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Introduction and Program Philosophy

The Ohio State University program in clinical psychology is designed to educate clinical psychology scientists for the future. The program is APA accredited and has been so since 1948. The program focuses on development of student's abilities to formulate, conduct, and publish empirical research on clinical psychology phenomena. Students are trained to conceptualize, assess, treat, and/or prevent psychological dysfunction in individuals. The training program has two tracks: an adult clinical and health psychology. In addition, some students are admitted into the joint program with the faculty in the area of Intellectual Developmental Disabilities. Students selected for this specialization remain in the joint program for the duration of their graduate training in the department.

The core of the program includes didactic course work with a focus on achieving the highest level of research competence. Training includes courses and seminars on research methodology and statistics, psychometrics, psychopathology, personality theory, and empirically supported interventions and psychological assessments. 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 in universities, colleges, and medical schools where they embark on careers as scholars and educators. Recent graduates, for example, hold faculty positions at Harvard University, Brown University School of Medicine, Duke University, Northwestern School of Medicine, Korea University, and the Department of Psychiatry at Ohio State University School of Medicine.

A mentor model is used for research training. Upon admission, a student’s research interests are “matched” for training in laboratories of faculty members with similar interests. In addition to research mentorship, the faculty mentor serves as the student’s academic advisor and primary consultant for any other problems or questions relevant to the student’s training and career planning. However, students also consult with other program faculty regarding specific questions about training and career goals.

Since the best clinical research requires first-hand experience with phenomenology and treatment of psychological dysfunction, there is also an experiential component. As a clinical scientist program, extensive clinical practica experiences are included. Students’ initial clinical
work is supervised by the Director of the Department's Psychological Services Center, our "in-house" clinic. Later, students continue their clinical training either with more advanced in-house practicum experiences or through externships selected and approved by the Clinical faculty.

The OSU program is not a “one size fits all” environment. Students with primary interests in clinical practice are not likely to find the program's emphases consistent with their professional goals. Indeed, our mission is to provide a program for students who aim for careers as clinical scientists. We hope you find the Ohio State program in Clinical Psychology 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 Psychology”, then “Handbook.”

The APA Commission of Accreditation address:
The American Psychology Association
750 First Street, NE
Washington, DC 20002-4242
Telephone: 202-336-5979

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
### Area Program Administration

**Director of Clinical Training**, Dr. Steven Beck is Director of Clinical Training (DCT). Dr. Steven Beck is the current Director of Clinical Training (DCT). DCT responsibilities include monitoring quality control and providing all communications regarding the Clinical Psychology program, such as representation of the program to the American Psychological Association (APA), and to 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 in research and practica, and communications of training program for national, University, or Department needs or requests. Communications duties include provision of correspondence to students regarding their academic progress and any related needs (e.g., letters for internship applicants). The DCT also coordinates externship placements and evaluations for the Clinical Program, including regular communication with externship supervisors, responding to student questions/concerns regarding specific placements, and organizing a spring “open house” for students to meet and select potential externship supervisors. Finally, the DCT provides direction and oversight of Clinical, Health-focused, and Intellectual Developmental Disabilities placements.

**Clinical Area Coordinator**, Dr. Michael Vasey is the current Area Coordinator and chairs meetings of the clinical area faculty. He is also responsible for clinical area communications to the Department administration. This position includes leadership for coordinating clinical course offerings, faculty teaching schedules, immediate and long term planning.

**Director of the Psychological Services Center**, Dr. Joe DeCola is the current Director of the Psychological Service Center (PSC). His office is room 105A in the PSC. His email is decola.6@osu.edu

Scott Higgins is the Clinical Area Associate. His desk is located in the Clinical Area office, 108 Psychology Building. He can be reached by telephone at (614) 292-6649 or by email at higgins.208@osu.edu.

**Student Representatives**, The Clinical faculty typically meet every other week (usually 12:00 on Mondays) during the Autumn and Spring semesters to discuss matters related to curriculum, planning and student needs. Students elect one representative each from the following classes: first-year, second-year, and post-second year. Responsibilities include attending the 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 Area meetings, opportunities for students’ comments, advice, concerns, etc. regarding the program also occur on a more general basis. Joint student-faculty meetings are held on as-needed.

**The Training Program in Brief**

The training program is most easily described by outlining the curriculum in years 1 through 4 and describing markers to be achieved during each period. The program is designed to be completed in four years with the final, fifth year spent at an APA-approved internship. The sequence is as follows:

- **1st year:** Core curriculum and first year project
- **2nd year:** M.A. completion
- **3rd year:** Candidacy Exam completion
- **4th year:** Dissertation completion
- **5th year:** Internship

In the first two years of the program, didactic core course coverage is intense and clinical training begins. The first year includes the majority of the core curriculum and the first year research project which is presented to students and faculty in May. In the second year, the core is typically completed, breadth requirement courses in biological, cognitive-affective, and social bases of behavior are taken, clinical experience in the Psychological Services Center begin, and Master’s theses are completed. It is also at this time that a formal recommendation is made regarding receipt of a terminal Masters or proceeding into the remainder of the program. When the Generals Qualifying Exam is completed in the third year, a student is admitted to Ph.D. candidacy. From this time on, activities are individualized for one’s career goals. In the 3rd, 4th, and sometimes 5th year, area breath requirements are completed, students concentrating in quantitative psychology complete their 5 statistic classes, and PSC Specialty clinics or off-site practica are taken, and additional research and dissertation work is completed. The final year consists of completing an off-campus APA-
accredited internship. Most students graduate in a timely fashion. For example, in 2011 and 2012, median years to completion was 5.6 years, with 40% students graduating within five years. In 2013, the median years to completion was 6.3 years, with 73% of the students completing in six years.

Faculty Mentors and Advisors

As noted earlier, the Clinical Area operates with a mentor/advisor model. Thus, a student’s faculty advisor is typically the individual who mentors the student’s research progress and completion of milestones, i.e., including the First Year Project, Thesis, Qualifying Exam, and Dissertation. See Appendix A for descriptions of the faculty members’ research interests.

Currently there are 10 core Clinical Area faculty (Aldao, Andersen, Beauchaine, Beck, Cheavens, Emery, Prakash, Strunk, Thayer, and Vasey). There are also joint faculty with primary appointments in other academic units and a secondary joint appointment in Psychology. The latter individuals may serve as a student’s research mentor. (See Appendix B for descriptions of listing and description of current joint faculty). When a joint faculty member is serving as a research mentor, the student will collectively be advised by the joint member with a co-advisor member from the core clinical area faculty. In addition to general advising, a co-advisor will also serve as co-chairs of student’s committees for program requirements (i.e., Master’s Thesis, Candidacy Exam, and Doctoral Dissertation). Thus, the research mentor and the co-advisor will be committee members for all of the latter.

In addition to research direction, faculty advisors provide for monitoring of a student’s progress through the training program, including performance in course work, performance on the General Qualifying Exam, clinical practicum experiences, and ethical and professional development. Students and advisors maintain clear lines of communication throughout a student’s tenure in the program. As such, students meet with their advisors on a regular basis (typically once a week to once a month). Meeting schedules vary as a function of advisor/student preference, advisor schedule, project requirements, and/or progress in the program. Please note that if meetings are occurring at less than optimal frequency for the student, the need for change should be voiced directly to the advisor to ensure adjustments occur as soon as possible.

By program design, a student typically remains with one advisor for the duration of his/her training. However, changes in research interests, career plans, etc. may necessitate a change of
advisor. This is most easily accomplished after completion of a training milestone, such as following completion of the Master’s Thesis or passing the Generals Qualifying Exam. If a student wishes to change advisors, it is essential that s/he discuss the change with the current advisor before initiating an advising relationship with another member of the Clinical Area faculty. After clarifying the change with the current advisor and receiving approval from the proposed advisor, the student must provide the DCT with copies 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 and clinical health psychology. The curriculum is designed to meet training guidelines of the APA, 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. 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; Dr. Edwards): This course covers classical and contemporary approaches to reliability, validity, statistical and theoretical issues vis-à-vis assessment and test construction.

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

Statistical Methods in Psychology II (Psychology 6811) (Quantitative Area offering): This is the second sequence course offered in the spring semester. It covers regression and random effects models.

Third Statistic class: Clinical students are required to take an additional quantitative class of their choosing, preferably in their second year. 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 (the Clinical Program office has current syllabi): 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 Kuntz Hall), directly behind the Psychology Department.

Quantitative Psychology Concentration. Consistent with the Clinical Scientist model of the program, students are encouraged to have a “concentration” in quantitative psychology by taking two additional statistic courses (for a total of 5). A survey of clinical students in 2012-2013 indicated that 60% of clinical students had or planned to complete a concentration. Consider this option and discuss it with your advisor.

Introduction to Clinical Psychology: History, Ethics, and Pragmatics (Psychology 6865, Dr. Beck): This course emphasizes an understanding and appreciation of the therapeutic relationship in psychotherapy, specifically from a cognitive-biobehavioral perspective. The course also covers basic interviewing and data collection skills.

Life Span Development Psychopathology I: Foundations (Adult - Psychology 6853; Dr. Vasey): This course is part of a two part sequence focusing on psychopathology across the lifespan. The purpose of this course 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.)

Lifespan Developmental Psychopathology II (Adult – Psychology 6854, Dr. Beauchaine) This course provides historical perspective on mental illness, discusses models of diagnosis and classification, and surveys experimental and clinical approaches to psychopathology and Diagnostic and Statistical Manual of Mental Disorders-version 5 (DSM-V) disorders.

Theories of Personality (Psychology 6860; Dr. Cheavens): The course covers theories of personality disorder (including, but not limited to, behavioral, cognitive, evolutionary, psychoanalytic, biological, trait), special topics within personality research as they apply to clinical psychology, and a focus on personality disorder research.
Empirically Supported Treatments (Psychology 6866; Dr. Strunk): This is a survey of cognitive behavior therapy conceptualizations, assessment strategies, and interventions for DSM-IV disorders.

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

Seminar Course
Seminar in Clinical Psychology (Psychology 7695.01; Dr. Emery): Fall semester, Fridays from noon to 2 pm. This course is designed for first year students. Joint and core faculty present their research to first year students, with an emphasis on clinical application and ethical considerations.

Seminar in Clinical Psychology: Current Research in Clinical Science (Psychology 7695.01; Dr. Prakash): Spring semester, Fridays from 9 - 11. This course is required for all Clinical students. It is designed to cover cutting-edge research in psychopathology and health psychology.

Substantive and Other Areas
As an APA-Accredited program, students will receive training in biological, cognitive-affective, social, and individual bases of behavior. Five credit hours of coverage in each is required. Course coverage is also required in ethics, minority issues, and history and systems of psychology. Students can select courses consistent with their interests, with the proviso that coverage needs to occur for all areas. (Note: The clinical curriculum fulfills all requirements for individual bases of behavior). Students may begin to take breadth courses in the first year.

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

Cognitive-Affective Bases of Behavior
Cognitive and Affective bases of behavior courses currently offered: Emotion Regulation: Cognitive, Social, and Clinical Perspectives (Psych 7695.01), Introduction to Cognitive Science (Psych 5612), Psychology of Judgment and Decision Making (Psych 7708).
Social Bases of Behavior

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

Individual Behavior: - fulfilled.

Ethics

Psychology 7856, Introduction to Clinical Psychology: History, Ethics, and Pragmatics is a current offering. Professional issues are also discussed in all core clinical courses. Students also address professional issues in their respective research and clinical practica.

Cultural and Individual Differences and Diversity

Cultural and diversity issues are discussed in relevant topics covered in Clinical Assessment (Psych 7864), Lifespan Developmental Psychopathology I and II (Psych 6853, 6854), in Empirically Supported Intervention (Psych 6866), Research Design and Methods in Clinical Psychology (Psych 6854), Personality (Psych 6860) and in Ethics (Psychology 6865).

History and Systems

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

Writing

Students wishing to hone writing skills have a number of offerings in the University from which to choose. For example, English 5572 (Traditional Grammar and Usage) is recommend. Usually students take such courses in the first or second year prior to the Master’s Thesis defense.

Health Psychology Specialty

Core Offerings: Seminar in Clinical Psychology (Psychology 7695.01; Dr. Andersen and others): This required course provides both historical and contemporary perspective on health psychology. Traditional conceptualizations of stress serve as introductory material. Major topics include prevention, psychological responses to medical diagnosis and treatment, responses to chronic illness and adjustment, psychological interventions with health populations, and other core topics such as cardiovascular disease and cancer.

Additional offerings (two are required).

Cardiovascular Behavioral Medicine (Psychology 7695.01; Dr. Thayer): This course highlights the
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; the use of relaxation and similar therapies for treatment of hypertension; individual differences in coping with heart disease; and ethnic influences on cardiovascular health.

**Psychological Aspects of Cancer** (Psychology 7695.02; Dr. Andersen): This course overviews developments in biobehavioral aspects of cancer. This includes psychological, behavioral and biologic factors involved in cancer diagnosis, and disease progression. Topics of cancer prevention and control are included.

**Psychology of Aging and Health** (Psychology 7695.01; Dr. 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. Thayer). This course surveys theoretical, methodological, and applied issues. 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 School 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.

**Research Training**

**First-year presentation:** At the end of the spring semester of the first year (usually the last week of classes), first year students complete a 10-20 minute oral presentation of the major accomplishments and findings from their first-year research experience. All Clinical Area faculty and graduate students attend. Selected advanced students may also be asked to present their M.A. or Ph.D. data.

**Presentation at regional or national meeting(s):** 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 the students to and facilitate their involvement with the national research communities of psychologists. Completion of multiple conference presentations prior to the award of the Ph.D. is strongly advised so that students will be competitive applicants for future employment opportunities. Travel funds are available from the Department for students whose poster/presentations are accepted. Information regarding application for such funds can be obtained from the Department Graduate Program Coordinator, Ms. Mary Jones, or the office of the Chair.

**Scholarly contributions/publications:** Students are expected 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 peer-reviewed journals is strongly encouraged, and essential for those planning to enter a competitive postdoctoral fellowship or the academic job market.

**Clinical Training**

The Clinical Program requires two clinical practicum experiences: one in the second year and one in the third year. However, most students pursue additional clinical experiences in years 4 and 5.

The Second Year Practicum; (Psychology 7188; Dr. DeCola): This required practicum is conducted at the PSC. This is an 11 month, 10-hour-per-week training experience. Practicum is provided by Dr. Joe DeCola, 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 behavior therapy (CBT) and related empirically-supported treatments. The PSC provides clinical services for individuals from the University and surrounding communities.

**PSC Specialty Clinics**

Beginning in the third year, clinical training and supervision may be sought through specialty clinics offered at the PSC 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 Behavior Therapy** (Psychology 7189; Dr. Strunk): Students learn to provide individual CBT (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. 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 seen in this practicum. Both assessment and treatment within the DBT framework are included. Requirements: must be available for evening group therapy meetings.

Anxiety and Stress Disorder Clinic (ASDC) (Psychology 7189; Dr. DeCola): Students learn to implement empirically-validated cognitive-behavioral treatments for all Axis I anxiety disorders. Students learn advanced CBT techniques for a range of anxiety disorders, and learn to integrate and methods and techniques across different approaches.

Adult Assessment Clinic (Psychology 7189; Dr. Prakash): The practicum trains students on psychodiagnostic assessment procedures. Students receive an introduction to neuropsychological assessment. Students also learn administration of the Structured Clinical Interview for DSM-IV (SCID-IV).

Mindfulness Clinic (Psychology 7189; Dr. 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. Emery): Students interact with a multidisciplinary team in the care of medical outpatients participating in cardiac and pulmonary rehabilitation. Experiences include psychological evaluation, individual and group short-term psychotherapeutic interventions, (stress management, behavioral approaches to smoking cessation and dietary modification), and marital counseling. This course is required for all students in the health track.

External Practicums

Other training sites for students following their second year are listed below. The majority require a 9-to 12-month commitment. Students may have 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

The DCT coordinates matching of students to training sites. There is an annual Externship Fair in May in which clinical supervisors from the locales discuss their clienteles, expectations for site time, and types of supervision. Soon after students rank order their preferences and the DCT and the training site supervisors places students for the upcoming year.

**Approximate sequence of courses taken by clinical students***

**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
Introduction to Clinical Psychology: History, Ethics, and Pragmatics – Psych 6865
Historical Developments of Psychology – Psych 6809*
Seminar in Clinical Psychology – Psych 7695.01

**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*
Option of the third required statistics class, the choices are Casual Inferences-Psych 7695.06,
Fundamentals of Factor Analysis – Psych 7820, Covariance Structure Models - Psych 7821,
Fundamentals of Item Response Theory – Psych 7822, Analysis of Repeated Measures and
Longitudinal Data – Psych 7823, Non-Parametric Statistics – Psych 7824, or Simulation Modeling
– Psych 7825.
A Breadth course

**Year 2, Spring semester**

Clinical Practicum – Psych 7188
Theories of Personality* – Psych 8860
A statistics class(es) for Clinical students concentrating in quantitative analyses
Seminar in Health Psychology* – Psych 7695.01
A Breadth course
Master’s defense

**Year 3 and 4, Fall and Spring semesters**

Either PSC clinics (Psych 7188) under core faculty, or outside the PSC practicum (Psych 7189).
Breadth courses
Statistic classes for Clinical students concentrating in quantitative psychology

*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 in courses and completion
of academic markers, specified below. Other important factors include, but are not limited to,
expertise in clinical work demonstrated through practicum performance, engagement in the
research enterprise, professional contributions, and, of course, professional and ethical conduct.

**Course 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. If a 3.0 GPA is not maintained, the student is placed on 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. Should a student receive a “C” in any core clinical course or required statistics course, the student should discuss the matter with the advisor and with the professor of the course. The student will be required to retake all or portions of the course and/or complete remedial work to satisfy specific deficiencies. The plan for remediation is specified the Clinical Area and communication by the DCT.

Academic Standings and Program Markers

In addition to Graduate School standards, student progress is noted on a regular basis (at least annually) by the Clinical Area faculty and considers timely and successful completion of programmatic requirements as the standard. When requirements are completed successfully and on time, the student status is in “good standing.” Program requirements and the associated timeline for “timely and successful completion” are below:

- **First Year Project:** Oral presentations of completed research project are made to the Clinical Area (faculty and students) during the scheduled First Year Project Presentation Day. This is typically the Friday before spring semester examination week, although it is subject to change.

Following a successful first year, “good standing,” is marked by the Master’s Thesis defended successfully on or before the first day of classes in the fall semester of the third year.

- **Master’s Thesis:**
  1. **Proposal Meeting:** Although a Thesis proposal meeting is not required, it is strongly encouraged to obtain feedback from one’s committee on literature review, methodological design, and proposed statistical analyses.
  2. **Defense Meeting:** This meeting must occur before the first day of classes in the fall semester of the third year.

- **Generals Qualifying Exam:** The written portion of the Candidacy Exam is offered annually at end of fall semester. Passing the candidacy examination requires successful completion of both written and oral portions. To be considered 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 the fourth year. See the section of the handbook on the Generals Exam for additional information.

- **Doctoral Dissertation:**
  1. **Proposal Meeting:** The Dissertation Proposal meeting must be completed successfully (with no additional meetings) prior to applying to internship programs. The deadline is determined annually, typically mid-October. Please note that the proposal meeting must
be completed successfully with no additional meetings required. If a meeting is held and additional meetings are necessary post the specified date, applications to internships cannot be made.

Il. Defense Meeting: According to policies set by the Graduate School policy requires the Dissertation Defense to occur with five years after admission to candidacy. Note: the Clinical Area requires that the dissertation defense occur no later than one year after the completion of internship.

“Good standing” is jeopardized by failure to complete required milestones. The sequence of changes is provided below:

• A student is regarded as “in difficulty” when a marker deadline is missed (e.g., day two of the fall semester of the third year without a successful Master’s Thesis defense). “In difficulty status may extend for a maximum of one year (12 months).

• If the requirement is not met during the 12 month “in difficulty” period (day two of the fall semester of the fourth year without the successful Master’s Thesis defense) the student is placed “on probation.” This status also may extend for a maximum of one year (12 months).

• Failure to complete the milestone (e.g., non-completion of the Master’s Thesis by day two of the fifth year) can result in termination from the program.

Markers are to be completed during the 9-month academic calendar year. The majority of the Psychology Department’s faculty, including core Clinical Area faculty are on 9-month appointments only. As such, standard requests for meetings held during the summer months are not advised. Faculty summer months are spent on research, writing, visits with collaborators, etc. Therefore, students should schedule committee meetings during the 9-month academic year.

Although the temporal sequence for completing the Master’s, Generals Qualifying Exam, and Dissertation is a general “marker” for determination of standing in the program, the Clinical Area faculty have flexibility to inform a student of his/her possible jeopardy or termination from the program at any time. Example reasons for termination include program violations (e.g., participating in a practicum without approval from the program, plagiarism, unethical behavior, and others.
Each graduate student is expected to conform to reasonable standards of academic and professional conduct in all activities related to teaching, research, and service functions of 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 and requirements and diversity of experiences (research, course work, teaching, and clinical work) comprising the Clinical Program necessitate the student’s proficient 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, 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 during 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; just ask.

Written evaluations of progress are done annually. At the end of the academic year meetings of the Clinical Area faculty are held. Deliberations include the advisor’s evaluation and review of a student activity report. This is a department-managed, web-based interface for in entry of research activity, clinical work placements, course progress, and personal goals. Each student’s advisor presents and discusses his/her progress in clinical research and teaching domains and goals. For students with a joint faculty member as research mentor, the joint faculty member joins the respective meeting. In addition to the advisor/mentor’s report, the faculty discussion includes review of student’s performance in course work, completion of research projects and feedback from any relevant externship supervisors regarding student’s clinical skills, as well as professional development. Faculty evaluations and recommendations for continued training are communicated to each student via written

*Find an online version of OSU’s Graduate School handbook by going to: [www.gradsch.ohio-state.edu](http://www.gradsch.ohio-state.edu)*
correspondence from the DCT and individual meetings with advisors. Letters are sent to all
students, typically in the early summer months. Any additional correspondence with students
occurs on an as-needed basis.

**Student Grievances/Complaints**

1. Graduate students who have academic and training related grievances are encouraged to
discuss the problem informally first (a) and, if the grievance is not resolved satisfactorily, to
present the grievance formally to the Department Chair (Dr. Richard Petty, petty.1@osu.edu
292-3038) (b). If the grievance is not resolved satisfactorily under this department procedure, it
may then be addressed to the Dean of the College of Social and Behavioral Sciences (Dean Janet
Box-Steffensmeier’s executive assistant Michael Bourke, bourke.8@osu.edu 292-7689).(c), and, if
necessary, to the Dean of the Graduate School (Patrick Osmer’s executive assistant Susan Reeser,
reeser.1@osu.edu 247-7413)(d).

2. As stated above, informal discussions concerning the nature of the complaint should be held
with any of these individuals as deemed pertinent by the student: graduate advisor, Director of
Clinical training, area representative on the Graduate Stipends Committee, Graduate Stipends
Committee chair and/or Department Chair. If these informal discussions are unsatisfactory from
the student’s viewpoint and do not resolve the grievance, the student may request a formal
hearing.

3. Upon receipt of a written request for a grievance hearing, including a statement of the nature
of the complaint, the Department Chair will appoint a Hearing Panel consisting of five members:
two faculty members from outside the student’s area of study (and also not members of the
Graduate Stipends Committee), two graduate students from outside the student’s area of study
selected from the membership of the Council of Graduate Students in Psychology, and the
Department Chair serving as chair of the panel. The panel should hold a meeting within one
week of receipt of the complaint and should request information from the student, the student’s
adviser, the area head of the student’s area, and Graduate Stipends Committee members as
needed. Each party may make a presentation in person or in writing and may call witnesses on
his/her behalf. Each hearing panel will decide by majority vote its rules of procedure such as
cross-examination and its rules of evidence. After gathering information, the panel will meet in
closed session to decide on the validity of the grievance and to direct a resolution. A written
report of the decision and resolution should be furnished to all parties as soon after the hearing
as possible.
4. Any student who considers the resolution of the grievance to be unsatisfactory may present the grievance to the Dean of the Graduate School for a hearing under the Graduate School guidelines.

**Termination from the Programs**

Students are notified in writing by the DCT and the Clinical Area faculty if there are any serious concerns. This is done so that students can, if possible, correct or remedy deficiencies in a timely manner. If remediation is not viewed as a reasonable possibility by the 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 concurrence.

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 both the student’s primary advisor and the DCT before they are planned 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. Consultation with the Clinical Area faculty member(s) and the DCT is required prior to the initiation of any such activity. 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 area requirements, there are many indicators of success for Clinical doctoral 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 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 to the Area and offer perspectives on faculty life and academic careers. Attending area or departmental talks and meeting with speakers, for example, are ways to prepare students’ for their own conference presentations, job talks, etc. Attendance at scientific meetings and conferences is strongly encouraged and offers a national perspective on the field of psychology. The Clinical Area faculty regularly nominate students for membership on the Division 12 (Clinical) and 38 (Health) committees, and students should feel free to request the DCT or any other faculty member to nominate themselves for any other local or national opportunities or awards in which they are interested.


Research Awards, Grants, and Travel Monies

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

- NIH grants held by your advisors provide investigators with the opportunity to submit a supplement award. Although some restrictions apply (e.g., the proposal idea needs to be a direct extension of the grant research), this is a wonderful possibility for multiple year of support. If you are working with a faculty member who has a NIH R01 award, discuss the possibility of submitting a supplement with him/her.
- Students can also apply for their own NIH-funded dissertation research grants, through the National Research Service Award (F31) mechanism. Since this is a mentored award mechanism, you will need to work closely with your advisor.
- Many private foundations offer dissertation grant awards, and some are as high as 20K. Usually, there are few applicants and even fewer that are strong; thus, this can be an excellent funding opportunity.
- Divisions of APA (e.g., Division 12 - Clinical; Division 38 - Health) and other groups (e.g.,
Society of Behavioral Medicine) have various awards, such as those for travel to meetings.

- The Department offers the Herbert Toops Award (up to $500) for dissertation research. This is competitively awarded.
- The Department has a travel fund for graduate students presenting research at national meetings. Please check with the Program Assistant (currently Mary Jones) at least six weeks in advance of the proposed travel for completion of the necessary forms/paperwork.
- The University has the Alumni Grants for Graduate Research and Scholarship programs. These are merit-based awards (up to $2,000) for research expenses.

Considerations Upon Entry to the Program: Prior Coursework and/or M.A.

Students entering with prior graduate course work may request that some curriculum requirements be waived. Courses taken prior to beginning training in the OSU Clinical Program must have been equivalent offerings and course performance must have been superior (i.e., ‘A’ level). Notably, some core courses (e.g., Lifespan Developmental Psychopathology, Research Design and Methods, and Empirically Supported Treatments) do not receive waivers. More commonly, the courses requested for waiver include statistics courses or those that fulfill the
APA substantive 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 course taken and the OSU course for which waiver is 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 is to provide a brief communication to the DCT noting his/her approval (also in Appendix F).
4. If the course instructor approves of the waiver, the student’s faculty advisor and/or DCT will present the information to the Clinical faculty at an Area meeting.
5. Pending approval from the core clinical faculty, the DCT will document such by including a written statement in the student’s folder.

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.

If the student wishes to request a waiver of the Master’s degree requirement (i.e., thesis requirements), a similar formal request must be made to the DCT. Note that only degrees resulting from empirical projects will be considered. If the 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.

To proceed with a Master’s 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.
2. If the waiver is approved, this is communicated to the Clinical Area and the Psychology Department.

*The Psychology Building opened in February of 2006*
Information Regarding Limits on Credit Hours.

PLEASE NOTE: Limits on total number of credit hours!

The State of Ohio has changed its policy on subsidies for graduate tuition. As a result, the Graduate School and many departments, including Psychology, are unable to pay tuition for students who have more than 174 credit hours. If you are an advanced student, you need to monitor your cumulative hours so that you do not exceed this limit. 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., 4-5 years). These safeguards will prevent a student from accruing credit hours in excess. 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 GTA, GRA, or lecturer positions, if the student is an in-state resident.

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

<table>
<thead>
<tr>
<th>Hours</th>
<th>Appointment</th>
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<tbody>
<tr>
<td>12</td>
<td>Fellowship of any kind</td>
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<tr>
<td>8</td>
<td>GTA or GRA</td>
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<tr>
<td>3</td>
<td>Semester of Candidacy Exam, Final Oral Defense, and/or Graduation</td>
</tr>
</tbody>
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Master’s Thesis

General Description
The Master’s project is a substantial empirical effort. Formulation and planning for the Master’s often occurs during the first year. For some students, work on the first year project is a useful complement. Activity typically intensifies during the next summer with plans for a proposal meeting, often held during the fall semester of the second year. A research proposal is typically prepared, submitted to, and evaluated by a designated M.A. Committee.

The proposal ordinarily consists of a review of relevant literature, specification of hypotheses, a detailed methods section, planned data analysis (including power calculations) and, in some cases, presentation of pilot data.

The defense meeting must occur prior to the first day of classes of the student’s third year. Scheduling of both the proposal and Master’s 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. Following approval of the final document, the student is responsible for scheduling a thesis defense meeting and informing the Graduate School. For the latter, the student is to contact the Department’s Graduate Program Coordinator (currently, Ms. Mary Jones, Room 211 Psychology Building; P: (614) 292-4112; Email: Jones.3308@osu.edu). The student is responsible for providing a copy of the proposal and final thesis documents to the committee members two weeks in advance of the defense meeting. Inadequate time for the faculty to examine a document can result in cancellation of a meeting.

**Master’s Committee**

The Master’s Examination Committee is comprised of the student’s mentor/advisor who serves as Chair and two additional faculty members. The M.A. committee is selected by the advisor in consultation with the student and/or Director of Clinical Training. The student is responsible for contacting potential committee members to seek their involvement and receive times available for meeting scheduling. Composition of the committee and rules governing faculty inclusion are the following:

1. The advisor and at least one of the other faculty 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 Graduate Student Handbook for information on faculty categories.)

2. At least two of the three members must be core Clinical Area faculty. All core faculty hold graduate rank.
3. The third committee member can be from other areas/departments in the university, but he/she must hold graduate faculty rank.

**Meeting Processes and Goals**

The proposal meeting is designed to provide guidance and assistance to the student to conduct a methodologically sound and successful project. The primary goal of the meeting is to make helpful suggestions, troubleshoot, and provide related comments. Students should be prepared to present the conceptualization/theory for the study, hypotheses, how the hypotheses will be studied methodologically, and how the data will be analyzed. The meeting is typically one hour. A proposal meeting is optional, but advised.

The Master’s defense meeting is one hour. There are two goals. The first is for the committee to review the proposed research, evaluate the conducted research, examine the thesis document, and assess the student’s description and understanding of the project’s hypotheses, methods, analyses, and importance of findings. The thesis is accepted or rejected and the oral examination is judged as satisfactory or unsatisfactory. This decision is transmitted to the Graduate School via designated University forms. Please note that there are both Graduate School forms and Department forms that must be completed.

The second objective of the defense meeting is for the committee to provide a recommendation to the Clinical Area regarding the student’s readiness to continue or discontinue his/her training in the Clinical Program toward the Ph.D. The committee’s recommendation is transmitted to the Clinical Area where the final decision regarding continuance is made.

**Generals Qualifying Examination**

**General Description**

The Clinical Program views the Generals Examination as a broad test of student’s knowledge in

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*Note: The descriptions of procedures for the M.A. and related procedural content (i.e. Generals, Dissertation) are summaries only, provided for the convenience of the student and for overview handbook narratives. The summaries are not a substitute for university formalities, rules, and regulations as provided in the Graduate School Handbook (on-line at www.gradsch.ohio-state.edu) and in A Summary of Rules Concerning Graduate Students in Psychology (on-line at the Department’s website: www.psy.ohio-state.edu).*
clinical psychology. This evaluation is intended to demonstrate that the 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 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 have a mastery of the 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 demonstrate the integration of knowledge from different domains.

Generals Exams are given once a year, during the Spring break. About 3 months prior to an administration of Generals, the DCT or the Clinical Program Assistant (currently Mr. Scott Higgins) sends an e-mail to determine which students would like to take Generals. Students planning to take generals should respond promptly to this e-mail stating that they would like to take the exam. For students with a health focus on general (adult) clinical psychology, some additional steps are required at this point. Specifically, the student should initiate a conversation with his or her advisor (and ultimately the DCT) regarding identifying a specialty area (see below for more details).

The exam assesses the following: psychopathology, therapy/intervention, research methodology 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 general clinical students, the specialty area is determined in consultation with one’s advisor and the DCT. A specialty area can be, for example, a subject within the domain of psychopathology (e.g., depression) or a subject within the domain of psychotherapy (e.g., outcome research).

There are two components to the examination: written and oral. The written portion is offered during the break between the Fall and Spring semesters, typically the week after the fall semester. The written portion is from 9:00-12:00 and 1:00 - 4:00 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. A student’s answer file is subsequently coded for blind grading. Students are provided with their scores as soon as possible, usually within 7 days and no later than 14 days.
The Graduate School specifies that oral exams must occur within 30 days of the written portion. Thus, it is important that prior to the written portion, the student must confirm the date of the oral portion of the examination 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 Generals Examination must be successfully completed no later than the first day of classes of Fall semester of the fourth year. Successful completion of the Generals Examination is required by the Graduate School in order for a student to be advanced to candidacy for the Ph.D.

On occasion, students who had committed to 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 clinical area assistant (currently Mr. Scott Higgins). Withdrawal requests can be made up to 24 hours in advance of either portion. Requests are routinely granted, but notification is essential.

The Standing Generals Committee (currently Dr. Andersen, Prakash, and Vasey) and the student’s advisor form the committee for the oral defense.

**Written Exam**

Examination questions are written by the Clinical Area faculty. One professor is designated each academic year as the Exam Coordinator, and solicits questions from faculty, schedules and monitors the examination, distributes the student's answers to respective Clinical Area faculty for grading, compiles scores, and provides outcome feedback to the students. The faculty Exam Coordinator is also responsible for explaining the format, scoring procedure, and any other pertinent questions students may have about the exam.

Again, areas sampled in the examination are as follows: psychopathology, therapy/intervention, assessment, research design, statistics, personality, ethics/multicultural issues, and a specialty area. All students are expected to know these domains as they relate to the extant clinical literature. Exam questions are integrative. That is, each question includes content from at least two, if not three, domains (e.g., psychopathology and personality, therapy and research design, personality and assessment). For example, a recent (Fall ’09) question was as follows:
“Describe the 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 (i.e. Monday 9am-12pm), three 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. The areas of examination for Adult, Health, and IDD-Adult focus students as follows:

1. Psychopathology
2. Therapy
3. Assessment
4. Research design and statistics
5. Personality
6. Specialty and Ethics/Multicultural Issues

Areas of examination for IDD-Child focus students are the following:

1. Adult Psychopathology
2. Child Intervention
3. Assessment
4. Research design
5. Specialty, Child Psychopathology
6. Personality and Ethics/Multicultural Issues* (Note: These items may, but not necessarily, have a child focus.

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 examination score is calculated using the grand mean of all scores. The examination score, ranging from 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 examination score and all area scores > to 2.0.

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

**Recommendation to not proceed:** Examination score < 2.0. The student chooses whether or not to proceed.

**Examination Committee and Oral Exam**

The committee is comprised of four authorized Graduate Faculty members. Members of the faculty of the Standing Generals Committee (currently are Drs. Beauchaine, Prakash, and Vasey) and the student’s advisor. If there is a co-advisor, the member is also included (n=5). The Chair of the meeting is a member of the Standing Committee. Students are responsible for providing a copy of the written exam to all committee members at least one week prior to the oral exam. The oral exam is two hours in length. Students are advised to prepare to discuss any topics/items from the written portion 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 informational materials for the Committee. In making a determination of “Pass” or “Fail”, both the written and oral performance are considered.

**Alternative to Standard Qualifying Examination**

Students who have performed exceptionally well in the program may request permission to satisfy the Qualifying Exam requirement using an alternative format.

**Alternative Qualifying Exam**

**Eligibility**

Students who have performed exceptionally well in the academic program may request permission to satisfy the Qualifying Exam requirement using an alternative format. To be eligible
for proposing an Alternative Qualifying Exam, a student can meet one of the two following criteria:

**First Criteria**

1. For core clinical courses, the student has earned no more than one course grade lower than an A and that one grade may be no lower than an A-.

For the purpose of this standard only, the following are considered core clinical courses: Introduction to Clinical Psychology, each of the two Lifespan Developmental Psychopathology courses, Psychological Appraisal, Empirically Supported Treatments, Research Design and Methods, and Personality (a total of 7 courses).

2. For the statistics offerings (two required and one additional statistic course), the student has earned no more than one course grade lower than an A and that one grade may be no lower than an B+.

-OR-

**Second Criteria**

Students who have successfully defended their Master’s thesis by the end of the second year summer semester may take the Alternative Qualifying Exam.

**Credit for Previous Coursework and Request for Alternative**

Some students may obtain credit for coursework not completed through the designated courses at OSU and thereby not take all the courses that would ordinarily be considered in determining their eligibility for the Alternative Qualifying Exam. If students obtain credit without taking a designated course at OSU for more than 50% of the 10 courses considered in determining eligibility (listed above), then those students are no longer be eligible for the Alternative Qualifying Exam. Thus, a student must have taken at least 10 designated courses at OSU to be eligible for the Alternative Exam. Their 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 may be no lower than an A-; AND for the introductory statistics courses taken at OSU, the student has earned no more than one course grade lower than an A and that one grade may be no lower than an B+).

**General Procedures for Proposal and Defense Meetings**

After consultation and approval from the student’s advisor, the student forms 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 members must hold an M status Graduate Faculty rank in the Department of Psychology.
3. Two of the three members must be core Clinical Area Faculty, with no more than one of the three being a joint faculty member.
4. One member of the committee can be from any (non-clinical) area within the Department.

The student then submits a specific proposal for the Alternative Exam (approved by the advisor) to this committee. The committee meets with the student to review the proposal. Proposals should be submitted 2 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, the student can submit a new proposal or, if s/he chooses, may complete the standard Generals Exam.

The student completed the Alternative Exam as approved by the Committee. The committee meets at a time arranged by the student for an oral examination. A “Pass” or “Fail” decision is made at the conclusion of the oral examination meetings.

Students have six months from their proposal meeting to defend their Alternative Qualifying Exam. If this time frame will not be met, the student may petition their committee and copy the Director of Clinical Training requesting a reasonable time extention.

**Guidelines for Alternative Exam Proposal**

Proposal documents may be brief (<5 pages) with two pages for key references. There are two choices for this format:

**Detailed Content:** For this, the student defines the specialty area and provides a potential reading list. Following Committee approval (with or without modifications) the student prepares, and at a later point, submits a list of possible examination questions for the Committee consideration (typically via e-mail). If the initial questions are not judged satisfactory, the Committee requests the student submit new questions. When questions are finalized, the advisor provides the student with the exam questions to be answered. A week is selected for the student to answer the questions as a take-home exam in a seven day period. This is an “open book” exam, with the only proviso being that the student does not consult with any other persons (students, faculty, others) in preparing the answers. Upon completion, the student
provides copies of the questions and answers to the Committee. The Committee subsequently meets with the student for an oral exam.

A Review Paper: A student may write a substantive review paper that is similar in scope to a Psychological Bulletin or Psychological Review article. The student must present to their committee the area of interest and potential subtitles of their paper with relevant, key citations. This paper cannot serve as the student’s dissertation introductory chapter to their dissertation.

Meta-Analysis or other Quantitative Topic: The student may propose to conduct a meta-analysis and write a paper suitable for publication based on that analysis. An oral exam follows. Students may also propose an advanced quantitative topic not covered in any course offering in the Department. For this, data analysis may be used to illustrate mastery of the methods, though this is not mandatory. The latter data analyses are not the substantive focus of the project and would be used only to be illustrative of the material mastered. Upon completion of the written effort, the student provides copies of the document to the Committee. The Committee subsequently meets with the student for an oral exam.

The maximum time allowed for the Alternative Generals Examination is one year. This entails the time from the proposal meeting to your defense. Students will be able to request one 6-month extension. At the end of the allotted time if the Alternative Exam is not defended, the student must switch to the standard Generals Qualifying Exam that is offered in December. Let me know if there are any questions.

Dissertation

General Description

The Dissertation is a substantive empirical research project traditionally completed during the fourth year of training. Formulation and planning often begins in the third year, or in many cases, earlier. A research proposal must be prepared, submitted to, and evaluated by the Dissertation Committee. The Dissertation Prospectus 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, planned data analysis, and often, preliminary data. The
length of a Dissertation Prospectus varies, but is typically between 25 and 50 pages, excluding figures, references or appendices.

Many of the same procedures followed for the Master’s Thesis apply to the Dissertation. Scheduling of both the Dissertation Prospectus and Dissertation Defense meetings is done following consent of the advisor. The advisor must approve the final version of both documents prior to schedule of any meeting. Following approval, students are responsible for organizing and scheduling both meetings and informing the Department and Graduate College. Student must contact the Department’s Graduate Program Coordinator (currently, Ms. Mary Jones, Room 211 Psychology Building; phone: (614) 292-4112; e-mail: Jones.3308@osu.edu).

**Dissertation Committee**

Dissertation Committee members are identified by the advisor in consultation with the student and/or DCT. Following this, a student contacts individual faculty to request their involvement and Committee membership. The Dissertation Committee is comprised of three faculty members at a minimum plus an additional faculty member appointed by the Graduate School for the defense meeting.

Requirements and rules governing faculty inclusion are the following:

1. The research mentor serves as chair and must have a Category P Graduate Faculty status. When mentors are joint faculty members, the student’s advisor serves as co-Chair.
2. Two additional committee members must be from the Graduate College with U, M, or P status. (See Graduate Student Handbook for information on faculty categories.)
3. A minimum of three faculty members must be Department of Psychology faculty, two of whom are core Clinical faculty.
4. Having met these requirements, student may wish to include an additional member or two, e.g., faculty from other academic units, adjunct rosters, etc.

**Prospectus Meeting**

The purpose of the Dissertation Prospectus meeting is to provide a mechanism for formal endorsement of the dissertation conceptualization, operationalization of the research design, and the methods as articulated in the Prospectus document. Committee members provide guidance and suggest needed modifications to the document or the study. The student is to provide a copy of the Prospectus to the Committee members two weeks prior to the meeting. Inadequate time for faculty to examine a document can result in cancellation of a
meeting. Prospectus meetings must occur prior to making an internship application. The specific date is set annually and is typically mid-October.

**Defense Meeting**

This is a two-step process. First, Committee members must have time to evaluate the document in order to provide, in writing, their approval of a defense meeting to proceed. Committee members must be in possession of the document for a **minimum of two** weeks (no exceptions) before they are requested to “sign off”. Students are to obtain document approval from each Committee member (as indicated by the signature of each Committee member on the University form provided for that purpose). Should any member judge the document to be inadequate, he/she indicates so to the advisor and the meeting is cancelled.

Secondly, on the basis of this process, Committee members may or may not make suggestions for change in the document. Regardless, students must provide a copy of the dissertation to the Committee members no less than two weeks, and ideally three weeks in advance of the Dissertation Defense. Students must coordinate the location and timing of the meeting with the Clinical Area Associate (Scott Higgins, 108 Psychology Building, Higgins.208@osu.edu) at least one week advance. Notice of the time and place of the meeting will be provided to all Clinical 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 introductory material is needed, the presentation should focus on methods, results and interpretations of the data. This portion of the meeting is open to all Clinical Area faculty, students, and invited guests of the student. 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 and analyses employed, 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 of the data and/or literature review for publication.

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. By consensus of the Committee, the
student receives an overall evaluation of satisfactory or unsatisfactory. 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 completed, the candidate is eligible to proceed to a second oral defense. In other unsatisfactory cases, a student is encouraged to withdraw from the program. The summary of the evaluation, regardless of the outcome, is conveyed to the student by the Committee Chairperson.

A successful Dissertation defense is to be completed prior to the start of the fall semester, fifth year. If not, the defense must occur, at the very latest, by the calendar date 12 months from the date of internship completion. Refer to the Graduate School Handbook for additional information regarding dissertation requirements

**Pre-Doctoral Internship**

Enrollment in a 12-month APA-accredited internship is a program requirement and must occur prior to receiving the Ph.D. degree with designation “Clinical Psychology.” Typically the fifth year of training is spent on internship, but all students are urged to view the Association of Psychology Postdoctoral and Internship Centers (APPIC) web site (www.appic.org) early in their graduate training (i.e., mid first year and, at the latest, prior to the start of the second year when practicum begins). Students should print the complete application and become familiar with the types of information and record keeping that are needed. Check the site annually to see if forms have changed. Careful records kept during the course of practica training will make the eventual application process much, much easier and less stressful.

Students must have a Dissertation Prospectus approved before applying for an internship placement. This requirement enables students to leave for internship with, at a minimum, completed data collection. It is to the student’s advantage to defend his/her dissertation prior to internship departure. The deadline for the Prospectus Meeting is noted each year (mid-October is common). However, students are advised to complete Prospectus Meetings well in advance of this mid-October deadline to allow time for making any changes that may be required.

The 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., 6 weeks) any application deadlines. The DCT meets individually with each student applying for internship to cover necessary information and documents. Starting in 2009, all APPIC applications are completed on-line for students, DCTs, and recommenders.

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.

The table below outlines the past 7 years of internship placements for clinical area students:

<table>
<thead>
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<tr>
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<td>7</td>
<td>5</td>
<td>12</td>
<td>6</td>
<td>9</td>
</tr>
</tbody>
</table>

In the last three years students have gone to the following internship sites:

- Boston Consortium in Clinical Psychology
- Brown University Medical Center: Providence, Rhode Island
- Children’s Hospital: Phoenix, Arizona
- Children’s Memorial Hospital: Chicago, Illinois
- Duke University Medical Department: Chapel Hill, North Carolina
- Geisinger Medical Center: Danville, Pennsylvania
- Indiana University School of Medicine: Indianapolis, Indiana
- Kennedy Krieger Institute John Hopkins: Baltimore, Maryland
Rush Medical School, Chicago, Illinois
University of California Los Angeles, Semel Institute for Neuroscience, Los Angeles, CA
University of Washington, Department of Psychiatry: Seattle, Washington
Veteran’s Administration Medical Center: Lexington, Kentucky.
Veteran’s Administration Medical Center: Salem, Virginia
Veteran’s Administration Medical Center: Orlando, Florida
Veteran’s Administration Palo Alto Healthcare System: Palo Alto, California
Veteran’s Administration Pittsburgh Health Care System: Pittsburgh, Pennsylvania
Veteran’s Administration Medical Center: Portland, Oregon
Veteran’s Administration Central Iowa: Des Moines, Iowa
Veteran’s Administration Puget Sound: Seattle Washington.
Veteran’s Administration Medical Center: La Jolla, California
Veteran’s Administration Medical Center: White River Junction, Vermont
Wright Patterson Air Force Base: Dayton, Ohio

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

Getting Around

Our Building
We are fortunate to be in a very new building, which opened in February, 2006. Please be mindful of this special opportunity by keeping your working spaces clean and free of wall markings and damage; keeping the clinic spaces, student work room, client rooms, and waiting area free of miscellaneous papers, garbage, etc. Avoid bringing food and beverages into the clinic or classrooms. Janitorial coverage is variable. In short, we are the caretakers of this space.

Clinical Area and Area Office
The Clinical Area office is located in Room 108 Psychology Building. The office is managed by Mr. Scott Higgins. He serves as a source of general information about courses, program details,
and Area announcements. Because his workspace is centrally located, students need to respect his need for a reasonably quiet environment, free from frequent intrusions. It is also important to note that students are not permitted to use any of the computers, equipment, or telephone in the Clinical Area office (room 108) at any time.

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. Be mindful that Mr. Higgins has this responsibility for 10 faculty members and 40+ graduate students. Callers attempting to deliver personal messages will be directed to find other means to reach students (e.g., e-mail).

**Graduate Student Spaces and Mail**

Per University policy there are offices assigned to graduate students. Faculty research space in both the Psychology Building and Lazenby is at a premium. The clinical faculty attempt to provide student office space within their laboratory space, but this is not possible in all cases or at all times. Please be aware and mindful of these constraints for space within the Department and the Area, in particular.

The Department does not provide computers to graduate students. However, the University makes computers readily accessible from many locations on campus. There is a public computing facility in room 15 of Lazenby and in several nearby campus locations and the main library. Baker Systems (located three buildings to the north of the Psychology Building) is the main computer facility, where there is wide access to computers.

Mailboxes for students are located in room 108 of the Psychology Building. 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 of the 129 Psychology Building.

There are bulletin boards both inside and outside of Room 108 assigned to the Clinical Area. Information regarding course work, colloquia, funding, conferences, recent publications and other accomplishments of graduate students are posted there. Recent correspondence 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,"
located conveniently next to the mailboxes.

**Department Administrative Staff**

*Richard Petty*, Ph.D., Department Chair, 225 Psychology Building, P: (614) 292-3038; Email: petty.1@osu.edu.

*Nicole Cochran*, Department Fiscal Officer, 225 Psychology Building, P:(614) 292-6040; Email: cochran.113@osu.edu. Ms. Cochran assists the Chair with organizational, staffing, and budgetary matters in the Department.

*Kim York*, HR/Procurement Specialist, 225 Psychology Building, P: (614) 247-6363; Email: york.51@osu.edu. Mrs. York is responsible for all tasks and issues related to human resources in the department.

*Mary Jones*, Graduate Program Coordinator, 211 Psychology Bldg, P:(614) 292-4112; Email: jones.3308@osu.edu. Ms. Jones is responsible for student registration in classes (including those that are restricted) and coordinating stipend payments for students. She also provides many of the graduate school forms and information about graduate school procedures.

*Mary-Jane McDonald*, Psychology 100 office manager, 125 Psychology Bldg, P: (614) 292-6331; Email: mcdonald.14@osu.edu. Ms. McDonald assists the administration of the introductory psychology courses and the research participation program for undergraduate students.

*Jennifer Poe*, Area Associate for the Psychological Services Clinic, 105 Psychology Building, P: 614) 292-2059. Email: poe.24@osu.edu. Ms. Poe is responsible for file preparation, billing, and related miscellaneous duties.

**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 taking the in-house practicum supervised by Dr. Joe DeCola, 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 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, Dr. Steven Beck.
How many faculty must serve on a Master’s committee?

The Master’s Examination committee is comprised of three faculty, two of whom must be Clinical Area faculty (see above).

How many faculty must serve on a Generals committee?

Three members of the Generals Committee must be from the Clinical Area with two of these members must be core Clinical Area faculty (i.e., one of the three may be a joint faculty member). Students may have a maximum of one member from outside the Clinical Area (e.g., Developmental). For the Generals Exams, the Graduate School also assigns a Graduate Representative who is from another Department in the University. Thus, there are five members on a Generals committee.

How many faculty are necessary on a Dissertation Committee?

The Dissertation Committee is comprised of a minimum of three faculty; two of whom must be Clinical faculty. The third member of the Committee is from the Department (and may or may not be in the Clinical Area). There is also a Graduate School Representative assigned by the Graduate School for the dissertation defense (i.e., the Graduate Representative does not participate in the Dissertation Prospectus meeting). In total, there are four members of a Dissertation Committee, including three faculty from the Department and one Graduate School Representative.

What are Psychology 8999 credit hours?

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

Are students required to have professional liability insurance?

Yes, by the end of the first year all students are required to have student professional liability insurance. Most students obtain this insurance through the APA-Trust Fund (email:

Which courses fulfill APA accreditation criteria?

Each semester the DCT informs students about courses to be taught the upcoming semester by faculty outside of the Clinical Program that fulfill the biological bases, cognitive-affective, and social domains. There are no fully explicit guidelines set by the APA in terms of specific content these courses should include, other than using common sense methods to determine whether content matches the biological, cognitive-affective, or social psychology themes. Since the
program is a well-known, APA accredited program, the question of taking the “right number of courses” should not be an issue for graduates. However, recent graduates of our program who have applied for licensure in California and Massachusetts have informed us that they were asked to show course syllabi of their domain courses. So, be sure to keep the syllabi for courses taken at Ohio State. Students should talk to their advisors and/or the DCT if they are not sure if a particular course meets the domain requirements.

Other University Publications
This handbook provides details about areas of study, academic requirements and procedures, and policies unique to the Clinical Area. However, other Department and Graduate School documents provide additional important information. All graduate students are expected to follow guidelines set forth by the Graduate School of the Ohio State University and the Department of Psychology.
Appendix A: Clinical Faculty and Areas of Research Interest

Amelia Aldao, Ph.D.  Assistant Professor, 135 Psychology Building, (614) 688-1373, aldao.1@osu.edu

Dr. Aldao earned her Ph.D. from Yale University in 2012. She joined Ohio State as an assistant professor later that year. Dr. Aldao completed her Pre-doctoral clinical internship at Cornell Medical School/New York Presbyterian Hospital in New York City, and she completed her undergraduate work at the University of Pennsylvania. Dr. Aldao’s research focuses on the relationship between use (and misuse) of emotion regulation strategies and symptoms of psychopathology (e.g., anxiety, depression, eating disorders). She utilizes a multi-method approach, including self-reports, behavior, and peripheral psychophysiology (e.g., heart rate variability, skin conductance, etc.).

Representative Publications:


Barbara L. Andersen, Ph.D.  Professor, 149 Psychology Building, (614) 292-4236, 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:**


*Note: Graduate student coauthor names are italicized.*

Theodore P. Beauchaine Ph.D.  Professor,  233 Psychology Building, (614) 688-21441, 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 of the journal *Psychophysiology*. His research addresses the neural underpinnings of and development of both behavioral impulsivity and emotion dysregulation in children, adolescents, and adults.

**Representative Publications:**


Steven J. Beck, Ph.D. Associate Professor, 143 Psychology Building, (614) 292-6849, beck.5@osu.edu

Dr. Beck completed his undergraduate degree at Xavier University and received his Master’s degree from Indiana State University the following year. Dr. Beck received his Ph.D. in clinical psychology from the University of Georgia in 1981 and completed his internship at Western Psychiatric Institute and Clinic in 1980. Dr. Beck serves on several editorial boards. His past research interests have included children’s social competence, and more recently he has been investigating cognitive training for children with ADHD.

**Representative Publications:**


**Jennifer S. Cheavens, Ph.D.** Associate Professor, 147 Psychology Building, (614) 247-6733, 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:**


**Charles F. Emery, Ph.D.** Professor, 145 Psychology Building, (614) 688-3061,
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:**


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:**


Daniel R. Strunk, Ph.D.  Associate Professor, 137 Psychology Building, (614) 688-4891, 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 in 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:**


**Julian F. Thayer, Ph.D.** Professor, 133 Psychology Building, (614) 688-3450.

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:**


Michael W. Vasey, Ph.D. Professor, 141 Psychology Building, (614) 292-2951, 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:**


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

Joint Faculty

Robert A. Bornstein, Ph.D., ABPP, Professor, Department of Psychiatry, 1670 Upham Drive Suite 130N Neuroscience Bldg., Columbus, OH 43210; (614) 293-4774, bornstein.1@osu.edu or Bornstein-2@medctr.osu.edu. Interests: neuropsychological aspects of HIV infection; cerebrovascular disease; neuropsychological assessment.

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.)

Cynthia Gerhardt, Ph.D., Assistant Professor, Department of Pediatrics, Nationwide Children’s Hospital, 700 Children’s Drive, J1411; Columbus , OH 43205; (614)-722-3017, Cynthia.gerhardt@nationwidechildrens.org. Interests: pediatric psychology; parental and child adjustment to cancer; childhood peer relations and social development.

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.

Kathryn A. Vannatta, Ph.D., Associate Professor; Department of Pediatrics, Nationwide Children’s Hospital, 700 Children’s Drive, Timken G361, Columbus, OH 43205; kathryn.vannatta@nationwidechildrens.org; (614) 722-3172. Interests: pediatric psychology; child and family adjustment to cancer and other severe chronic illnesses; pediatric health promotion; childhood peer relations and social development.

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

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

**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

**Joe DeCola, Ph.D**
Director, Psychological Service Center
Department of Psychology
1835 Neil Avenue
Columbus, Ohio 43210
614 292-9484

**Helen Davis Rodebaugh, Ph.D.**
Advanced Behavioral Healthcare
2066 West Henderson Suite 101
Upper Arlington, OH 43220
(614) 457-5155
Abcpsychserve@yahoo.com

**Jenniferfer 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
mcentre.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
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

**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
Appendix E: OSU Clinical Program – Grievance/Complaint Log

1. Nature of Complaint
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

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

b. Has Chairman and/or DCT been informed? _____________________________________________

c. Has complaint requested higher administration to be involved? __________________________

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

Resolution: __________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Further action, if needed: ________________________________
2. Nature of complaint: ________________________________________________________________

Appendix F: List of Courses Fulfilling Breadth Requirements

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<td>Introduction to Cognitive Science</td>
<td>3</td>
</tr>
<tr>
<td>7695.01</td>
<td>Emotion Regulation: Cognitive, Social, and Clinical Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>7708</td>
<td>Psychology of Judgment and Decision Making</td>
<td>3</td>
</tr>
</tbody>
</table>

**Cognitive-Affective Bases of Behavior***

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>5613</td>
<td>Biological Psychiatry</td>
<td>3</td>
</tr>
<tr>
<td>5898</td>
<td>Seminar in Behavioral Neuroscience</td>
<td>3</td>
</tr>
<tr>
<td>6806</td>
<td>Survey of Behavioral Neuroscience I:</td>
<td>3</td>
</tr>
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</table>

**Biological Bases of Behavior***

<table>
<thead>
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<th>Course #</th>
<th>Course Name</th>
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</thead>
<tbody>
<tr>
<td>6832</td>
<td>Lifespan Sociomoral Development</td>
<td>3</td>
</tr>
<tr>
<td>6870</td>
<td>Basic Principles of Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>7871</td>
<td>Social Cognition</td>
<td>3</td>
</tr>
<tr>
<td>7872</td>
<td>Social Motivation</td>
<td>3</td>
</tr>
</tbody>
</table>
*Syllabi are available in room 108.

Appendix G: Course Waiver Request

Date:

To: Professor xxxxxxxxx

From: Steven J. Beck, 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.................

Thompson Library, newly opened in August of 2009, is conveniently located across the street from the Psychology Building.
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 also 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 Presentations & Publications

Presentations 2012-2013


Benitez, C., Heiy, J., Cheavens, J., (02/2013), Treatment seeking attitudes and behaviors in the context of depression. GLASS conference- Great Lakes Alliance, Philadelphia- Temple University.


Carpenter, K.M., Mesenburg, J., Dorfman, C., Elliott, M.L., Fowler, J.M., Salani, R., Andersen, B.L., (2/2014), Psychosexual Intervention for Gynecologic Cancer Survivors. The Ohio State University Comprehensive Cancer Center Scientific Meeting, Columbus, OH.


Thought Suppression Isn’t Always Bad: Suppressive Tendencies Predict Increases in Depressive Symptoms Only When Self-Regulatory Capacity is Low. *Association For Behavioral and Cognitive Therapy Annual Convention*, Nashville, TN.


Dunn, L., Christensen, K., Wilson, A., & Aldao, A, (05/2014), Heart rate and self-reported intensity independently and positively predict the spontaneous use of avoidance. M. Patriquin (Chair), Physiological Measurement with Special Populations: Patterns, Pitfa. *Association for Psychological Science*, San Francisco, CA.


Survivorship Conference, Atlanta, GA.


Conley, Heckler, Morrow, Mustian, Kamen, Janelins, Peppone, Scalzo, Gross, Dakhil, & Palesh, (06/2013), Modafinil Moderates the Relationship between Cancer-Related Fatigue and Depression in 541 Patients Receiving Chemotherapy: a URCC CCOP Study. American Society of Clinical Oncology Annual Meeting 2013, Chicago, IL.

Braun, J.B., Cooper, A.A., & Strunk, D.R., (11/2012), Therapist Adherence and Socratic Questioning as Predictors of Client Dropout in Cognitive Therapy for Depression. ABCT, National Harbor, MD.


Derry HM, Glaser R, Kiecolt-Glaser JK, (06/2012), Marital status is related to Epstein-Barr Virus latency in individuals undergoing cancer diagnostic procedures. Annual Meeting of the Psychoneuroimmunology Research Society (poster), San Diego, CA.

Derry HM, (03/2013), Loneliness, attentional processing of social cues, and effortful control. (Psychology Department data blitz presentation), The Ohio State University.


Dorfman, C.S., Carpenter, K.M., Cudeck, R., Andersen, B.L., (06/2012), Do Couples with a Recurrence Experience Differ from Disease-Free Couples?: Understanding the Married Couples’ Experience of Breast Cancer Using the Actor-Partner Interdependence Model. The 6th Biennial Cancer Survivorship Research Conference: Cancer Survivorship Research Translating Science to Care, Washington, DC.

Dorfman, C.S., Carpenter, K.M., Godiwala, N., Andersen, B.L., (3/2013), Predictors of Cancer-specific Stress among Husbands of Breast Cancer Survivors. Annual meeting of the
Society of Behavioral Medicine, San Francisco, CA.

Dorfman, C.S., Carpenter, K.M., Godiwala, N., Andersen, B.L., (4/2013), Predictors of Cancer-specific Stress among Husbands of Breast Cancer Survivors. The Ohio State University Comprehensive Cancer Center Scientific Meeting, Columbus, OH.


Hughes, S., Jarmeka, L.M., and Kiecolt-Glaser, J.K., (05/2013), Social Support Prospectively Predicts Change in Depressive Symptoms, Pain, and Inflammation Among Breast Cancer Survivors. IBMR Research Day, OS


Markowitz, L., Witwer, A., Lawton, K., Stefanski, J., Farietta, T., Aziramubera, I., Benninger, T., & Kamara, D., (04/2014), Parental Satisfaction, Acceptability of Recommendations and Moderating Variables in a University-Based Autism Diagnostic Clinic. Ohio Maternal Child Health Training Programs, The Ohio State University - Columbus, OH.

Matheny, N.L., Hartmann, A.S., Wilson, A.C., Rasmussen, J.L., Kasarskis, I., & Wilhelm, S., (11/2013), Perfectionism and attractiveness beliefs in participants with body dysmorphic disorder and anorexia nervosa. Poster presented at the 47th Annual Conference of the Association for Behavioral and Cognitive Therapies, Nashville, TN.

Muench, F., Boudreaux, E.D., Hansen, R., (11/2013), Adjunctive Mobile Technologies for Cognitive Behavioral Therapies. ABCT, Nashville, TN.


Schirda, B., Prakash, R.S., (02/2014), Age-related Differences in Emotion Regulation. The Ohio State University, Columbus, OH.

Schirda, B., Aldao, A., Prakash, R.S., (04/2014), Age-related Differences in Emotion Regulation Ability and Use of Maladaptive Strategies. Cognitive Aging Conference, Atlanta, GA.


Shaw, J., Olson, K., (10/2013), Communicating with Family Physicians treating same disorders. Ohio Psychological Association Convention, Columbus OH.

and young adults with chronic abdominal pain since childhood. Society of Pediatric Psychology Annual Conference, Philadelphia, PA.


**Stratis, E.A., & Lecavalier, L.,** (08/2013), The Relationship Between Repetitive Behaviors and Psychiatric Symptoms in Youth with Autism. APA Annual Convention, Honolulu, HI.

**Stratis, E.A., & Lecavalier, L.,** (05/2014), Informant Agreement in ASD: Comparisons to Intellectual Disability. International Meeting for Autism Research, Atlanta, GA.


**Tung, E.S., Altenburger, E.M.,** Hiller, R.H., & Keuthen, N.J., (10/2013), Quality of Life in Adults with Chronic Hair Pulling. *Massachusetts General Hospital Clinical Research Day*, Boston, MA.

Weiss, A.F., Bekkouche, N.S., Banis, M.N., Ware, C., Keith, F., **Harris, K.M.,** Gottlieb, S.S., & Krantz, D.S., (03/2013), Depression as a mediator of symptoms in heart failure patients (Poster Presentation). Society of Behavioral Medicine, San Francisco, CA.


**Westbrook, T. D., Godiwala, N.,** Morrison, E., Andersen, B. L., Maddocks, K., Johnson, A., Flynn, J., & Byrd, J., (02/2014), Psychological and inflammatory responses in patients with chronic lymphocytic leukemia. The Ohio State University Comprehensive Cancer Center Annual Scientific Meeting, Columbus, OH.


Whittaker, K.S., Wawrzyniak, A.J., Rodriguez, G.A., Bekkouche, N.S., **Harris, K.M.,** Kop, W.J.
Gottlieb, S.S., & Krantz, D.S., (03/2013), Problem-focused coping styles predict better functional and symptom status in heart failure patients (Poster Presentation). American Psychomatic Society, Miami, FL.


Wilson, A.C., Dunn, L., Christensen, K., & Aldao, A., (03/2014), Obsessive-compulsive disorder and the spontaneous use of avoidance and rumination during a disgust-eliciting task. Poster to be presented at the Annual Meeting of the Anxiety & Depression Association of America, Chicago, IL.
Publications 2013-2014


Dunn, E. J., Feldman, G., Klove, A., Lowery, C., Pelham, K., (In-Press), Who trusts Twitter? Openness to ideas as a predictor of trust and interest in news of an international natural disaster


**Heiy, J. E., & Cheavens, J. S.,** (In-Press), Back to basics: An ecologically valid assessment of the
experience and regulation of emotion (under review). Emotion, , .


Southward, M., Christensen, K., Fettich, K., Weissman, J., Berona, J., & Chen, E.Y., (2013), Loneliness mediates the relationship between emotional dysregulation and bulimia nervosa/
binge eating disorder psychopathology in a clinical sample. *Eating and Weight Disorders- Studies on Anorexia, Bulimia, and Obesity*, 1-5.


Vasey, M. W., **Harbaugh, C. N.,** Fisher, L. J., **Heath, J. H.,** & Bijttebier, P., (In-Press), Negative emotionality and risk for depressive symptoms: Mediation by brooding and synergistic moderation by positive emotionality and effortful control..

Chapters 2013-2014


Andersen, B.L., **Dorfman, C.S., Godiwala, N.**, (In-Press), COGNITIVE AND BEHAVIORAL INTERVENTIONS. In J.C. Holland (Ed.), Psycho-oncology, 3rd ed (pp.). New York: Oxford University Press.

Andersen, B.L., & **Dorfman, C.S.,** (In-Press), Social processes and cancer outcomes. In Julia H. Rowland, PhD, and Julie K. Silver, MD (Ed.), *Preventing Cancer Recurrence* (pp.). Atlanta: American Cancer Society, Health Promotions.


Benson, B.A., & **Brooks, W.,** (In-Press), Depressive Disorders. In Fred Volkmar (Ed.), *Encyclopedia of autism spectrum Disorders* (pp.). : Springer.


Lynch, T. R., **Lazarus, S. A.,** & Cheavens, J. S., (In-Press), Mindfulness interventions for


Prakash, R.S., Janssen, A.L., Derry, H.M., (In-Press), Neuropsychological Assessment in Health Psychology. In Benyamini Y, Johnston M, Karademas V (Ed.), *Assessment in Health Psychology* (pp.).


**Abstracts 2013-2014**


Houston, TX.


Appendix I: Student Support Services

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

**Arts & Sciences Career Planning and Placement** - CGS is the official branch of student government that represents every graduate student at the main and branch campuses. It is our main purpose is to work towards continual improvement of the graduate student experience at the Ohio State University.

48 Townshend Hall, 1885 Neil Ave, Columbus, OH 43210 Phone 614-292-7055
[https://asccareerservices.osu.edu](https://asccareerservices.osu.edu)

**Athletic Department**
Fawcett Center, 2400 Olentangy River Road, Columbus, Ohio 43210, Phone: 614-292-7572, Fax: 614-292-0506 [www.ohiostatebuckeyes.com](http://www.ohiostatebuckeyes.com)

**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](http://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: Asst. V.P. Vernon Baisden, [www.ps.ohio-state.edu](http://www.ps.ohio-state.edu)

**Drake Performance and Event Center** – houses the Department of Theatre and hosts a variety of theatre and television productions, in addition to offering meeting, banquet and conference facilities.
1849 Cannon Drive, Columbus, OH 43210, Phone: 614-292-8597, [www.drake.osu.edu/page/home](http://www.drake.osu.edu/page/home)

**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/](http://www.gradsch.osu.edu/)

**Inter-Professional Student Council** - provides student representation within the shared governance of the University with Ohio State faculty and administrators.
Ohio Union, 1739 N. High Street, Columbus, OH 43210, Phone: 614-292-2101 [http://ipc.osu.edu/](http://ipc.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.
Office of Diversity and Inclusion - has supported the 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.

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 - University’s 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
  o Journey Campus Ministry, 1787 Neil Ave, Columbus, OH 43210, http://journeycampus.org
  o King Ave. United Methodist Campus Ministry, 299 King Ave, Columbus, OH 43210 http://www.kingave.org/
  o UKirk Presbyterian Ministry, 1739 N. High St., Columbus, OH 43210
• **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](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](http://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/](http://mcc.osu.edu/about-us/)

  o Academic [http://mcc.osu.edu/resources/academic/](http://mcc.osu.edu/resources/academic/)
  o Asian / Asian American - [http://mcc.osu.edu/resources/asian-asian-american/](http://mcc.osu.edu/resources/asian-asian-american/)
  o Latino / Hispanic - [http://mcc.osu.edu/resources/latino-hispanic/](http://mcc.osu.edu/resources/latino-hispanic/)
  o LGBTQ & Allies - [http://mcc.osu.edu/resources/lgbtq-allies/](http://mcc.osu.edu/resources/lgbtq-allies/)
  o Wellness - [http://mcc.osu.edu/resources/wellness/](http://mcc.osu.edu/resources/wellness/)
  o Women’s Initiatives - [http://mcc.osu.edu/resources/women-s-initiatives/](http://mcc.osu.edu/resources/women-s-initiatives/)
  o Off-Campus Resources - [http://mcc.osu.edu/resources/off-campus-resources/](http://mcc.osu.edu/resources/off-campus-resources/)
  o Student Organizations - [http://mcc.osu.edu/resources/off-campus-resources/](http://mcc.osu.edu/resources/off-campus-resources/)
  o University Offices and Departments - [http://mcc.osu.edu/resources/university-offices-and-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/](http://offcampus.osu.edu/)

• **Ohio Student Union** - Serving fellow Buckeyes and acting as a steward of the Scarlet and Gray tradition, the Ohio Union exists to enhance the collegiate experience through quality programs, retail offerings, and involvement opportunities in a dynamic, inclusive environment.
Center for Student Leadership and Service
- Service Opportunities
- Leadership Opportunities
- Sorority and Fraternity life
- Student Governments
- Student Activity Fee
- MAKIO Yearbook
- Alumni
- Support

- **Recreational Sports** - offers members of The Ohio State University community an extraordinary experience to live active and meaningful lives while on-campus.

  B106 Recreation and Physical Activity Center, 337 W. 17th Avenue, Columbus, OH 43210, Phone: 614-292-7671 [www.recsports.osu.edu](http://www.recsports.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/](http://shs.osu.edu/services/)

  - Advice/Appointments [http://shs.osu.edu/services/advice-appointments/](http://shs.osu.edu/services/advice-appointments/)
  - Dental [http://shs.osu.edu/services/dental/](http://shs.osu.edu/services/dental/)
  - Health Information Services [http://shs.osu.edu/services/health-information-services/](http://shs.osu.edu/services/health-information-services/)
  - Laboratory [http://shs.osu.edu/services/laboratory/](http://shs.osu.edu/services/laboratory/)
  - Nutrition Therapy [http://shs.osu.edu/services/nutrition-therapy/](http://shs.osu.edu/services/nutrition-therapy/)
  - Optometry [http://shs.osu.edu/services/optometry/](http://shs.osu.edu/services/optometry/)
  - Order-It-Yourself Testing [http://shs.osu.edu/services/order-it-yourself-oiy-testing1/](http://shs.osu.edu/services/order-it-yourself-oiy-testing1/)
  - Pharmacy [http://shs.osu.edu/services/pharmacy/](http://shs.osu.edu/services/pharmacy/)
  - Prevention/Immunization [http://shs.osu.edu/services/prevention-immunizations/](http://shs.osu.edu/services/prevention-immunizations/)
  - Psychological [http://shs.osu.edu/services/psychological/](http://shs.osu.edu/services/psychological/)
  - Primary Care [http://shs.osu.edu/services/primary-care/](http://shs.osu.edu/services/primary-care/)
  - Radiology [http://shs.osu.edu/services/radiology/](http://shs.osu.edu/services/radiology/)
  - Women’s services [http://shs.osu.edu/services/womens-services/](http://shs.osu.edu/services/womens-services/)
  - Men’s Services [http://shs.osu.edu/services/mens-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](http://swc.osu.edu)

- Alcohol Tobacco & Other Drugs [http://swc.osu.edu/alcohol-tobacco-other-drugs/](http://swc.osu.edu/alcohol-tobacco-other-drugs/)
- Sex & Relationships [http://swc.osu.edu/sex-relationships/](http://swc.osu.edu/sex-relationships/)
- Wellness Initiatives [http://swc.osu.edu/wellness-initiatives/](http://swc.osu.edu/wellness-initiatives/)

- **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](http://www.slts.osu.edu)

- **University Dining Services** – provides balanced options for students throughout the campus.
  Lincoln Tower, 1800 Cannon Drive, Columbus, OH 43210, Phone: 614-292-8380 [www.food.osu.edu](http://www.food.osu.edu)

- **Younkin Success Center** – The center functions as a hub for services related to student success.
  1640 Neil Avenue, Columbus, OH 43210, Phone: 614-292-4400, [http://younkinsuccess.osu.edu/](http://younkinsuccess.osu.edu/)

**Speech-Language-Hearing Clinic** – The Clinic offers an extensive range of services for preschoolers, school-age children and adults with disorders of hearing, articulation, language, voice, or fluency who receive assessment and intervention from our experienced staff of audiologists and speech-language pathologists.

141 Pressey Hall, 1070 Carmack Road, Columbus, OH 43210, Phone: 614-292-6251, TTY: 614-292-6251, Fax: 614-292-5723 [http://www.sphs.osu.edu/clinic](http://www.sphs.osu.edu/clinic)

**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/](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/](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](http://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 and 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](http://www.studentconduct.osu.edu)

**Student Organization Services** - Student organizations have a significant impact in providing effective learning environments for students, preparing them to live in a multicultural society and work in a global community.

The Ohio Union, Office of Student Life, 1739 N. High Street, Columbus, OH 43210, Phone: 614-688-4636, Fax: 614-292-1816

[www.ohiounion.osu.edu/get_involved/student_organizations/home](http://www.ohiounion.osu.edu/get_involved/student_organizations/home)

**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, Email: Student Safety Service, [www.ps.ohio-state.edu/sss/](http://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/](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/](http://library.osu.edu/) There are many other locations available.

**University Police** – Provides police service to the University

Michael Blankenship Hall, 901 Woody Hayes Dr., Columbus, OH 43210, 614-292-2121

Email: Police, [www.ps.ohio-state.edu/police/](http://www.ps.ohio-state.edu/police/)

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Other Support Resources, Services, and Staff

The University offer a number of relevant support services of all types but are not limited to services for multicultural issues (e.g., Asian American, African American and Ethnic Student Services), health (e.g., Dental Clinic), fun (e.g., RPAC), child care, and many others.