, a student's advisor(s) discusses student progress in research, clinical work, and teaching, considering individual student's goals. For students with a joint faculty member as research mentor, the joint faculty member joins the meeting. In addition to the advisor's/mentor's report, faculty discussion includes review of student's performance in courses, completion of research projects, presentations, and publications, and obtained feedback (if relevant) from externship supervisors regarding student's clinical skills and professional development. Faculty evaluations and recommendations for continued training are communicated to students via written correspondence jointly written by the advisor and DCT. Letters are sent to all students, typically in the early summer months. Additional correspondence with students occurs on an as-needed basis.

*Click here for the online
version of the Ohio State
[Graduate School Handbook](#)*

Student Grievances/Complaints

Graduate students who have academic and/or training related grievances are encouraged to (1) discuss the problem with their advisor and/or the DCT and, if the grievance is not resolved satisfactorily (2) present the grievance formally to the Department Graduate Studies Chair (Dr. John Opfer, opfer.7@osu.edu, 614-292-9547) or the Psychology Department Chair (Dr. John Bruno, bruno.1@osu.edu, 614-292-3038). If the grievance is not resolved satisfactorily by the Department, it should then be addressed to the Dean of the College of Social and Behavioral Sciences [Dr. Janet Box-Steffensmeier, (executive assistant Jenifer Rasor, rasor.3@osu.edu, 614-292-7689)]. If a student considers resolution of his/her grievance to be unsatisfactory, he/she may present the grievance to the Dean of the Graduate School for a hearing, following Graduate School guidelines. Such grievances should be directed to the Dean of the Graduate School (Dr. Scott Herness' executive assistant Susan Reeser, reeser.1@osu.edu, 614-247-7413).

Termination from the Program

Students are notified in writing by the DCT and Clinical Area faculty about any serious concerns with their progress or unethical behavior. This is done so that students can, if possible, correct or remediate deficiencies in a timely manner. If remediation is not viewed as a reasonable possibility by faculty, or if the student is not able or willing to undertake steps for remediation, a student may be advised to leave the program voluntarily. Alternatively, the faculty may vote to terminate a student from the program, with or without his/her consent.

Termination may also be considered if a student engages in unauthorized teaching or education, research, and/or clinical activities. All psychology-related paid or unpaid work, such as teaching, research, and/or clinical service provision not under the auspices (supervision) of full time faculty of the Department or University, must be approved by (1) the student's primary advisor *AND* (2) the DCT *AND* (3) the Chair of the Graduate Studies Committee before the activities are committed to or begun. This stipulation applies to paid or unpaid work with adjunct faculty (see Appendix D) and individuals or units with no association with the University. This also includes relationships outside of the Columbus area. Failure to provide notification prior to engaging in such activities may result in termination from the program.

Engagement in the Program and Professional Service Contributions

Aside from satisfactory grades and completion of Clinical Area requirements, there are many indicators of success for students. These include but are not limited to development of clinical

skills and engagement in clinical training within the program. Students have opportunities to complete practica with supervisors both within and outside the department. *Students are expected to be active consumers of clinical training*, which includes being prepared for therapy sessions and supervision, completing relevant readings, and seeking concrete feedback in the development of clinical skills specific to a given practicum experience.

Students are also expected to be present at Clinical Area activities (e.g., invited speaker presentations, lab meetings, classes, etc.). Students can also make important contributions to the Clinical Area, the Department, and the University. Being a student representative or committee member, assisting with visiting speakers, etc., are helpful contributions and offer perspectives on faculty life, professional development, and careers. Attending Area or Department talks and meeting with speakers, for example, are ways to prepare students' for their own conference presentations and job talks. Attendance at scientific meetings and conferences is strongly encouraged and offers a national or international perspective on the field of psychology. Clinical Area faculty regularly nominate students for membership in Divisions 12 ([Society of Clinical Psychology](#)), 38 ([Society for Health Psychology](#)), and 53 ([Society of Clinical Child and Adolescent Psychology](#)), and students should feel free to request the DCT or any other faculty member to nominate himself/herself for any other local or national opportunities or awards for which they are interested. The latter is *strongly encouraged* as faculty may not be unaware or not have noticed an award mechanism suited for a particular student.

An important goal of the Clinical Program is to facilitate students' careers in the context of solid graduate training. Students may want to consult the second edition of an excellent book about life in academia: [The Complete Academic: A Career Guide](#), edited by J. M. Darley, M. P. Zanna, and H. L. Roediger.

Research Awards, Grants, and Travel Monies

There are many national and local opportunities for students to obtain grants for their dissertation research. Students in the Clinical Program are very competitive for these awards. Each year, many students receive research grants from the Graduate School (see below). The more honors and awards one receives, the stronger his/her curriculum vitae becomes, which, in turn, makes his/her job internship and job applications maximally competitive. Before pursuing an award or funding possibility, students should check with their advisors for guidance and suggestions. Here are just a few examples of awards received in the past by Clinical students:

[National Institutes of Health F31 Award](#). The NIH F31 grant mechanism, also referred to as the Ruth L. Kirschstein Predoctoral Individual National Research Service Award (NRSA) is among the most prestigious dissertation awards available to students. This is a mentored award that requires close consultation with your advisor. These grants are reviewed by regular study sections at NIH, and therefore provide students with excellent training and experience in the sort of grant writing conducted by clinical scientists throughout their careers. The awards fund students' research, so students do not have to teach (or do research of others) and are provided a small budget for supplies, participant payments, etc. Examples of funded proposals can be obtained from faculty. Due dates are April 8, August 8, and December 8. Since most funded applications go through a round of revisions, students are encouraged to apply as early as possible. Awards range from 1-2 years.

[National Institutes of Health F31 Award to Promote Diversity in Health-Related Research](#). This funding mechanism is the same as regular F31s (see immediately above), with the added objective of enhancing diversity of the health-related research workforce by supporting research training of students from populations that have are underrepresented in biomedical, behavioral, or clinical research. As with all F31s, due dates are April 8, August 8, and December 8. Since most funded applications go through a round of revisions, students are encouraged to apply as early as possible. Awards range from 1-2 years.

[National Institute of Mental Health Research Supplements to Promote Diversity](#). This funding mechanism allows graduate students to obtain supplements to their advisor's existing grants, with the explicit purpose of promoting diversity in research on mental health. Proposals must be logical extensions of existing grants (usually [R01s](#)). If your advisor has such a grant, discuss the possibility of submitting a supplement with him/her. Award periods vary but can span multiple years.

[National Science Foundation Graduate Research Fellowships](#). Each year, the National Science Foundation funds 2000 Graduate Research Fellowships nationwide. These are not awards to conduct clinical outcome studies, but are appropriate for basic research on clinical (psychopathology) phenomena that are relevant to functioning across the general population. Annual deadlines are typically in the last Friday of October.

Private foundations. Many associations (e.g., [American Psychological Association Dissertation Research Award](#)) and foundations ([American Psychological Foundation scholarships](#)) also

provide competitive dissertation awards that students should consider with their advisors. These can be excellent sources of funding that cover all or part of students' expenses.

University and Department awards. The University and the Psychology Department offer a number of funding opportunities, including the [Alumni Grants for Graduate Research and Scholarship](#) program, which is merit-based and provides up to \$2,000 for research expenses, and the Herbert Toops Award, a competitive grant that provides up to \$500 for dissertation research. Other opportunities for funding exist, so students should keep an eye out for announcements.

Travel funds. The Department has a travel fund for graduate students who present their research (not just attending) at national meetings and conferences. Please check with the Program Assistant (Mary Jones, jones.3308@osu.edu) at least six weeks in advance of your proposed travel to complete necessary forms/paperwork.



Considerations When Entering the Program: Prior Coursework and/or M.A.

Students who enter with prior graduate course work may request that some curriculum requirements be waived. Courses taken prior to beginning training in the Clinical Program must be judged as equivalent, and the student's performance must have been superior (i.e., 'A' level). Courses commonly requested for waiver include statistics courses and those that fulfill APA requirements (see below).

To proceed with a request, the following procedure is advised:

1. Provide, in writing, a formal petition to the DCT to seek approval to begin the process. This petition must identify

The Ohio Stadium has a seating capacity of over 100,000 fans.

Go Bucks!

the course(s) taken and the OSU course(s) for a waiver or waivers requested.

2. Initiate formal correspondence (template provided in Appendix F) with the instructor who currently offers the course you wish to have waived. Provide the instructor with the syllabus from the prior course, documentation of the grade received, and any other relevant or requested information.
3. The instructor will provide a brief communication to the DCT noting his/her approval or denial (also in Appendix F).
4. Pending approval, the DCT documents such by including a written statement in the student's folder.

Note: For introductory statistics courses, students need to petition the Quantitative area committee charged with reviewing such requests. The current contact person for the committee is Dr. Trisha Van Zandt (van-zandt.2@osu.edu).

If a student wishes to waive the Master's Degree requirement (i.e., thesis), a similar formal request must be made to the DCT. Note that only degrees resulting from empirical projects will be considered. If approval is granted, a student may still be required to complete an empirical project during the time normally devoted to completion of the Master's Thesis, in order to maintain continuity in research. This is decided on a case-by-case basis.

To proceed with a Master's Thesis waiver request, the following procedure is advised:

1. Provide, in writing, a formal petition to the DCT asking for approval to begin the process. This petition must include information describing the degree program and curriculum, a copy of the thesis, and the grade transcript (a non-official copy is sufficient).
2. The DCT appoints a subcommittee of Clinical faculty to review the student's materials and make a recommendation to the Area regarding waiver of the Master's Thesis requirement.
3. If the waiver is approved, this is communicated to the Clinical Area and the Psychology

Department.



The Psychology Building
opened in February, 2006

Information Regarding Departmental Limits on Credit Hours.

PLEASE NOTE: Limits on total number of credit hours!

Due to policy set by the State of Ohio, the Graduate School and many departments, including Psychology, are unable to pay tuition for students who have more than 174 credit hours. Advanced students (beginning at the end of the second year) need to monitor their cumulative hours so as to not exceed the limit. The current Psychology Department policy is as follows:

1. The Department will not pay tuition for students who have over 174 credit hours.
2. New students should apply for State of Ohio residency as soon as possible to reduce the tuition burden for the Department.
3. Students should only enroll in the minimum required number of credits per semester. Moreover, students need to complete their degree in a timely fashion (i.e., 5-6 years total with 4-5 years in residence). These safeguards will prevent a student from accruing excess credit hours. The current minimum number of hours is listed by appointment type below.
4. For the semester of the final oral defense and graduation, the Department will cover tuition costs associated with the required 3 credit hours for students appointed to

graduate teaching assistant (GTA), graduate research assistant (GRA), or lecturer positions, if the student is an in-state resident.

- Students should not enroll in courses that are unrelated to their degree program (e.g., courses in physical education).

Hours	Appointment
12	Fellowship of any kind
8	GTA or GRA
3	Every semester post candidacy

Master's Thesis

General Description

The Master's Thesis is a substantial empirical effort. Formulation and planning for the Master's Thesis should begin in Year 1. For many if not most students, research engaged in during the first year is related directly to their Thesis. Thesis related activity typically intensifies during the summer following Year 1. During this time, students may plan a proposal meeting. These meetings are optional, although some advisors prefer them. Please consult with your advisor and plan accordingly. When proposal meetings are held, they should occur no later than fall semester of the second year. In such cases, research proposals are prepared, submitted to, and evaluated by a designated Master's Thesis Committee. This proposal ordinarily consists of a review of relevant literature, specification of hypotheses, a detailed Method section, planned data analyses (including power calculations) and, in some cases, presentation of pilot data.

The Thesis document must be prepared in accordance with [APA Style](#) (6th edition) and [Graduate School](#) requirements. Students must circulate this completed document to their Master's Thesis Committee at least two weeks prior to scheduling an oral defense. The defense meeting must occur prior to the first day of classes of the student's third year for the student to remain in good standing. Scheduling of both the proposal (if held) and Thesis defense meetings is initiated following consent of the advisor. The advisor must approve the final version of the proposal and final documents prior to scheduling the defense. Following approval, students are responsible for scheduling their thesis defense meetings and informing the Graduate School. For the latter, contact the Psychology Department Graduate Program Coordinator (Ms. Mary Jones, Psychology Building room 211; 614-292-4112; jones.3308@osu.edu).

Master's Committee

The Master's Exam Committee is comprised of the student's mentor/advisor, who serves as chair, and two additional faculty members. The Committee is selected by the advisor in consultation with the student. Students are responsible for contacting potential committee members to seek their participation and receive times available for scheduling. Composition of the committee and rules governing faculty inclusion are the following:

1. Committees have a three member minimum.
2. The advisor and at least one of the other faculty member must hold Graduate Faculty rank in Psychology. The advisor must be at least Category P Graduate Faculty; remaining committee members must be at least Category M (see the [Graduate School Student Handbook](#) for information on faculty categories).
3. At least 2 of the 3 members must be core Clinical Area faculty. All core faculty hold graduate rank.
4. The third committee member can be from other areas/departments in the University, but must hold Graduate Faculty rank.

Meeting Process and Goals

Proposal meetings are designed to provide guidance and assistance to students to conduct methodologically sound and successful theses. The primary goal of such meetings is to make helpful suggestions, trouble-shoot, and provide related comments. Students should be prepared to present the conceptualization/theory for the study, hypotheses, how the hypotheses will be tested methodologically, and how data will be analyzed. The meeting is typically one hour. Proposal meetings are optional (see above). Consult with your advisor about whether to convene a proposal meeting.

The Master's Thesis defense meeting is one hour. At the meeting, the Committee will review the proposed research, evaluate the conducted research, examine the thesis document, and assess the student's description and understanding of project hypotheses, methods, analyses, and findings. The thesis is accepted or rejected and the oral exam is judged as satisfactory or unsatisfactory. This decision is transmitted to the Graduate School via designated electronic University forms. Please note that there are both Graduate School forms and Department forms to complete.

The committee is also charged with making a recommendation to the Clinical Area regarding a student's readiness to continue or discontinue training in the Clinical Program toward the Ph.D. The Committee's recommendation is transmitted to the Clinical Area, where a decision regarding continuance is made.

Generals Qualifying Examination

Note: Descriptions of procedures for the Master's Thesis, Candidacy Exam, and Dissertation are summaries only, provided for the convenience of students and for overview handbook narratives. The summaries are not a substitute for University formalities, rules, and regulations as provided in the [Graduate School Handbook](#) and in the Psychology Department [Graduate Program Handbook](#).

Candidacy Exam

General Description

The Candidacy Exam (sometimes referred to as the General Exam and/or the Qualifying Exam) is intended to assess breadth and depth of students' knowledge before they are *advanced to candidacy* for the Dissertation. The Exam can take on any of several formats, including the standard format. Regardless of the format, the exam includes written and oral portions, both of which must be passed before a student is advanced to candidacy. Students should consult with their advisors about which option to take.

Standard Exam

The standard format of the Candidacy Exam is intended to demonstrate that a student is capable of conducting and evaluating research, and has an adequate knowledge base from which to conduct assessments, render diagnoses, and formulate treatments for psychological disorders in an empirically-informed manner. Accordingly, the test is of a broad knowledge base. Clinical Area faculty do not provide detailed guidelines of material to study, or a specific reading list. To do well on the exam, students should minimally have mastery of content covered in core Clinical courses. However, the exam also includes content within the broad domain of clinical psychology. Students are expected to demonstrate advanced understanding

of all domains covered on the exam (listed below). This understanding should include knowledge of recent advances in particular domains (e.g., familiarity with important recent publications) and integration of knowledge across different domains.

Exams are given once a year, on three days (Monday, Wednesday and Friday) of spring break. About three months prior to administration, the exam coordinator or the Clinical Program Assistant sends an e-mail to determine which students would like to take the Standard Exam. Students who plan to take the Standard Exam should respond promptly to this e-mail. Once students have decided to take the Exam, they should initiate a conversation with their advisors regarding a specialty area (see below for more details).

The Standard Exam assesses the following: psychopathology, therapy/intervention, research methods and statistics, assessment, personality, ethics, multicultural issues, and the student's specialty area (i.e., health or a focus within clinical psychology, e.g., depression, anxiety). For adult psychopathology clinical students, the specialty area is determined in consultation with one's advisor.

There are two components to the Standard Exam: written and oral. The written portion is offered during spring break, from 9:00am-12:00pm and 1:00pm-4:00pm on M-W-F of the designated week. The written portion is completed either on laptops provided by the Clinical Area/Department, or in a computer lab. Students' answer files are subsequently coded for blind grading. Students are provided with their scores as soon as possible, usually within 7 days and no later than 14.

As specified by the Graduate School, oral exams must occur within 30 days of the written exam. However, it is also the case that the Graduate College will not schedule an oral earlier than two weeks prior to the requested date. Thus, it is important that prior to the written portion, students confirm the date of the oral portion of the Exam with the Committee, and present the required form to the Graduate School a minimum of two weeks prior to the date selected. To remain in good standing, the Candidacy Exam must be completed successfully no later than the first day of classes of fall semester of Year 4. Successful completion of the Candidacy Exam is required by the Graduate School for advancement to candidacy for the Ph.D.

On occasion, students who commit to taking the Standard Exam at the next administration may later decide to delay until the next year. There is no penalty for doing so. However, notification

of withdrawal from the written or oral testing must be made by the student in writing to the DCT, the advisor, and the current faculty coordinator of the exam (e.g., 2016-2017 coordinator was Professor Andersen), and the clinical area assistant (Sarah Vanadia, vanadia.6@osu.edu). Withdrawal requests can be made up to 24 hours in advance of either portion. Requests are routinely granted, but notification is essential.

The Standing Candidacy Exam Committee (2016-2017: Drs. Beauchaine, Cheavens, and Thayer) and the student's advisor form the committee for the oral defense. Standing members serve for three years with one member rotating off and a new one added each year. If a student's advisor is a member of the standing committee, an additional faculty member is appointed to join. If a student has a co advisor, he or she is also in attendance. The meeting is chaired by the Chair of the Standing Committee, not the student's advisor.

Written portion. Exam questions are written by all of the core Clinical faculty. One professor is designated each academic year as Exam Coordinator. The coordinator solicits questions from faculty, schedules and monitors the Exam, distributes students' answers to area faculty for grading, compiles scores, and provides outcome feedback to students. The Exam Coordinator is also responsible for explaining the format, scoring procedure, and addressing any other pertinent questions students may have about the Exam. The Exam Coordinator works with the Area Assistant to schedule the individual oral meetings by soliciting schedules for student and faculty availability in the 5 weeks post generals. Scheduling is extremely difficult and it is incumbent upon students to: (1) give schedules with maximum flexibility; and, (2) refrain from requesting changes once the scheduling decisions are made. Any requests for change are to be made ONLY to the Exam Coordinator.

To reiterate, areas sampled in the Exam include psychopathology, therapy/intervention, research methods and statistics, assessment, personality, ethics, multicultural issues, and the student's specialty area. All students are expected to know these domains as they relate to the extant clinical literature. Exam questions are integrative. Thus, each question may include content from two, if not three, domains (e.g., psychopathology and personality, therapy and research design, ethics and assessment). For example, a recent question was as follows:

"Describe similarities and differences of social phobia and avoidant personality disorder. What statistical methods could you use in a research design to determine if these diagnoses are dimensional constructs or separate categorical constructs?"

For each session (e.g., Mon 9am-12pm), three to four questions are offered with the student choosing two to answer. Questions are written so that content, across testing days, is sampled evenly. Thus, at least two questions include psychopathology, therapy, assessment, etc. content though they need not occur in the same time block or day.

The areas of examination for **Adult, Health, and IDD-Adult** focus students as follows:

The grading scale is provided below. The same scale is used to calculate the scores for all items. Each question is scored independently by two faculty. The two ratings for an item must be in agreement (i.e., rating differences must be < 1.0). Should the difference be > 1.0 for an item, a third rating is obtained. The final score for the item is then the mean of the three ratings.

4.0 = superior

3.0 = average pass at the Ph.D. level

2.0 = borderline

1.0 = fail

The Exam score is calculated using grand mean of all scores. The resulting Exam score, ranging from 0.0 to 4.0, is interpreted according to the standards below. These standards reflect the area's recommendation for proceeding to the oral examination.

Recommendation to proceed: 2.5 or higher Exam score and all area scores ≥ 2.0 .

Recommendation to proceed, with additional demonstration of proficiency at the oral exam required: 2.5 or greater Exam score, but one or more areas are scored < 2.0 , or an Exam score within the $2.0 < x < 2.5$ range.

Recommendation to not proceed: Exam score < 2.0 . The student chooses whether or not to proceed in the context of the faculty recommendation.

Oral portion. The oral exam is two hours. Students are advised to prepare to discuss any topics/items from the written portion of the Exam, and to respond to questions assessing any aspect of clinical psychology, research methods and statistics, and other substantive areas within psychology. Numerical results and recommendations from the written portion are advisory materials for the Committee. In making a determination of "pass" or "fail", both the

written and oral performance are considered.

Alternative Candidacy Exam Formats

Students who satisfy eligibility criteria (described below) may request permission to satisfy the candidacy requirement using a format which is alternative to the standard exam. An alternate form is a possibility for those meeting eligibility, not a requirement. *Students should note that some academic advisors require the Standard format, whereas others require alternative formats (provided the eligibility criteria listed below are met).*

Eligibility

To be eligible for an Alternative Candidacy Exam, a student must meet 1 of the following 2 criteria:

Criterion 1: For core clinical courses, the student has earned no more than one course grade lower than an A, and that one grade must be no lower than an A-. For the purpose of this standard only, the following are considered core clinical courses: each of the two Lifespan Developmental Psychopathology courses, Psychological Appraisal, Empirically Supported Treatments, and Research Design and Methods (a total of 5 courses). In addition, for the statistics courses (the 2 required and 1 additional statistics course), the student has earned no more than one course grade lower than an A and that one grade can be no lower than a B+.

-OR-

Criterion 2. Students who have successfully defended their Master's Thesis by the end of the summer following Year 2 (i.e., prior to the first day of class in the fall of Year 2) may take the Alternative Candidacy Exam.

Credit for Previous Coursework and Request for the Alternative Exam

Some students may obtain credit for coursework not completed through designated courses at OSU, and therefore have not taken all courses that would ordinarily be considered in determining eligibility for the Alternative Candidacy Exam. If students obtain credit without taking designated courses at OSU for more than 50% of the courses considered in determining eligibility (listed above), those students are not eligible for the Alternative Exam. Eligibility is determined on the basis of his/her OSU course grades only. That is, for core clinical courses taken at OSU, the student has earned no more than one course grade lower than an A and that

one grade can be no lower than an A-; AND for introductory statistics courses taken at OSU, the student has earned no more than one course grade lower than an A and that one grade can be no lower than an B+.

Procedures for Alternative Candidacy Exam Proposals and Defense Meetings

After consulting with and obtaining approval from one's advisor, students form an Exam Committee. Composition of the committee is as follows:

1. The student's advisor (and co-advisor, if applicable).
2. A minimum of three additional members must hold an M status Graduate Faculty rank in the Department of Psychology.
3. For the additional members, 2 of the 3 must be core Clinical Area faculty, with no more than 1 of the 3 being a Joint Faculty member (i.e., someone who hold his/her primary appointment in another department).
4. One member can be from any area within the Department (including non-Clinical).

Following approval by their advisor, students submit specific proposals for the Alternative Exam to their Committee. The Committee meets with the student to review the proposal. Proposals should be submitted two weeks prior to the Committee meeting. At the conclusion of the meeting, the Committee may approve the proposal, require modifications, or reject the proposal. If the proposal is rejected, students can submit a new proposal or, choose to complete the Standard Candidacy Exam.

If the proposal is accepted, students complete the Alternative Exam as approved by their Committee. The Committee meets at a time arranged by the student for an oral exam. A "pass" or "fail" decision is made at the conclusion of the oral exam meeting.

Students have six months from their proposal meeting to defend their Alternative Candidacy Exam. If this time frame will cannot be met, students may petition their Committee and requesting one six-month extension. The Director of Clinical Training should be copied on this request.

Guidelines for Alternative Exam Proposal

Proposal documents may be brief (5 pages) with additional pages for key references. For any of these options, the focus of the exam must be a clearly independent intellectual contribution from the student's dissertation. There are three choices for this format:

Detailed content exam. For this option, students define a specialty area and provide a potential reading list. Following Committee approval (with or without modifications) the student prepares, and at a later point submits, a list of possible exam questions for Committee consideration (typically via e-mail). If the initial questions are not judged satisfactory, or require modification, the Committee will request new and/or amended questions. Following final Committee approval, advisors provide students with exam questions to be answered. A week is selected for the student to answer the questions as a take-home exam, to be completed within seven days. This is an open book exam, with the only proviso being that the student does not consult with any others (students, faculty, etc.) in preparing answers. After completing the exam, students provide copies of their answered questions to all Committee members. The Committee subsequently meets with the student for an oral exam.

Review paper. Students may write a substantive review paper that is similar in scope to *Psychological Bulletin* or *Psychological Review* articles. Prior to their proposal meeting, students must present their Committee with the area of interest (approved in advance by their advisor), and potential section headings of the paper, with relevant key citations. The Committee may alter the scope of the proposal. Once approved, students may begin writing. As with all Alternative Exams, the full document must be provided to all Committee members two weeks prior to the oral defense. *Note that documents that are written in response to book chapter invitations will rarely be comprehensive enough to meet requirements of this format.*

Meta-analysis or other quantitative topic. Students may propose a meta-analysis and write a paper suitable for publication based on that analysis. The topic must be approved in advance by their advisor. The Committee may alter the scope of the project in the proposal meeting. Students may also propose an advanced quantitative topic not covered in any course offered by the Department. For this, data analyses may be used to illustrate mastery of a method, though this is not mandatory. Any data analyses are cannot be the substantive focus of the project, but rather are used only to illustrate the material mastered. Upon completion of the written exam, students provide copies of the document to the Committee, two weeks before their oral defense.

The maximum time allowed for the Alternative Candidacy Exam is one year. This includes time from the proposal meeting to the defense. As outlined above, students may request a single six-month extension. At the end of the allotted time, if the Alternative Exam is not defended, students must switch to the Standard Candidacy Exam, offered during spring break (see above).

Dissertation

General Description

As in any Ph.D. program, the Dissertation is a capstone achievement in graduate school. It is a major, original piece of research that makes a substantive contribution to knowledge in a students' primary area of interest/expertise. Upon completion of the dissertation, students should have (1) demonstrated high level expert knowledge of a specific content area, and (2) written a document that demonstrates strong scholarship and is of publication quality (dissertation documents tend to be of greater length and therefore tend to require editing prior to being submitted for publication). Formulation and planning often begins in the Year 3, and in many cases, earlier. A research proposal must be prepared, submitted to, and evaluated by the Dissertation Committee. The dissertation proposal document includes a review of relevant literature, a statement of rationale for the study and hypotheses, a description of the research design and methods to be used, power analyses, and analytic plan. The length of a dissertation prospectus varies, but is typically between 25 and 50 pages, excluding figures, references, and appendices.

Many of the same procedures followed for the Master's Thesis (described above) apply to the Dissertation. Scheduling of both the Dissertation proposal and Dissertation defense meetings occurs following approval by students' advisors (advisors must approve the final version of both documents prior to schedule any meetings). Following approval, students are responsible for organizing and scheduling both the proposal and oral defense meetings, and informing the Department and Graduate School. Students must contact the Psychology Department Graduate Program Coordinator (Ms. Mary Jones, Psychology Building room 211; 614-292-4112; jones.3308@osu.edu).

Dissertation Committee

Possible Dissertation Committee members are identified by the advisor in consultation with the student and/or DCT. Students then contact individual faculty to request their involvement and Committee membership. The Dissertation Committee is comprised of at least three faculty

members, plus an additional faculty member from outside Psychology who is appointed by the Graduate School for the defense meeting.

Requirements and rules governing faculty inclusion are as follows:

1. The Clinical Area faculty advisor serves as chair, and must have a Category P Graduate Faculty status. When mentors are joint faculty members (i.e., with primary appointments in departments other than Psychology), the student's advisor serves as co-Chair.
2. Two additional Committee members must hold U, M, or P status with the Graduate School (see the [Graduate Student Handbook](#) for information on faculty categories).
3. At least three members must be Department of Psychology faculty, two of whom must be core Clinical Area faculty.
4. In consultation with their advisors, students may wish to include one or more additional members with relevant expertise (e.g., faculty from other academic units, adjunct rosters, etc.).

Proposal Meeting

The purpose of the Dissertation proposal meeting is to provide a mechanism for recommended changes to and/or formal endorsement of the dissertation conceptualization, operationalization of the research design, and methods as articulated in the proposal document. Committee members provide guidance and suggest needed modifications to the document or the study. Students must provide copies of the proposal to all Committee members at least two weeks prior to the proposal meeting. Inadequate time for faculty to examine a proposal document can result in a cancelled meeting. Proposal meetings must occur prior to applying for internship. The specific date is set annually and is typically in early October.

Defense Meeting

Prior to the oral defense, Committee members must have time to evaluate the document in order to provide written approval for the meeting. All Committee members must receive the document at least two weeks before they are requested to provide their approval for the oral defense to move forward. Students must obtain document approval from all Committee members, as indicated by their electronic signatures, which are forwarded to the Graduate School. Should any Committee member judge the document to be inadequate, this is

communicated to the student's advisor, who cancels the oral defense meeting. Students must coordinate the location and timing of the meeting with the Clinical Area Associate at least one week in advance. Notice of the time and location of the meeting is provided to all Clinical Area faculty and students.

The oral defense meeting has two portions. The first 20-30 minutes consists of a colloquium-like presentation of the Dissertation. Although an effective introduction is important, the presentation should focus on methods, results, and interpretation of results. This portion of the meeting is open to all, including Clinical Area faculty and students. Following the presentation, members of the audience are excused and the Committee meeting begins. The meeting includes critical questions to the student regarding literature, methods, analyses used, and results. The Dissertation document is also evaluated for organization, writing, clarity of thought, and critical thinking. Discussion of related research areas, methods, and/or analyses which are consistent with the context of the Dissertation may also occur. Finally, discussion includes guidance to the student regarding potential for publication. During the oral defense, Committee members may or may not make suggestions for changes to the document.

The Dissertation is evaluated by each Committee member, and it is rated as satisfactory or unsatisfactory. Committee members may provide provisional satisfactory ratings contingent upon completion of document revisions by the candidate. An unsatisfactory rating requires, at a minimum, significant additional work (e.g., data collection) and/or revisions as specified by the Committee. If and when revisions are completed, the candidate is eligible to proceed to a second oral defense. In other some unsatisfactory cases, students are encouraged to withdraw from the Clinical Program. A summary of the evaluation, regardless of the outcome, is conveyed to the student by the Committee Chair.

Students are strongly encouraged to complete all aspects of their Dissertation, including data collection, write-up, and oral defense, in Year 5, prior to leaving for their internship year (described below). However, Clinical Area faculty recognize that this is not always possible. Thus, a Dissertation defense is considered successful provided it is passed prior to the start of fall semester of Year 6. The defense must occur, at the very latest, by the calendar date 12 months from the date of internship completion. Additional information regarding Dissertation requirements can be found in the [Graduate School Handbook](#).

Pre-Doctoral Internship

Enrollment in a 12-month American Psychological Association (APA)-accredited internship is a Clinical Program requirement, and must occur prior to receiving a Ph.D. degree with the designation “Clinical Psychology”. Typically, internship is completed in Year 6, but students are urged to familiarize themselves with the [Association of Psychology Postdoctoral and Internship Centers](#) (APPIC) web site early in their graduate training. Students should review the application and become familiar with types of information and record keeping that are required. Check the site annually to see if forms have changed. Careful records kept during the course of internal and external practica make the application process much easier.

As outlined above, students must have their Dissertation proposal approved before applying for internship. This requirement is intended to allow students to leave for internship with, at a minimum, completed data collection. However, it is to students’ advantage to defend their Dissertations prior to departing for internship. The deadline for Dissertation proposal meetings is communicated to students each year, and is usually early in October. However, students are advised to complete any proposal meetings well in advance of this deadline to allow time for possible revisions to their proposals (see above).

The internship application process is lengthy, time consuming, and detailed, and includes writing essays regarding one’s clinical experiences, documenting all clinical work (including contact hours with clients, supervision time, etc.), and seeking 3-4 letters of recommendation from practicum supervisors and faculty. Also, a letter from the DCT is required. Students begin the process of reviewing internship program descriptions and assembling materials in the summer preceding the fall application.

Students should provide faculty and practicum supervisors with letter requests well before (e.g., 2 months) application deadlines. The DCT meets with each student who is applying for internship to cover necessary information and documents. All APPIC applications are completed online by students, DCTs, and letter writers.

Finally, students must obtain, complete, and submit an “Out of State Research Form” to the Graduate School if the dissertation has not been defended prior to departure for internship. This form enables students to register for course credit (which is required) for the semester when the defense occurs. The course number for this purpose is Psychology 8191. Students

going on internship need to confer with Mary Jones, Graduate Program Coordinator, before leaving.



Mirror Lake in the fall, located just east of the Psychology Building

Getting Around

Our Buildings (Psychological Sciences and Lazenby Hall)

The Psychology Department occupies two buildings, [Psychological Sciences](#) and [Lazenby Hall](#). All Clinical Area faculty and the [Psychological Services Center](#) are located in Psychological Sciences, which opened in February, 2006. Please make sure your working spaces clean and free of wall markings and damage, keeping the Clinic spaces, student work rooms, client rooms, and waiting area free of miscellaneous papers, garbage, etc. Janitorial coverage is variable, and we are the caretakers of this space.

Clinical Area and Area Office

The Clinical Area office is located in room 108 Psychological Sciences. Administrative support for the Program is provided by Sarah Vanadia (vanadia.6@osu.edu), who has a desk in the reception area of the Clinic.

Only professionally related (e.g., regarding an experiment, course, clinic matter) telephone messages may be received in the Clinical Area office. Please inform your callers that only brief messages will be taken. Callers attempting to deliver personal messages will be directed to find other means to reach students.

Graduate Student Spaces and Mail

Faculty research space in both Psychological Sciences and Lazenby is at a premium. Clinical faculty attempt to provide student office space in their laboratories, but this is not always possible. Please be aware and mindful of these constraints for space within the Department and Clinical Area.

The Department does not provide computers to graduate students. However, many advisors provide them in labs, and the University makes computers readily accessible from many locations on campus. There is a public computing facility in room 15 of Lazenby Hall, and in the Main Library, which is adjacent to Psychological Sciences and Lazenby Hall.

Mailboxes for students are located in room 108 of Psychological Sciences. These can be accessed any time the office is open (office hours for each semester are posted on the door). Campus, U.S., and interdepartmental mail for students is delivered to mailboxes in Room 108. Students are encouraged to check their mailboxes daily. Mailboxes for faculty are located in both 108 and 129 of Psychological Sciences.

There are bulletin boards, both inside and outside of room 108, assigned to the Clinical Area. Information regarding coursework, colloquia, funding, conferences, recent publications, and other accomplishments of graduate students are posted there. Recent correspondences regarding job openings (faculty positions, postdocs) are also available. Announcements are posted for approximately two months and then filed in a notebook labeled Job Openings. This notebook is located conveniently next to the mailboxes.

Department Administrative Staff*

John Bruno, Ph.D. (bruno.1@osu.edu), Department Chair, 225 Psychological Sciences, 614-292-3038.

Nicole Cochran (cochran.113@osu.edu), Department Fiscal Officer, 225 Psychological Sciences, 614-292-6040. Nicole assists the Chair with organizational, staffing, and budgetary matters in the Department.

Kim York (york.51@osu.edu), Human Resources/Procurement Specialist, 225 Psychological Sciences, 614-247-6363. Kim is responsible for all tasks and issues related to human resources in the Department.

Mary Jones (jones.3308@osu.edu), Graduate Program Coordinator, 211 Psychological Sciences, 614-292-4112. Mary is responsible for student registration in classes (including restricted classes) and coordinating stipend payments for students. She also provides many of the Graduate School forms and information about Graduate School procedures.

Paula Cullen (cullen.32@osu.edu), Introductory Psychology Office Manager, 125 Psychological Sciences, 614-292-6331. Paula assists in administration of the introductory psychology courses and research participation for undergraduate students.

Sara Vanadia (vanadia.6@osu.edu), Area Associate and Support Person for the Psychological Services Center, 105 Psychological Sciences, 614-292-2059. Sara is responsible for file preparation, billing, and miscellaneous other duties.

*for a complete list of Department staff, visit [Staff Page](#) of the Department website.

Frequently Asked Questions

What is the difference between Psychology 7188 and Psychology 7189?

Psychology 7188 is typically a second (and sometimes third) year experience for students who take the in-house practicum supervised by the Director of the Psychological Services Center. Psychology 7189 is for third year and above students who are doing advanced practica. If a student is taking an advanced practicum with a core Clinical Area faculty member, the student registers for 3 credit hours under the core faculty name. If the student is doing a practicum outside of the PSC, the student registers for 3 credit hours under the DCT.

How many faculty must serve on a Master's Thesis committee?

The Master's Thesis committee is comprised of 3 faculty, 2 of whom must be Clinical Area faculty (see above).

How many faculty must serve on a Candidacy Exam committee?

Three members of the Candidacy Exam committee must be from the Clinical Area with two of these members being core Clinical Area faculty (1 of the 3 may be a joint faculty member, with a primary appointment in another department). Students may have a maximum of one member from outside the Clinical Area (e.g., Developmental). For those who take the Standard Candidacy Exam (see above), there is a standing committee of three Clinical Area members plus the student's advisor.

How many faculty must serve on a Dissertation Committee?

The Dissertation Committee is comprised of a minimum of 3 faculty; 2 of whom must be Clinical Area faculty. The third member can be a Psychology Department faculty member who is not in the Clinical Area). There is also a representative from outside the Psychology department, who is assigned by the Graduate School for the dissertation defense (the Graduate Representative does not participate in the proposal meeting). Thus, there are 4 members of a Dissertation Committee, including 3 faculty from the Department and one from the Graduate School.

What are Psychology 8999 credit hours?

This course is used for documenting research hours, taken when students are involved with their Master's Thesis and Dissertation.

Are students required to have professional liability insurance?

Yes, by the end of the Year 1 all students are required to have student professional liability insurance. Most students obtain this insurance through the [APA-Trust](#).

Which courses fulfill APA accreditation criteria?

Each semester the DCT informs students about courses to be taught in the upcoming semester by faculty outside of the Clinical Area that fulfill biological bases, cognitive-affective, and social domains required by the APA. There are no explicit guidelines set by the APA regarding specific content of these courses. Rather, common sense is used to determine whether course content matches biological, cognitive-affective, or social psychology themes. Recent graduates of our Clinical Program who have applied for licensure in California and Massachusetts have informed us that they were asked to show course syllabi of their content domain courses. So, be sure to keep syllabi for courses taken at Ohio State. Students should talk to the DCT if they are not sure if a particular course meets APA content domain requirements.

Other University Publications

This handbook provides details about areas of study, academic requirements and procedures, and policies that are specific to the Clinical Area. Other Department and Graduate School documents, which we provide links to herein, provide additional important information. All graduate students are expected to follow guidelines set forth by the Graduate School of the Ohio State University, and by the Department of Psychology.



*University Hall, home of
the Graduate School Office*

Appendix A: Clinical Faculty and Areas of Research Interest

Barbara L. Andersen, Ph.D.

Professor, 149 Psychological Sciences (andersen.1@osu.edu)

Dr. Andersen completed her undergraduate and graduate studies at the University of Illinois, receiving her Ph.D. in 1980. Following a year of postdoctoral work at the Neuropsychiatric Institute, UCLA, she joined the faculty in the Department of Psychology at the University of Iowa. She remained there until 1988, after which she joined the faculty at Ohio State. She has authored five books and over 150 research articles on behavioral medicine topics. She has received awards for teaching (Outstanding Achievement in Teaching, 1985, U. of Iowa) and research [Distinguished Faculty Scholar: U. of Iowa, 1988 and Ohio State, 2000; APA, Div. 38 (Health) Distinguished Scientist, 2003; Distinguished University Lecturer, Ohio State, 2004; American Cancer Society Hero of Hope Award, 2004]. Dr. Andersen conducts research in three areas: (1) stress and the interaction of psychological, behavioral, and biological responses to cancer; (2) intervention development, testing, and dissemination; and (3) cancer and sexuality.

Representative Publications:

- Andersen, B. L., Thornton, L. M., Shapiro, C. L., Farrar, W. B., Mundy, B. L., Yang, H. C., Carson, W. E., III. (2010). Biobehavioral, immune, and health benefits following recurrence for psychological intervention participants. *Clinical Cancer Research*, 16, 3270–3278.
- Brothers, B., Yang, H. C., Strunk, D., & Andersen, B. L. (2011). Cancer patients with major depressive disorder: Testing a biobehavioral/cognitive behavioral intervention. *Journal of Consulting and Clinical Psychology*, 79, 253-260.
- Levin, A. O., Carpenter, K. M., Fowler, J. M., Brothers, B. M., Andersen, B. L., Maxwell, G. L. (2010). Sexual morbidity associated with poorer psychological adjustment among gynecological cancer survivors. *International Journal of Gynecological Cancer*, 20, 461-470.
- Mundy-Bosse, B. L., Thornton, L. M., Yang, H. C., Carson, W. E., III., Andersen, B. L. (2011). Psychological stress is associated with altered levels of myeloid-derived suppressor cells in breast cancer patients. *Cellular Immunology*, 270, 80-87.

Theodore P. Beauchaine Ph.D.

Professor, 135 Psychological Sciences (beauchaine.1@osu.edu)

Dr. Beauchaine earned his undergraduate degree in psychology from Portland State University in 1993. He received his Ph.D. in clinical psychology, with a quantitative minor, from Stony Brook University in 2000, and completed his clinical internship at the University of California at San Diego School of Medicine. He is past recipient of the American Psychological Association Distinguished Scientific Award for Early Career Contributions to Psychology, has served on

numerous editorial boards, and as Associate Editor for the journal *Psychophysiology*. He has published five books and nearly 200 journal articles and book chapters on the neural underpinnings of, environmental risk factors for, and development of both behavioral impulsivity and emotion dysregulation in children, adolescents, and adults. He was a member of the National Institute of Mental Health National Advisory Council Workgroup on Tasks and Measures for the Research Domain Criteria (RDoC), and is a current member of the National Institute of Mental Health Science of Behavior Change (SoBC) Research Network.

Representative Publications:

- Beauchaine, T. P., Zisner, A., & Sauder, C. L. (2017). Trait impulsivity and the externalizing spectrum. *Annual Review of Clinical Psychology, 13*.
- Crowell, S. E., Butner, J., Wiltshire, T. J., Munion, A. K., Yaptangco, M., & Beauchaine, T. P. (2017). Evaluating emotional and biological sensitivity to maternal behavior among depressed and self-injuring adolescent girls using nonlinear dynamics. *Clinical Psychological Science*. Epublished ahead of print.
- Beauchaine, T. P., & Cicchetti, D. (2016). A new generation of comorbidity research in the era of neuroscience and the Research Domain Criteria. *Development and Psychopathology, 28*, 891-894.
- Zisner, A., & Beauchaine, T. P. (2016). Neural substrates of trait impulsivity, anhedonia, and irritability: Mechanisms of heterotypic comorbidity between externalizing disorders and unipolar depression. *Development and Psychopathology, 28*, 1179-1210.
- Sauder, C. L., Derbidge, C. M., & Beauchaine, T. P. (2016). Neural responses to monetary incentives among self-injuring adolescent girls. *Development and Psychopathology, 28*, 277-291.
- Beauchaine, T. P., & Thayer, J. F. (2015). Heart rate variability as a transdiagnostic biomarker of psychopathology. *International Journal of Psychophysiology, 98*, 338-350.
- Beauchaine, T. P. (2015). Future directions in emotion dysregulation and youth psychopathology. *Journal of Clinical Child and Adolescent Psychology, 44*, 875-896.

Jennifer S. Cheavens, Ph.D.

Associate Professor, 147 Psychological Sciences (cheavens.1@osu.edu)

Dr. Cheavens completed her undergraduate degree at James Madison University and received a Master's degree in experimental psychology from Old Dominion University. She received her Ph.D. in clinical psychology from the University of Kansas in 2002 after completing a clinical internship at Duke University Medical Center (DUMC). Following internship, Dr. Cheavens completed an NIA-sponsored post-doctoral fellowship and then served on the faculty at DUMC until the summer of 2007 when she joined the faculty at Ohio State. Dr. Cheavens is interested in treatment outcome research for mood and personality disorders, including work that informs the development and adaptation of treatments for these disorders. Dr. Cheavens is

also interested in factors that facilitate (e.g., hope, strong interpersonal relations) and complicate (e.g., avoidant emotion regulation, affect intensity) treatment.

Representative Publications:

- Heij, J. E. & Cheavens, J. S. (2014). Back to basics: An ecologically valid assessment of the experience and regulation of emotion. *Emotion, 14*, 878-891.
- Lazarus, S. A., Cheavens, J. S., Festa, F., & Rosenthal, M. Z. (2014). Interpersonal functioning in borderline personality disorder: A systematic review of behavioral and laboratory-based assessments. *Clinical Psychology Review, 34*, 193-205.
- Cheavens, J. S., Lazarus, S. A., & Herr, N. R. (2014). Interpersonal partner choices by individuals with elevated features of borderline personality disorder. *Journal of Personality Disorders, 28*, 594-606.
- Cheavens, J. S., Strunk, D. R., Lazarus, S. A., & Goldstein, L. (2012). The compensation and capitalization models: A test of two approaches to individualizing the treatment of depression. *Behaviour Research and Therapy, 50*, 699-706.
- Rosenthal, M. Z., Gratz, K. L., Kosson, D. S., Cheavens, J. S., Lejuez, C. W., & Lynch, T. R. (2008). Borderline personality disorder and emotional responding: A review of the research literature. *Clinical Psychology Review, 28*, 75-91.
- Lynch, T. R., Cheavens, J. S., Cukrowicz, K. C., Thorp, S., Beyer, J., & Bronner, L. (2007). Treatment of older adults with co-morbid personality disorder and depression: A Dialectical Behavior Therapy approach. *International Journal of Geriatric Psychiatry, 22*, 131-143.
- Cheavens, J. S., Feldman, D., Gum, A., Michael, S. T., & Snyder, C. R. (2006). Hope therapy in a community sample: A pilot investigation. *Social Indicators Research, 77*, 61-78.
- Cheavens, J. S., Rosenthal, M. Z., Daughters, S. D., Novak, J., Kossen, D., Lynch, T. R., & Lejuez, C. (2005). An analogue investigation of the relationships among perceived parental criticism, negative affect, and borderline personality disorder symptoms: The role of thought suppression. *Behaviour Research and Therapy, 43*, 257-268.

Charles F. Emery, Ph.D.

Professor, 145 Psychological Sciences, (emery.33@osu.edu)

Dr. Emery received his Bachelor's degree in Psychology from Columbia University in 1980 and his Ph.D. in Clinical Psychology from the University of Southern California in 1985. At USC, Dr. Emery specialized in aging and adult development. After internship training at the University of Colorado Health Sciences Center in Denver, Dr. Emery was a post-doctoral fellow at Duke University's Center for the Study of Aging and Human Development for two years. In 1988, he joined the faculty in the Division of Medical Psychology, Department of Psychiatry at Duke University Medical Center. Dr. Emery remained at Duke until 1994, when he moved to Ohio State. At OSU, Dr. Emery has continued his research program in behavioral medicine and the psychology of aging, specifically addressing psychological adjustment to chronic illness

and psychological outcomes of physical exercise. He is Director of the Cardiopulmonary Behavioral Medicine Program, providing practicum training experience in health psychology for graduate students at OSU. Dr. Emery is currently on the editorial board of four journals in health psychology and medicine: *Annals of Behavioral Medicine*; *Heart and Lung*; *Journal of Behavioral Medicine*; and *Journal of Cardiopulmonary Rehabilitation and Prevention*.

Representative Publications:

- Suh, S., Ellis, R. J., Sollers, J. J., Thayer, J. F., & Emery, C. F. (2013). The effect of anxiety on heart rate variability, depression, and sleep in chronic obstructive pulmonary disease. *Journal of Psychosomatic Research*, 74, 407-413.
- Jackson, J. L., & Emery, C.F. (2013). Emotional distress, personality traits and coping as predictors of cardiac rehabilitation outcomes and attendance. *Journal of Cardiopulmonary Rehabilitation and Prevention*, 33, 26-32.
- Emery, C. F., Finkel, D. G., & Pedersen, N. L. (2012). Pulmonary function as a cause of cognitive aging. *Psychological Science*, 23, 1024-1032.
- Emery, C.F., Anderson, D.R., Goodwin, C.L. (2012). Coronary heart disease and hypertension. In I. B. Weiner (Ed.), *Handbook of psychology* (2nd ed.). Hoboken, NJ: Wiley.
- Lebowitz, K. R., Suh, S., Diaz, P. T., & Emery, C. F. (2011). Effects of humor and laughter on health status and pulmonary functioning among patients with COPD. *Heart and Lung*, 40, 310-319.
- Green, M. R., Emery, C. F., Kozora, E., Diaz, P. T., & Make, B. (2011). Religious/spiritual coping and quality of life among patients with emphysema in the National Emphysema Treatment Trial (NETT). *Respiratory Care*, 56, 1514-1521.
- Emery, C. F., Anderson, D. R., & Andersen, B. L. (2010). Psychological interventions in health care settings. In D. H. Barlow, (Ed.), *The Oxford handbook of clinical psychology*. New York: Oxford University Press.

Ruchika S. Prakash, Ph.D.

Associate Professor, 139 Psychological Sciences (prakash.30@osu.edu)

Dr. Prakash earned her Ph.D. from the University of Illinois at Urbana-Champaign in clinical psychology in 2009. She joined Ohio State as an assistant professor later that year. Dr. Prakash's research interests broadly focus on understanding neuroplasticity in the context of healthy aging and neurological disorders, specifically multiple sclerosis. Capitalizing on the knowledge gained through research in basic sciences, her lab focuses on designing psychosocial and behavioral interventions that tap into such neuroplasticity, thereby improving cognitive functioning and overall health. Current studies in the lab focus on effects of cognitive training strategies, such as adaptive training and mindfulness training in enhancing emotional and cognitive control.

Representative Publications:

- Prakash, R. S, Voss, M. W., & Kramer, A. F. (in press). Physical activity effects on behavior and brain. In D. Stuss & R. Knight (Eds.) *Principles of frontal lobe functioning* (2nd Ed.). New York: Oxford University Press.
- Prakash, R. S., De Leon, A., Klatt, M., Malarkey, W., & Patterson, B. (2013). Mindfulness disposition, and default-mode network connectivity in older adults. *Social Cognitive and Affective Neuroscience*, 8, 112-117.
- Prakash, R. S., De Leon, A., Mourany, L., Lee, H., Voss, M. W., Boot, W., Basak, C., ...Kramer, A. F. (2012). Examining neural correlates of skill acquisition in a complex videogame training program. *Frontiers in Human Neuroscience*, 6, 112.
- Prakash, R. S., Heo, S., Voss, M. W., Patterson, B., & Kramer, A. F. (2012). Age-related differences in cortical recruitment and suppression: Implications for cognitive performance. *Behavioral Brain Research*, 230, 192-200.
- Prakash, R. S., Patterson, B., Janssen, A., Abduljalil, A., & Boster, A. (2011). Physical activity associated with increased resting-state functional connectivity in multiple sclerosis. *Journal of the International Neuropsychological Society*, 17, 986-987.
- Prakash, R. S. Snook, E. M., Motl, R. W., & Kramer, A. F. (2009). Aerobic fitness is associated with gray matter volume and white matter integrity in multiple sclerosis. *Brain Research*, 1341, 41-51.
- Prakash, R. S., Erickson, K. I., Snook, E. M., Colcombe, S. J., Motl, R. W., & Kramer, A. F. (2008). Cortical recruitment during selective attention in multiple sclerosis: An fMRI investigation of individual differences. *Neuropsychologia*, 46, 2888-2895.
- Prakash, R. S., Snook, E. M., Lewis, J., Motl, R. W., & Kramer, A. F. (2008). Cognitive impairments in relapsing remitting multiple sclerosis: A quantitative investigation. *Multiple Sclerosis*, 14, 1250-1261.
- Prakash, R. S., Snook, E. M., Erickson, K. I., Colcombe, S. J., Webb, M. L., Motl, R. W.,...Kramer, A.F. (2007). Cardiorespiratory fitness: A predictor of cortical plasticity in multiple sclerosis. *NeuroImage*, 34, 1238-1244.

Daniel R. Strunk, Ph.D.

Associate Professor, 137 Psychological Sciences (strunk.20@osu.edu)

Dr. Strunk completed his undergraduate work at Northern Kentucky University (1999). He obtained his Ph.D. from the University of Pennsylvania (2004). Following his internship, he completed a post-doctoral fellowship at Vanderbilt University. Since 2006, he has been a faculty member at Ohio State. Dr. Strunk's research focuses on examining the role of cognition in abnormal emotional (states such as those characteristic of major depression disorder). Much of his work focuses on identifying how psychotherapy (particularly cognitive therapy) achieves its effects.

Representative Publications:

- Cheavens, J. S., Strunk, D. R., Lazarus, S., & Goldstein, L. A. (2013). Cognitive behavioral approaches to the treatment of depression: A preliminary test of the compensation and capitalization models. *Behaviour Research and Therapy*, 50, 699-706.
- Strunk, D. R., Cooper, A. A., Ryan, E. T., DeRubeis, R. J., & Hollon, S. D. (2012). The process of change in cognitive therapy for depression when combined with antidepressant medication: Predictors of early inter-session symptom gains. *Journal of Consulting and Clinical Psychology*, 80, 730-738.
- Strunk, D. R., Brotman, M. A., DeRubeis, R. J., & Hollon, S. D. (2010). Therapist competence in cognitive therapy for depression: Predicting subsequent symptom change. *Journal of Consulting and Clinical Psychology*, 78, 429-437.
- Strunk, D. R., & Adler, A. D. (2009). Cognitive biases in three prediction tasks: A test of the cognitive model of depression. *Behaviour Research and Therapy*, 47, 34-40.
- Strunk, D. R., DeRubeis, R. J., Chui, A., & Alvarez, J. A. (2007). Patients' competence in and performance of cognitive therapy skills: Relation to the reduction of relapse risk following treatment for depression. *Journal of Consulting and Clinical Psychology*, 75, 523-530.
- Strunk, D. R., Lopez, H. L., & DeRubeis, R. J. (2006). Depressive symptoms are associated with unrealistic negative predictions of future life events. *Behaviour Research and Therapy*, 44, 875-896.

Julian F. Thayer, Ph.D.

Professor, Ohio Board of Regents Eminent Scholar
133 Psychological Sciences (thayer.39@osu.edu)

Dr. Thayer completed his undergraduate studies at Indiana University in 1981 and received his Ph.D. in 1986 from New York University with a specialization in psychophysiology with a minor in quantitative psychology. Dr. Thayer's area of specialization is psychophysiological aspects of self-regulation, particularly parasympathetic influences on physical and mental health including hypertension, anxiety, and depression. Dr. Thayer serves on several editorial boards including *Psychosomatic Medicine*, and he has been the Associate Editor of *Psychophysiology*.

Representative Publications:

- Park, G. H., van Bavel, J. J., Vasey, M. W., & Thayer, J. F. (2012). Cardiac vagal tone predicts inhibited attention to fearful faces. *Emotion*, 12, 1292-1302.
- Thayer, J. F., Åhs, F., Fredrikson, M., Sollers, J. J. III, & Wager, T. D. (2012). A meta-analysis of heart rate variability and neuroimaging studies: Implications for heart rate variability as a marker of stress and health. *Neuroscience and Biobehavioral Reviews*, 36, 747-756.
- Thayer, J. F., Yamamoto, S. S., & Brosschot, J. F. (2010). The relationship of autonomic

imbalance, heart rate variability, and cardiovascular disease risk factors. *International Journal of Cardiology*, 141, 122-131.

Verkuil, B., Brosschot, J. F., Gebhardt, W. A., & Thayer, J. F. (2010). When worries make you sick: A review of perseverative cognitive, the default stress response and somatic health. *Journal of Experimental Psychopathology*, 1, 87-118.

Brosschot, J. F., van Dijk, E., & Thayer, J. F. (2007). Daily worry is related to low heart rate variability during waking and the subsequent nocturnal sleep period. *International Journal of Psychophysiology*, 63, 39-47.

Michael W. Vasey, Ph.D.

Professor, 141 Psychological Sciences (vasey.1@osu.edu)

Dr. Vasey completed his undergraduate studies at North Dakota State University in 1984 and received his Ph.D. in 1990 from Pennsylvania State University, with a specialization in child clinical psychology. He joined the faculty at the Ohio State University in 1990. Dr. Vasey's current research interests reflect a lifespan developmental psychopathology perspective. Current research projects include samples in middle childhood, adolescence, and adulthood, although his work at OSU is currently focused only on adults. Rather than being focused on a specific set of disorders, Dr. Vasey's research is transdiagnostic and emphasizes factors that are of relevance to understanding a wide range of emotional problems. He currently has two interrelated lines of research. The first is focused on contributions of broad dimensions of temperament/personality to vulnerability for developing emotional problems (especially symptoms of anxiety and depressive disorders) and to the course and treatment of such symptoms. That work emphasizes synergistic (i.e., interactive) relations among such factors. His second line of work is focused on translating findings from social psychology and cognitive psychology into clinical contexts and applications.

On the social psychology side, this work involves translation of basic research on attitudes and attitude change in collaboration with Dr. Russ Fazio. For example, they recently completed a study showing that residual, automatically activated negative attitudes toward public speaking following exposure therapy predict relapse in socially anxious individuals one month after treatment. On the cognitive psychology side, in collaboration with Drs. Roger Ratcliff and Gail McKoon and their students, Dr. Vasey is applying complex mathematical models of cognitive processing to enhance the sensitivity of methods for studying cognitive biases in emotional problems. For example, whereas analysis of reaction times or error rates do not reveal differences between anxious and non-anxious participants in lexical decision for threatening versus neutral words, when those data are modeled using the Dr. Ratcliff's diffusion model, reliable differences emerge. Dr. Vasey is currently a member of the editorial boards of the *Journal of Clinical Child and Adolescent Psychology* and the *Journal of Abnormal Child Psychology*.

Representative Publications:

Bijttebier, P., Raes, F., Vasey, M. W., & Feldman, G. C. (2012). Responses to positive affect

- predict mood symptoms in children under conditions of stress: A prospective study. *Journal of Abnormal Child Psychology*, 40, 381-389.
- Jones, C. R., Fazio, R. H., & Vasey, M. W. (2012). Attentional control buffers the effect of public speaking anxiety on performance. *Social Psychological and Personality Science*, 3, 556-561
- Park, G. H., Van Bavel, J. J., Vasey, M. W., & Thayer, J. F. (2012). Cardiac vagal tone predicts inhibited attention to fearful faces. *Emotion*, 12, 1292-1302.
- Vasey, M. W., Vilensky, M. R., Heath, J. H., Harbaugh, C. N., Buffington, A. G., & Fazio, R. H. (2012). It was as big as my head, I swear! Biased spider size estimation in spider phobia. *Journal of Anxiety Disorders*, 26, 20-24.
- Bijttebier, P., Raes, F., Vasey, M. W., & Feldman, G. C. (2012). Responses to positive affect predict mood symptoms in children under conditions of stress: A prospective study. *Journal of Abnormal Child Psychology*, 40, 381-389.
- Verstraeten, K., Bijttebier, P., Vasey, M. W., & Raes, F. (2011). Specificity of worry and rumination in the development of anxiety and depressive symptoms in children. *British Journal of Clinical Psychology*, 50, 364-378.
- Dinovo, S. A., & Vasey, M. W. (2011). Reactive and self-regulatory dimensions of temperament: Interactive relations with symptoms of general distress and anhedonia. *Journal of Research in Personality*, 45, 430-440.
- White, C., Ratcliff, R., Vasey, M., & McKoon, G. (2010). Anxiety enhances threat processing without competition for processing priority: A diffusion model analysis. *Emotion*, 10, 662-677.
- Hazen, R. A., Vasey, M. W., & Schmidt, N. B. (2009). Attentional retraining: A randomized clinical trial for pathological worry. *Journal of Psychiatric Research*, 43, 627-633.
- Lonigan, C. J., & Vasey, M. W. (2009). Negative affectivity, effortful control, and attention to threat-relevant stimuli. *Journal of Abnormal Child Psychology*, 37, 387-399.
- Verstraeten, K., Vasey, M. W., Raes, F., & Bijttebier, P. (2009). Temperament and risk for depressive symptoms in adolescence: Mediation by rumination and moderation by effortful control. *Journal of Abnormal Child Psychology*, 37, 349-361.
- White, C., Ratcliff, R., Vasey, M., & McKoon, G. (2009). Dysphoria and memory for emotional material: A diffusion-model analysis. *Cognition and Emotion*, 23, 181-205.
- Shook, N. J., Fazio, R. H., & Vasey, M. W. (2007). Negativity bias in attitude learning: An indicator of vulnerability to emotional disorders? *Journal of Behavior Therapy and Experimental Psychiatry*, 38, 144-155.
- Lonigan, C. J., Vasey, M. W., Phillips, B., & Hazen, R. (2004). Temperament, anxiety, and the processing of threat-relevant stimuli. *Journal of Clinical Child and Adolescent Psychology*, 33, 8-20. .

Appendix B: Joint & IDD Faculty with Areas of Research Interest

Joint Faculty

Lisa Christian, Ph.D., Assistant Professor; Department of Psychiatry, 112 Behavioral Med Research Institute, 460 Medical Center Drive, Columbus, OH 43210, P:(614) 293-0936; Email: Christian.109@osu.edu. Interests: clinical psychology; psychological stress and health

Mary A. Fristad, Ph.D., ABPP, Professor, Department of Psychiatry, 1670 Upham Drive, Suite 460G, Columbus, OH 43210; (614) 293-4572; mary.fristad@osumc.edu. Interests: Individual and family psychoeducation for children with depression and bipolar disorder; assessment and treatment of mood-disordered children; child/adolescent bereavement. (Jointly with Department of Psychiatry.)

Janice Kiecolt-Glaser, Ph.D., Professor, Department of Psychiatry, 121 McCampbell Hall, Columbus, OH 43210; (614) 292-0033, kiecolt-glaser.1@osu.edu. Interests: Behavioral medicine, focusing on how stressors and close personal relationships are related to endocrine and immune function and health outcomes like allergic responsiveness and wound healing.

Sharla Wells-Di Gregorio, Ph.D., Assistant Professor, Department of Psychiatry, Center for Palliative Care, 246C Atwell Hall, Columbus, OH 43210; (614) 293-8898; wells-di-gregori.1@osu.edu. Interests: clinical psychology; oncology and palliative care.

IDD Faculty

Betsey, Benson, Ph.D., Associate Professor, Department of Psychiatry, 371 McCampbell Hall, 1581 Dodd Dr., Columbus, OH 43210; (614)688-3214, benson.3@osu.edu. Interests: clinical psychology; mental health issues and behavior problems in individuals with intellectual and developmental disabilities (IDD); quality of life.

Luc Lecavalier, Ph.D., Associate Professor; 305 Mccampbell Hall, 1581 Dodd Drive, Columbus, OH 43210; (614) 292-2367; lecavalier.1@osu.edu. Interests: clinical psychology; mental health issues and behavior problems in individuals with intellectual and developmental disabilities; diagnosis and intervention of autism spectrum disorders.

Appendix C: Clinical Area Adjunct Faculty and Supervisors

Jennifer Bogner, Ph.D.

OSU Department of Physical Medicine and
Rehabilitation, 2145 Dodd Hall
480 Medical Center Drive
Columbus, OH 43210
(614) 293-3830
bogner.1@osu.edu

Michael Vilensky, Ph.D

Director, Psychological Service Center
Department of Psychology
1835 Neil Avenue
Columbus, Ohio 43210
614 292-9484
vilensky.1@buckeyemail.osu.edu

Helen Davis Rodebaugh, Ph.D.

Advanced Behavioral Healthcare
2066 West Henderson Suite 101
Upper Arlington, OH 43220
(614) 457-5155
abcpsychserve@yahoo.com

Jennifer Finnerty, Ph.D.

Chalmer P Wylie VA Clinic
420 N James road
Columbus, Ohio 43219
(614) 257-5681
jennifer.Finnerty2@va.gov

Lisa Gordish, Ph.D.

Ohio Department of Health
Twin Valley behavioral Healthcare
2200 West Broad Street,
Columbus, OH 43234
(614) 752-0333
lisa.gordish@mh.mh.ohio.gov

Wanda McEntyre, Ph.D.

OSU Department of Physical Medicine and
Rehabilitation, 2148 Dodd Hall
480 Medical Center Drive
Columbus, OH 43210
(614) 293-3830
mcentyre.1@osu.edu

Stana Paulauskas, Ph.D.

7870 Olentangy River Road, Suite 310
Columbus, OH 43235
phone: 614-436-6635
fax: 614-436-6637

James Raia, Ph.D.

Ohio Department of Mental Health
Twin Valley Behavioral Healthcare
2200 West Broad Street,
Columbus, OH 43234
(614) 752-0333
raiaj@mh.mh.state.oh.us

Robert Stinson, Ph.D.

Ohio Department of Mental Health
Twin Valley Behavioral Healthcare
2200 West Broad Street,
Columbus, OH 43233
(614) 752-0333 ext.5124
stinsonb@mh.mh.state.oh.us

James Tanley, Ph.D.

1500 West 3rd Avenue, Suite 131
Columbus OH 43212
(614) 488-9941; (614) 847-9672 fax

Carl L. Tishler, Ph.D

1776 East Broad Street
Columbus OH 43203
(614) 252-3800

Appendix D: Clinical Area External Practicum

Nationwide Columbus Children's Hospital
Psychology Department
700 Children's Drive
Columbus, OH 43205
(614) 722-4700

Nationwide Columbus Children's Hospital
Guidance Centers
East, East Central, North, and
Northwest Centers

**Chalmers P. Wylie VA Ambulatory Care
Center**
420 N. James Rd
Columbus, OH 43219
614-257-5200

Comprehensive Transplant Center
Ohio State University
770 Kinnear Road, Suite 100
Columbus, OH 43212
(614) 685-8711

Counseling and Consultation Services
Ohio State University
Younkin Success Center
1640 Neil Avenue
(614) 292-5766

Department of Family Medicine
Ohio State University
2231 North High Street
Columbus, OH 43201
614.293.2653

**Department of Physical Medicine and
Rehabilitation**
Ohio State University
Dodd Hall
472 West 8th Avenue
Columbus, OH 43210
(614) 293-3830

Department of Psychiatry
Ohio State University
1670 Upham Drive Suite 130
Columbus, OH 43210-1250
(614) 293-8283

Nisonger Center
Ohio State University
McCambell Hall
1581 Dodd Drive
Columbus, OH 43210-1257

Twin Valley Behavioral Healthcare
2200 West Broad Street
Columbus, OH 43223
(614) 752-0333

Private Practice Locations:

William Benninger, Ph.D.
1706 East Broad Street
Columbus OH 43203
(614) 252-4800

Beth McCreary, Ph.D.
Anxiety and Behavioral Health Services
Worthington, OH
mccreary-abhs@columbus.rr.com

Stana Paulauskas, Ph.D.

7870 Olentangy River Road, Suite 310
Columbus, OH 43235
phone: 614-436-6635
fax: 614-436-6637

James Tanley, Ph.D.

1500 West 3rd Avenue, Suite 131

Columbus OH 43212

(614) 488-9941; (614) 847-9672 fax

Carl Tishler, Ph.D., ABPP

1776 East Broad Street
Columbus OH 43203
(614) 252-3800

Appendix E: OSU Clinical Program – Grievance/Complaint Log (completed by DCT)

1. Nature of Complaint

a. Has party against whom complaint is being filed been made aware of complaint?

b. Has Chair been informed? _____

c. Has complainant requested higher administration to be involved?

d. Has a resolution, agreed upon by all parties, been reached?

Resolution: _____

Further action, if

needed: _____

Appendix F: List of Courses that Fulfill Breadth Requirements

<i>Cognitive-Affective Bases of Behavior*</i>		
<i>Course #</i>	<i>Course Name</i>	<i>Credits</i>
5612	Introduction to Cognitive Science	3
7708	Psychology of Judgment and Decision Making	3

<i>Biological Bases of Behavior*</i>		
<i>Course #</i>	<i>Course Name</i>	<i>Credits</i>
5613	Biological Psychiatry	3
5898	Seminar in Behavioral Neuroscience	3
6806	Survey of Behavioral Neuroscience I:	3

<i>Social Bases of Behavior*</i>		
<i>Course #</i>	<i>Course Name</i>	<i>Credits</i>
6832	Lifespan Sociomoral Development	3
6870	Basic Principles of Social Psychology	3
7871	Social Cognition	3
7872	Social Motivation	3

*Syllabi are available in room 108.

Appendix G: Course Waiver Request

Date:

To: Professor xxxxxxxxx

From: Jennifer Cheavens, Ph.D., Director of Clinical Training

RE: Need for evaluation of course waiver request by xxxxxxxx—your name

The student named above is matriculating to the clinical program, having received prior graduate credit at..... (institution). S/he is requesting waiver for the following course for which you have previously served as instructor:

Psychology xxx: Course name

Appended are the relevant materials (syllabi, reading list, etc.) from the graduate course, (give number and name), taken for X hours of credit in a quarter/semester system. Upon checking the student's transcript we have learned that a grade of "X" was received. Should you have any questions of the student, s/he can be contacted at.....

If you could, please evaluate the comparability of this student's prior course with the OSU offering. We realize that all courses will not be identical. Therefore, we wish your global appraisal: Does the prior course meet the intent, content, predominance of coverage, and spirit of the OSU offering? For ease, we have enclosed a simple form for your completion which can be returned in campus mail (envelope is provided).

Your timely attention to this matter is appreciated as the student prepares for course enrollment for the upcoming 20xx fall Semester.

Evaluation of Course Equivalency and Recommendation for Waiver

Date _____

OSU Course requested for equivalency waiver: _____

Student: Your name

OSU Instructor: Professor xxxxxxxx

Recommendation

_____ Disapprove

_____ Approve

_____ Approve with conditions*

Conditions _____

–

***Note:** Conditions must be specified. Please provide a time limit for completion. Should the student not meet the conditions or not do so in the interval specified, prior conditional approval will be voided by the*

DCT.

Appendix H: Student Support Services

Listed below are services available to students provided by the University:

Council of Graduate Students – It is the official branch of student government that represents every graduate student at the main and branch campuses. Its main purpose is to work towards continual improvement of the graduate student experience at the Ohio State University.

Ohio Union Room 2088, 1739 N. High Street, Columbus, OH 43210, Phone: 614-292-4380,
www.cgs.osu.edu

Department of Public Safety - To provide law enforcement, security services, emergency management planning and other public safety services designed to enhance a safe and secure environment.

Michael Blankenship Hall, 901 Woody Hayes Dr. , Columbus, OH 43210 , 614-247-6300
Email: baisden.14@osu.edu

Graduate School – provides strategic leadership for graduate education at the Ohio State University. 250 University Hall, 230 N Oval Mall, Columbus, OH 43210, Phone: 614-292-6031, Fax: 614-292-3656,
<http://www.gradsch.osu.edu/>

Office of Academic Affairs - to advance the well-being of the people of Ohio and the global community through the creation and dissemination of knowledge. 203 Bricker Hall, 190 North Oval Mall, Columbus, OH 43210, Phone: (614) 292-5881, Fax: (614) 292-3658
<http://oaa.osu.edu/>

Office of Diversity and Inclusion - supports recruitment, retention and success of students, faculty and staff who enhance the diversity of The Ohio State University. Hale Hall, 154 W. 12th Ave., Columbus, OH 43210, Phone: 614-292-0964 <http://odi.osu.edu/>

Office of Human Resources - As a strategic partner, Human Resources delivers valued services to advance Ohio State's mission of teaching and learning, research and innovation, outreach and engagement, and resource stewardship

1590 North High Street, Suite 300, Columbus, OH 43201, Phone: 614-292-1050, <https://hr.osu.edu/>

- **Child Care Program** – provides quality childcare that allows families in the university community to participate in and fulfill their responsibilities to the university.

725 Ackerman Rd. Columbus, OH 43202, Phone: 614-292-4453, Fax: 614-292-4030,
<https://hr.osu.edu/childcare/index.aspx>

Office of International Affairs – helps facilitate the development and growth of the Global

Gateways and oversees Study Abroad, International Students and Scholars, the Mershon center for International Security Studies and five area Studies Centers.

300 Oxley Hall, 1712 Neil Avenue, Columbus, OH 43210, Phone: 614-292-6101, <http://oia.osu.edu/>

Office for Military and Veterans Services - The OSU single point of contact for all military and veterans services and concerns

185 Student Academic Services (SAS) Bldg, 281 W. Lane Ave, Columbus, OH 43210, Phone: 614-247-VETS (8387) www.veterans.osu.edu

Office of Student Life - foster student learning and development, enhance the educational experience, and prepare students for their chosen professions and to be contributing members of a diverse global society. Our offerings are backed by research and supported by data so that we can respond to and anticipate evolving student needs.

150 Pomerene Hall, 1760 Neil Avenue, Columbus, OH 43210, Phone: 614-292-3307, Fax: 614-292-4190.

<http://studentlife.osu.edu/>

Campus Ministry Association

- Journey Campus Ministry, 1787 Neil Ave, Columbus, OH 43210, <http://journeycampus.org>
- King Ave. United Methodist Campus Ministry, 299 King Ave, Columbus, OH 43210 <http://www.kingave.org/>
- St. Stephen's Episcopal Campus Ministry, 30 West Woodruff Ave. Columbus, OH 43210. <http://ecminthedso.com/category/osu/>
- UKirk Presbyterian Ministry, 1739 N. High St., Columbus, OH 43210 <http://www.osucampusmin.org/index.html>

Counseling and Consultation Service – provides counseling and consultation to currently enrolled undergraduate, graduate and professional students as well as spouses/partners of students who are covered by the comprehensive student health insurance.

Younkin Success Center, 4th floor, 1640 Neil Avenue, Columbus, OH 43210, Phone: 614-292-5766, Fax: 614-688-3440, <http://www.ccs.ohio-state.edu>

Disability Services – collaborates with and empowers students who have disabilities in order to coordinate support services and programs that enable equal access to an education and university life.

150 Pomerene Hall, 1760 Neil Avenue, Columbus, OH 43210, Phone: 614-292-3307, Fax:

614-292-4190, www.ods.osu.edu

Multicultural Center - offers several hundred programs a year - cultural and intercultural celebrations, heritage and awareness events, dialogues, workshops, student leadership and cohort meetings, prejudice-reduction trainings, wellness initiatives and Social Justice Engagement courses - all focused on teaching students personal and interpersonal skills necessary to be most effective in a diverse

world.

Ohio Student Union, Suite 1000 1739 North High Street, Columbus, OH 43210, Phone: 614-688-8449, Fax: 614-292-4462, <http://mcc.osu.edu/about-us/>

- Academic <http://mcc.osu.edu/resources/academic/>
- African/African American - <http://mcc.osu.edu/resources/african-african-american/>
- Asian / Asian American - <http://mcc.osu.edu/resources/asian-asian-american/>
- Latino / Hispanic - <http://mcc.osu.edu/resources/latino-hispanic/>
- LGBTQ & Allies - <http://mcc.osu.edu/resources/lgbtq-allies/>
- Wellness - <http://mcc.osu.edu/resources/wellness/>
- Women's Initiatives - <http://mcc.osu.edu/resources/women-s-initiatives/>
- Off-Campus Resources - <http://mcc.osu.edu/resources/off-campus-resources/>
- Student Organizations - <http://mcc.osu.edu/resources/off-campus-resources/>
- University Offices, Depts-
[departments/](http://mcc.osu.edu/resources/university-offices-and-departments/)

Neighborhood Services and Collaboration – provides programs and services to meet the needs of the Ohio State University's off-campus and commuter students, and to address the needs of persons wishing to live and engage as a resident of the University community.

3106 Ohio Union, 1739 N. High Street, Columbus, OH 43210, Phone: 614-292-0100,
<http://offcampus.osu.edu/>

Student Health Services - outpatient facility providing a variety of health care services to the student population. All students enrolled at OSU are eligible to use the health service, regardless of health insurance coverage.

1875 Milikin Road, Columbus, OH 43210, Phone: 614-292-4321, <http://shs.osu.edu/services/>

- Advice/Appointments <http://shs.osu.edu/services/advice-appointments/>
- Allergies/Injections <http://shs.osu.edu/services/allergies-injections/>
- Dental <http://shs.osu.edu/services/dental/>
- Health Information Services <http://shs.osu.edu/services/health-information-services/>
- Laboratory <http://shs.osu.edu/services/laboratory/>
- Nutrition Therapy <http://shs.osu.edu/services/nutrition-therapy/>
- Optometry <http://shs.osu.edu/services/optometry/>
- Order-It-Yourself Testing [testing1/](http://shs.osu.edu/services/order-it-yourself-oiy-testing1/)
- Pharmacy <http://shs.osu.edu/services/pharmacy/>
- Prevention/Immunization <http://shs.osu.edu/services/prevention-immunizations/>
- Psychological <http://shs.osu.edu/services/psychological/>
- Primary Care <http://shs.osu.edu/services/primary-care/>
- PT/ Sports Medicine <http://shs.osu.edu/services/pt-sports-medicine/>
- Radiology <http://shs.osu.edu/services/radiology/>
- Women's services <http://shs.osu.edu/services/womens-services/>

- Men's Services <http://shs.osu.edu/services/mens-services/>
- **Student Wellness Center** - To empower students to strive for balance and wellness. "Wellness" is an active, ongoing process which involves becoming aware of and taking steps toward a healthier, happier, more successful life.

B130 RPAC, 337 W. 17th Avenue, Columbus, OH 43210, Phone: 614-292-4527, <http://swc.osu.edu>

- Alcohol, Tobacco, Other Drugs <http://swc.osu.edu/alcohol-tobacco-other-drugs/>
 - Financial Education, Coaching <http://swc.osu.edu/financial-education-coaching/>
 - Nutrition & Fitness <http://swc.osu.edu/nutrition-fitness/>
 - Sex & Relationships <http://swc.osu.edu/sex-relationships/>
 - Sexual Violence <http://swc.osu.edu/sexual-violence/>
 - Wellness Initiatives <http://swc.osu.edu/wellness-initiatives/>
 - Get Involved <http://swc.osu.edu/get-involved/>
- **Technology Services** - Provides assistance with all technology needs.

960 Kinnear Rd. Suite 120, Columbus, OH 43212, Phone: 614-292-5700, Fax: 614-688-5648, www.slts.osu.edu

Student Service Center - Provides service for Student Financial Aid, University Bursar, and University Registrar.

Student Academic Services Building (SAS), 281 Lane Ave. Columbus, OH 43210, Phone: 614-292-0300, Fax: 614-292-5587, <http://ssc.osu.edu/>

- **Student Financial Aid**
4th Floor, SAS Building, 281 W. Lane Ave, Columbus, OH 43210, Phone: 292-3000, Fax: 614-292-5587, <http://sfa.osu.edu/>

Student Advocacy Center - We assist students with a broad range of issues- browse our site for more information, and contact us to speak with an advocate.

1120 Lincoln Tower, 1800 Cannon Drive, Columbus, OH 43210, Phone: 614-292-1111, Fax: 614-688-4267, www.advocacy.osu.edu

Student Conduct - Student Conduct is a department within the Office of Student Life. The purpose of Student Conduct is to support the educational mission of the Ohio State University by administering the Code of Student Conduct and service as a resource to the university community and beyond. An Educational an holistic approach to discipline is employed whenever possible. 33 W. 11th Avenue, Room 115, Columbus, Ohio 43210, Phone: 614-292-0748, Fax: 614-292-2098, www.studentconduct.osu.edu

Student Safety Service - The mission of the OSU Police Division Student Safety Service is to provide safe passage to and from campus area locations for members of the Ohio State University community (i.e. students, faculty, and staff), to assist the OSU Police Division by using non-physical intervention techniques to detect and prevent criminal activity, and report health, safety, and environmental hazards to the OSU Communication Center or other proper authority.

Michael Blankenship Hall, 901 Woody Hayes Dr., Columbus, OH 43210, Escort Service: 614-292-3322,

Administration Office: 614-247-6062, www.ps.ohio-state.edu/sss/

The Women's Place -The Women's Place serves as a catalyst for institutional change to expand opportunities for women's growth, leadership, and power in an inclusive, supportive, and safe university environment consistent with the goals of the Academic and Diversity Plans.

400 Stillman Hall, 1947 College Rd, Columbus, OH 43210, Phone: 614-292-3960, Fax: 614-292-1409,
<http://womensplace.osu.edu/>

University Libraries – offers exhibits, knowledge bank center, digital projects, special collections, copyright resource center and OSU records management.

Thompson Library 1858 Neil Avenue Mall, Columbus, OH 43210, Phone: 614-292-6785,
<http://library.osu.edu/> There are many other locations available.

