

2016-2017

Clinical Psychology
Handbook



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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. Additionally, the clinical psychology program gained PCSAS accreditation in 2015. Given our clinical science orientation, the clinical psychology program at Ohio State University aims to help students develop excellent research and clinical skills. The program focuses on development of student's abilities to formulate, conduct, and publish empirical research relevant to clinical psychology phenomena. Students are trained to conceptualize, assess, treat, and/or prevent psychological dysfunction. The training program has two tracks: 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, psychological assessments, empirically supported interventions, and ethics of research and clinical services. As the content of clinical psychology continues to evolve, the guiding principle is to train critical thinkers. Upon leaving the program, our graduates are recruited for positions in universities, colleges, and medical schools where they embark on careers as scholars and educators. Recent graduates, for example, hold faculty positions at UCLA, The Warren Alpert Medical School of Brown University, Duke University Medical School, Indiana University, University of Texas Health Sciences, and The Ohio State University Wexner Medical Center.



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

A mentor model is used for research training. 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.

Because the best clinical research requires first-hand experience with the 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. In fact, a recent survey of graduates from the last 10 years, indicate that over 60% of alumni hold positions in university or academic medical settings. Indeed, our mission is to provide a program for students who aim for careers as clinical scientists. 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

Psychological Clinical Science Accreditation System
Alan G. Kraut, Executive Director
1800 Massachusetts Ave NW, Suite 402
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1835 Neil Avenue
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F: 614-688-8261

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

Area Program Administration

Director of Clinical Training, Dr. Jennifer Cheavens is the 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), Psychological Clinical Science Accreditation System (PCSAS), Association of Psychology Postdoctoral and Internship Centers (APPIC), and the Council of University Directors of Clinical Psychology (CUDCP). Additional DCT duties include acting as a clinical program advisor to all students, chairing evaluation meetings for students' progress 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 and licensure). The DCT also coordinates externship placements and evaluations for the Clinical Program, including regular communication with externship supervisors and responding to student questions/concerns regarding specific placements.

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

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

Ms. Hannah Cowman is the program area associate. Ms. Cowman provides support to clinical area faculty and students. Ms. Cowman assists the DCT in maintaining records for APA and PCSAS accreditation. In addition, Ms. Cowman provides administrative support for the Psychological Services Center. She can be reached by telephone at (614) 292-5303 or by email at cowman.12@osu.edu.

Student Representatives. The clinical faculty meet monthly during the Autumn and Spring semesters to discuss matters related to curriculum, planning, and student needs. Students elect one representative each from the following groups: first-year, second-year, and post-second year. These student representatives are responsible for attending area meetings as needed, providing agenda items, and/or providing student input for current issues, and communicating

with fellow students regarding area meeting content.

General Meetings: In addition to the 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 an as-needed basis.

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 five years with the final, sixth 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 proposed

5th year: Dissertation completed

6th year: Internship

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

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. In addition, in April, first year students give a presentation highlighting research they have undertaken that year. In the second year, the core courses are typically completed, breadth requirement courses in biological, cognitive-affective, and social bases of behavior are taken, clinical experience in the Psychological Services Center begins, and Masters 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 general qualifying exam is completed in the third year, a student is admitted to Ph.D. candidacy. From this time on, activities are more individualized for one's career goals. In the 3rd, 4th, and 5th years, area breadth requirements are completed, students concentrating in quantitative psychology complete their final three statistics classes, and PSC Specialty clinics or off-site practica are taken. Additional research and dissertation work

also is completed. The final year consists of completing an off-campus APA-accredited internship.

Most students graduate in a timely fashion. Across the last three academic years (viz., 2013-2014, 2014-2015, and 2015-2016), 68% of students graduated within 6 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, including the thesis, qualifying exam, and dissertation. See Appendix A for descriptions of the faculty members' research interests.

Currently there are 9 core Clinical Area faculty (Andersen, Beauchaine, Cheavens, Emery, Prakash, Strunk, Thayer, Vasey, and Young). There are also joint faculty with primary appointments in other academic units (and a secondary joint appointment in Psychology). These joint faculty also 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 be advised by the joint faculty member with a co-advisor faculty member from the core clinical area faculty. In addition to general advising, the co-advisor will also serve as co-chair 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 both be committee members for all committees.

In addition to research direction, faculty advisors monitor a student's progress through the training program, including performance in courses, performance on the 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 or 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, the student might have a preliminary conversation with his or her prospective advisor to discuss this possibility. Before any change is made, the student should be sure to discuss the change with his or her current advisor. After clarifying the change with the current advisor and receiving approval from the proposed advisor, the student must provide the DCT with written documentation of the change 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 science, including psychopathology and health psychology. The curriculum is designed to meet training guidelines of both the APA and PCSAS and therefore provides breadth of knowledge in the field, as well as depth in areas of competence considered essential in the clinical science model embraced by the program.

Didactic Courses

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

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

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

Quantitative Methods in Psychology II (Psychology 6811; Professors in the Quantitative Area): This is the department's second statistics sequence course and is offered in the spring semester. It covers regression and random effects models.

Third Statistics 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: Mediation, Moderation and Conditional Process Analysis (Psych 6822), Causal Inference (Psych 7695.06), Covariance Structural Models (Psych7821), Fundamentals of Item Response Theory (Psych 7822), Analysis of Repeated Measures and Longitudinal Data (Psych 7823), Non-Parametric Statistics (Psych 7824) and Simulation Modeling (Psych 7825). In addition, Biostatistics courses (e.g., Logistic regression, Survival Analyses) can be found in offerings from the School of Public Health (located in Cunz Hall).

Quantitative Psychology Concentration. Consistent with the clinical science model of the program, students may opt to have a “concentration” in quantitative psychology by taking two additional statistic courses (for a total of 5). Consider this option and discuss it with your advisor.

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-fifth edition (DSM-5)* disorders.

Empirically Supported Treatments (Psychology 6866; Dr. Strunk): This is a survey of cognitive behavior therapy conceptualizations, assessment strategies, and interventions for DSM-5 disorders.

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

Seminar Course

Seminar in Clinical Psychology: Current Research in Clinical Science (Psychology 7695.01; Dr. Prakash): Spring semester, Fridays from 9 - 11. Until clinical students have passed their generals exam, they are required to take this course each year. It is designed to cover cutting-edge

research in psychopathology and health psychology and includes a series of speakers both from OSU and outside the university.

Substantive and Other Areas

As an APA-Accredited program, students will receive training in biological, cognitive-affective, and social bases of behavior. Three credit hours of coverage in each is required. Students can select courses consistent with their interests, with the proviso that coverage needs to occur for all areas. Coverage in ethics, diversity issues, supervision/consultation, and professional development issues will be covered in core clinical courses. All students must complete a course in history and systems of psychology. 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), Seminar in Behavioral Neuroscience (Psych 5891), and Survey of Behavioral Neuroscience I (Psych 6806).

Cognitive-Affective Bases of Behavior

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

Social Bases of Behavior

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

Individual Behavior: - fulfilled.

Ethics

In the summer between the first and second years, students will participate in an Introduction to Clinical Services course. Applied ethics are covered in this course. Research ethics are covered in the Research Methods course and all students are expected to complete their CITI training during their first years and to keep this certification up-to-date. Students also address professional issues and ethics in their respective research and clinical practica.

Cultural and Individual Differences and Diversity

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

History and Systems

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

Writing

Students wishing to hone writing skills have a number of offerings in the University from which to choose. Usually students take such courses in the first or second year prior to the master's thesis defense. Additionally, the OSU Writing Center has a number of resources available to graduate students, including thesis and dissertation writing groups.

Health Psychology Specialty

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

Core Offerings: Seminar in Clinical Psychology (Psychology 7695.01;health psychology faculty): This required course for health track students provides both historical and contemporary perspective on health psychology. Traditional conceptualizations of stress serve as introductory material. Major topics include prevention, 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 provides an overview of 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 associated with psychophysiology. Overview of applications of psychophysiology to cognitive, clinical, developmental, social, and personality psychology. Discussion of the relationship of psychophysiology and related areas (e.g., behavioral and psychosomatic medicine, cognitive neuroscience) and other domains in biological psychology is provided.

Note: *Additional offerings in the 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 highlighting some of the work they completed in their first-year research experience. All clinical area faculty and graduate students attend. Some advanced students may also be asked to present findings from their master's thesis or dissertation.

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 who have posters/presentations accepted at professional conferences.

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

PSC Specialty Clinics

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

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

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

Adult Assessment Clinic (Psychology 7189; Dr. Prakash): The practicum trains students on psychodiagnostic assessment procedures. Students receive an introduction to neuropsychological assessment. Students also learn administration of structured clinical interviews.

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 up to 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. In late Spring, students are asked to rank order their preferences for practicum placements. Using this information, the DCT coordinates placements 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
Historical Developments of Psychology – Psych 6809*

Year 1, Spring semester

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

Year 2, Fall semester

Clinical Practicum in the PSC – Psych 7188
Psychological Appraisal – Psych 7864*
Third required statistics class A Breadth course

Year 2, Spring semester

Clinical Practicum – Psych 7188
A statistics class for Clinical students concentrating in quantitative analyses
Seminar in Health Psychology* – Psych 7695.01
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 will be specified by the clinical area and communicated to the student by the DCT.

Academic Standings and Program Markers

In addition to graduate school standards, student progress is discussed on a regular basis (at least annually) by the clinical area faculty. Timely and successful completion of programmatic requirements will be considered. 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 Research Experience:** Oral presentations of research are made to the clinical area (faculty and students) during the scheduled First Year 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:**

- I. *Proposal Meeting*: Although a thesis proposal meeting is not required, it is often advisable to have a proposal to obtain feedback from one's committee on literature review, methodological design, and proposed statistical analyses. Please consult with your advisor.
 - II. *Defense Meeting*: This meeting must occur before the first day of classes in the fall semester of the third year to remain in good standing.
- **Generals Qualifying Exam**: The written portion of the candidacy exam is offered annually during Spring break. 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**:
 - I. *Proposal Meeting*: The dissertation proposal meeting must be completed successfully (with no additional meetings needed) prior to applying to internship programs. The deadline is determined annually, typically in early October. Please note that the proposal meeting must be completed successfully with no additional meetings required by this date. If a meeting is held and additional meetings are necessary post the specified date, applications to internships cannot be made.
 - II. *Defense Meeting*: According to policies set by the Graduate School policy, the dissertation defense must occur within 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, the student is placed "on probation." This status also may extend for a maximum of one year.
- 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 work to schedule committee meetings during the 9-month academic year.

Although the temporal sequence for completing the master's, general 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 or moonlighting without approval from the program, plagiarism, unethical behavior, and others). Additionally, students must have an advisor of record at all times.

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

*Find an online version of
OSU's Graduate School
handbook by going to:
www.gradsch.ohio-state.edu*

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. Students who fail to complete their student activity report will have incomplete evaluations and will be considered "in difficulty" until the form is completed and the faculty can conduct another evaluation. During the evaluation meetings, each student's advisor presents and discusses his/her progress in the domains of research, clinical work, and teaching, considering the individual student's 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 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 (a) with their mentors and/or the DCT and, if the grievance is not resolved satisfactorily, (b) to present the grievance formally to the Department Graduate Studies Chair (Dr. John Opfer, opfer.7@osu.edu, 614-292-9547) or Chair (Dr. John Bruno, bruno.1@osu.edu (614) 292-3038). If the grievance is not resolved satisfactorily at the level of the department, it may then be addressed to (c) the Dean of the College of Social and Behavioral Sciences (Dean Janet Box-Steffensmeier's executive assistant Jenifer Rasor, rasor.3@osu.edu; 614-292-7689, and, if necessary, to (d) the Interim Dean of the Graduate School Dr. Scott Herness (his executive assistant is Patrick Osmer's executive assistant Susan Reeser (reeser.1@osu.edu or 614-247-7413).
2. 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 (1) the student's primary advisor *AND* (2) the DCT *AND* (3) the Chair of the Graduate Studies Committee before the activities are committed to or begun. This stipulation applies to paid or unpaid work with adjunct faculty (see Appendix D) and individuals or units with no association with the University. This also includes relationships outside of the Columbus area. Failure to provide notification prior to engaging in such activities may result in termination from the program.

Engagement in the Program and Professional Service Contributions

Aside from satisfactory grades and completion of 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 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 and job talks. Attendance at scientific meetings and conferences is strongly encouraged and offers a national or international 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.

A most important goal of the clinical program is to facilitate students' eventual careers in the context of providing solid graduate training. Students may want to consult the second edition of an excellent book about life in academia: *The Complete Academic: A Career Guide*, edited by J.M. Darley, M.P. Zanna, and H.L. Roediger. It is available through APA books (<http://www.apa.org>).

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 program 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 will be. 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 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 years 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. Because 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. This can be an excellent funding opportunity.
- Divisions of APA (e.g., Division 12 - Clinical; Division 38 - Health) and other groups (e.g., ABCT, 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.

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

Go Bucks!



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 be judged as equivalent offerings and course performance must have been superior (i.e., 'A' level). Courses commonly 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. Pending approval, 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).
1. 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., 5-6 years total with 4-5 years in residence). These safeguards will prevent a student from accruing excess credit hours. The current minimum number of hours is listed by appointment type below.

4. For the semester of the final oral defense and graduation, the department will cover tuition costs associated with the required 3 credit hours for students appointed to 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).

Hours	Appointment
12	Fellowship of any kind
8	GTA or GRA
3	Semester of Candidacy Exam, Final Oral Defense, and/or Graduation

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, their research efforts in the first year are useful to them as they work on their thesis. Thesis related 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 for the student to remain "in good standing." 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. 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, trouble-shoot, 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. Consult with your advisor about whether to have a proposal meeting.

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.

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).

Generals Qualifying Examination

General Description

The generals examination is a broad test of a student's knowledge in 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 of a broad knowledge base. Clinical area faculty do not provide detailed guidelines of material to study or a specific reading list. To do well on the exam, students should 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 exam coordinator or the clinical program assistant 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. Once students have decided to take the exam, they should initiate a conversation with their advisors 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 adult psychopathology clinical students, the specialty area is determined in consultation with one's advisor.

There are two components to the examination: written and oral. The written portion is offered during the break in the Spring 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 of the exam. 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 general examination must be successfully completed no later than the first day of classes of Fall semester of the fourth year. Successful completion of the general 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 commit to taking the exam at the next administration may later decide to delay until the next year. There is no penalty for doing so. However, notification of withdrawal from the written or oral testing must be made by the student in writing to the DCT, the advisor, and the clinical area assistant (currently Mr. Hannah Cowman). 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 Drs. Beauchaine, Cheavens, and Emery) 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 addressing 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,

ethics 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

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 in the context of the faculty recommendation.

Examination Committee and Oral Exam

The committee is comprised of four authorized Graduate Faculty members. Members of the faculty of the Standing Generals Committee and the student's advisor. If there is a co-advisor, the member is also included, making the committee a group of 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 satisfy the eligibility criteria described below may request permission to satisfy the qualifying exam requirement using an alternative format.

Alternative Qualifying Exam

Eligibility

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: each of the two Lifespan Developmental Psychopathology courses, Psychological Appraisal, Empirically Supported Treatments, and Research Design and Methods (a total of 5 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 courses considered in determining eligibility (listed above), then those students are no longer be eligible for the Alternative Qualifying Exam. Eligibility is determined on the basis of his/her OSU course grades only. That is for core clinical courses taken at OSU, the student has earned no more than one course grade lower than an A and that one grade 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 additional members must hold an M status Graduate Faculty rank in the Department of Psychology.
3. Two of the three additional 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.

If the proposal is accepted, the student completes 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 one 6-month extension.

Guidelines for Alternative Exam Proposal

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

1. Detailed Content Exam: For this option, the student defines the specialty area and provides a potential reading list. Any topic area proposed must be distinct from the student's dissertation project. 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 may request the student submit new questions. After the committee decides on a set of questions, 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 others (students, faculty, others) in preparing 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.

2. 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 section headings of their paper with relevant, key citations. Any topic area proposed must be distinct from the student's dissertation project.

3. 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. This topic area must be distinct from a student's dissertation project.

4. **Pre-doctoral grant proposal.** Propose and write a pre-doctoral grant proposal, consistent with NIH or NSF guidelines.

The maximum time allowed for the Alternative Generals Examination is one year. This entails the time from the proposal meeting to defense. Students may 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 exam offered over Spring Break.

Dissertation

General Description

The dissertation is a substantive empirical research project traditionally completed during the fifth 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 proposal document includes a review of relevant literature, a statement of rationale for the study and hypotheses, a description of the research design and methods to be used, power analyses, and planned data analysis. 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 proposal and dissertation defense meetings occurs following approval from 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 School. Students 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, students may wish to include an additional member or two, e.g., faculty from other academic units, adjunct rosters, etc.

Proposal Meeting

The purpose of the dissertation proposal meeting is to provide a mechanism for formal endorsement of the dissertation conceptualization, operationalization of the research design, and the methods as articulated in the proposal document. Committee members provide guidance and suggest needed modifications to the document or the study. The student is to provide a copy of the proposal document 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. Proposal meetings must occur prior to making an internship application. The specific date is set annually and is typically in early 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 electronic 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 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 interpretation of results. This portion of the meeting is open to all, including clinical area faculty, students, and any 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 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. The committee provides the student 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 chair.

A successful dissertation defense is to be completed prior to the start of the Fall semester, sixth 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 the designation "Clinical Psychology." Typically the sixth 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. Students should review 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 application process much easier.

Students must have a dissertation proposal approved before applying for internship. This requirement is intended to allow students to leave for internship with, at a minimum, completed data collection. It is to the student's advantage to defend his/her dissertation prior to internship departure. The deadline for the proposal meeting is noted each year (early October is common). However, students are advised to complete any proposal meetings well in advance of this 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., 2 months) any application deadlines. The DCT meets with each student applying for internship to cover necessary information and documents. All APPIC applications are completed online 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.



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

Getting Around

Our Building

We are fortunate to be in a relatively new building, which opened in February, 2006. Please keep your working spaces clean and free of wall markings and damage; keeping the clinic spaces, student work rooms, client rooms, and waiting area free of miscellaneous papers, garbage, etc. 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. Administrative support for the program is provided by Ms. Hannah Cowman, who has a desk in the reception area of the clinic.

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

Graduate Student Spaces and Mail

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.

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

John Bruno Ph.D., Department Chair, 225 Psychology Building, bruno.1@osu.edu, P: 614-292-3038.

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.

Paula Cullen, Psychology 100 office manager, 125 Psychology Bldg, P: (614) 292-6331; Email: Cullen.32@osu.edu. Ms. McDonald assists the administration of the introductory psychology courses and the research participation program for undergraduate students.

Hannah Cowman, Area Associate & Support for the Psychological Services Center, 105 Psychology Building, P: (614) 292-2059. Email: cowman.12@osu.edu. Ms. Cowman 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 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.

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 being 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). There is a standing committee of three clinical area members plus the student's advisor who will serve as the generals committee unless some exception must be made.

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 proposal 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.

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. 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 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.



*University Hall, home of
the Graduate School
Office*

Appendix A: Clinical Faculty and Areas of Research Interest

Woo-Young, Ahn, Ph.D. Assistant Professor, 143 Psychology Building, ahn.280@osu.edu

Woo-Young (Young) Ahn earned his B.S. in materials science & engineering in 2002 from Seoul National University and then went to Harvard University as a doctoral candidate for applied physics and received his S.M. in applied physics in 2003. Due to his interests in the human mind, he decided to change his major to clinical psychology so that he could study the human mind from multiple perspectives. He continued on to receive his M.A. in clinical psychology from Seoul National University in 2006, and his Ph.D. in clinical psychology from Indiana University, Bloomington in August 2012. He completed his clinical psychology internship at the University of Illinois at Chicago (UIC) in June 2012. He worked then as a postdoc for two years at Virginia Tech Carilion Research Institute (VTCRI) and for a year at Virginia Commonwealth University.

Representative Publications:

Ahn, W.-Y., Kishida, K. T., Gu, X., Lohrenz, T., Harvey, A. H., Alford, J. R., Smith, K. B., Yaffe, G., Hibbing, J. R., Dayan, P., & Montague, P. R. (2014) Nonpolitical images evoke neural predictors of political ideology. *Current Biology*, 24(22), 2693-2599.

Ahn, W.-Y., Vasilev, G., Lee, S., Busemeyer, J. R., Kruschke, J. K., Bechara A., & Vassileva, J. (2014) Decision-making in stimulant and opiate addicts in protracted abstinence: evidence from computational modeling with pure users. *Frontiers in Decision Neuroscience*, 5:849.

Ahn, W.-Y., Rass, O., Fridberg, D. F., Bishara, A. J., Forsyth, J. K., Breier, A., Busemeyer, J. R., Hetrick, W. P., Bolbecker, A. R., & O'Donnell, B. F. (2011) Temporal discounting of rewards in patients with bipolar disorder and schizophrenia. *Journal of Abnormal Psychology*, 120(4), 911-921.

Ahn, W.-Y., Krawitz, A., Kim, W., Busemeyer, J. R., & Brown, J. W. (2011) A model-based fMRI analysis with hierarchical Bayesian parameter estimation. *Journal of Neuroscience, Psychology, and Economics*, 4(2), 95-110.

Ahn, W.-Y., Busemeyer, J. R., Wagenmakers, E.-J., & Stout, J. C. (2008) Comparison of decision learning models using the generalization criterion method. *Cognitive Science*, 32(8), 1376-1402.

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:

Andersen, B. L., Thornton, L. M., Shapiro, C. L., Farrar, W. B., Mundy, B. L., Yang, H. C., Carson, W. E., III. (2010). Biobehavioral, immune, and health benefits following recurrence for psychological intervention participants. *Clinical Cancer Research*, 16 (12), 3270–3278.

Brothers, B., Yang, H. C., Strunk, D., & Andersen, B. L. (2011). Cancer patients with major depressive disorder: Testing a biobehavioral/cognitive behavioral intervention. *Journal of Consulting and Clinical Psychology*, 79, 253-260.

Levin, A. O., Carpenter, K. M., Fowler, J. M., Brothers, B. M., Andersen, B. L., Maxwell, G. L. (2010). Sexual morbidity associated with poorer psychological adjustment among gynecological cancer survivors. *International Journal of Gynecological Cancer*, 20, 461-470.

Mundy-Bosse, B. L., Thornton, L. M., Yang, H. C., Carson, W. E., III., Andersen, B. L. (2011). Psychological stress is associated with altered levels of myeloid-derived suppressor cells in breast cancer patients. *Cellular Immunology*, 270, 80-87.

Theodore P. Beauchaine Ph.D. Professor, 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:

Beauchaine, T. P., & McNulty, T. (in press). Comorbidities and continuities as ontogenic processes: Toward developmental spectrum model of externalizing behavior. *Development and Psychopathology*.

Beauchaine, T. P., & Hinshaw, S. P. (Eds.) (in press). *Oxford handbook of externalizing spectrum*

disorders. New York: Oxford University Press.

Beauchaine, T. P., Gatzke-Kopp, L. M., Neuhaus, E., Chipman, J., Reid, M. J., & Webster-Stratton, C. (2013). Sympathetic- and parasympathetic-linked cardiac function and prediction of externalizing behavior, emotion regulation, and prosocial behavior among preschoolers treated for ADHD. *Journal of Consulting and Clinical Psychology, 81*, 481-493.

Beauchaine, T. P., & Hinshaw, S. P. (eds.) (2013). *Child and adolescent psychopathology* (2nd. ed.). Hoboken, NJ: Wiley.

Crowell, S. E., Baucom, B. R., Potapova, N. V., McCauley, E., Fitelson, M., Barth, H., Smith, C. J., & Beauchaine, T. P. (2013). Mechanisms of contextual risk for adolescent self injury: Invalidation and conflict escalation in mother-child interactions. *Journal of Clinical Child and Adolescent Psychology, 42*, 467-480.

Sauder, C., Beauchaine, T. P., Gatzke-Kopp, L. M., Shannon, K. E., & Aylward, E. (2012). Neuroanatomical correlates of heterotypic comorbidity in externalizing male adolescents. *Journal of Clinical Child and Adolescent Psychology, 41*, 346-352.

Beauchaine, T. P., Neuhaus, E., Zalewski, M., Crowell, S. E., & Potapova, N. (2011). The effects of allostatic load on neural systems subserving motivation, mood regulation, and social affiliation. *Development and Psychopathology, 23*, 975-999.

Vasilev, C. A., Crowell, S. E., Beauchaine, T. P., Mead, H. K., & Gatzke-Kopp, L. M. (2009). Correspondence between physiological and self-report measures of emotion dysregulation: A longitudinal investigation of youth with and without psychopathology. *Journal of Child Psychology and Psychiatry, 50*, 1357-1364.

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:

Heiy, J. E. & Cheavens, J. S. (2014). Back to basics: An ecologically valid assessment of the experience and regulation of emotion. *Emotion, 14*, 878 - 891.

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

Charles F. Emery, Ph.D. Professor, 145 Psychology Building, (614) 688-3061,
emery.33@osu.edu

Dr. Emery received his Bachelor's degree in Psychology from Columbia University in 1980 and his Ph.D. in Clinical Psychology from the University of Southern California in 1985. At USC, Dr. Emery specialized in aging and adult development. After internship training at the University of Colorado Health Sciences Center in Denver, Dr. Emery was a post-doctoral fellow at Duke University's Center for the Study of Aging and Human Development for two years. In 1988, he joined the faculty in the Division of Medical Psychology, Department of Psychiatry at Duke University Medical Center. Dr. Emery remained at Duke until 1994, when he moved to Ohio State. At OSU, Dr. Emery has continued his research program in behavioral medicine and the psychology of aging, specifically addressing psychological adjustment to chronic illness and psychological outcomes of physical exercise. He is Director of the Cardiopulmonary Behavioral Medicine Program, providing practicum training experience in health psychology for graduate students at OSU. Dr. Emery is currently on the editorial board of four journals in health psychology and medicine: *Annals of Behavioral Medicine*; *Heart and Lung*; *Journal of Behavioral Medicine*; and *Journal of Cardiopulmonary Rehabilitation and Prevention*.

Representative Publications:

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

Ruchika S. Prakash, Ph.D. Assistant Professor, 139 Psychology Building, (614) 292-8462, prakash.30@osu.edu

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

Representative Publications:

- Prakash, R. S, Voss, M. W., & Kramer, A. F. (in press). Physical activity effects on behavior and brain. In D. Stuss & R. Knight (Eds.) *Principles of frontal lobe functioning* (2nd Ed.). New York: Oxford University Press.
- Prakash, R. S., De Leon, A., Klatt, M., Malarkey, W., & Patterson, B. (2013). Mindfulness disposition, and default-mode network connectivity in older adults. *Social Cognitive and Affective Neuroscience*, *8*(1), 112-117.

- Prakash, R. S., De Leon, A., Mourany, L., Lee, H., Voss, M. W., Boot, W., Basak, C., ...Kramer, A. F. (2012). Examining neural correlates of skill acquisition in a complex videogame training program. *Frontiers in Human Neuroscience*, *6*, 112.
- Prakash, R. S., Heo, S., Voss, M. W., Patterson, B., & Kramer, A. F. (2012). Age-related differences in cortical recruitment and suppression: Implications for cognitive performance. *Behavioral Brain Research*, *230*, 192-200.
- Prakash, R. S., Patterson, B., Janssen, A., Abduljalil, A., & Boster, A. (2011). Physical activity associated with increased resting-state functional connectivity in multiple sclerosis. *Journal of the International Neuropsychological Society*, *17*, 986-987.
- Prakash, R. S., Snook, E. M., Motl, R. W., & Kramer, A. F. (2009). Aerobic fitness is associated with gray matter volume and white matter integrity in multiple sclerosis. *Brain Research*, *1341*, 41-51.
- Prakash, R. S., Erickson, K. I., Snook, E. M., Colcombe, S. J., Motl, R. W., & Kramer, A. F. (2008). Cortical recruitment during selective attention in multiple sclerosis: An fMRI investigation of individual differences. *Neuropsychologia*, *46*(12), 2888-2895.
- Prakash, R. S., Snook, E. M., Lewis, J., Motl, R. W., & Kramer, A. F. (2008). Cognitive impairments in relapsing remitting multiple sclerosis: A quantitative investigation. *Multiple Sclerosis*, *14* (9), 1250-1261.
- Prakash, R. S., Snook, E. M., Erickson, K. I., Colcombe, S. J., Webb, M. L., Motl, R. W.,...Kramer, A.F. (2007). Cardiorespiratory fitness: A predictor of cortical plasticity in multiple sclerosis. *NeuroImage*, *34*, 1238-1244.

Daniel R. Strunk, Ph.D. Associate Professor, 137 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 (2004). Following his internship, he completed a post-doctoral fellowship at Vanderbilt University. Since 2006, he has been a faculty member at Ohio State. Dr. Strunk's research focuses on examining the role of cognition in abnormal emotional states such as those characteristic of major depression disorder. Much of his work focuses on identifying how psychotherapy (particularly cognitive therapy) achieves its effects.

Representative Publications:

- Cheavens, J. S., Strunk, D. R., Lazarus, S., & Goldstein, L. A. (2013). Cognitive behavioral approaches to the treatment of depression: A preliminary test of the compensation and capitalization models. *Behaviour Research and Therapy*, *50*, 699-706.
- Strunk, D. R., Cooper, A. A., Ryan, E. T., DeRubeis, R. J., & Hollon, S. D. (2012). The process of change in cognitive therapy for depression when combined with antidepressant medication: Predictors of early inter-session symptom gains. *Journal of Consulting and Clinical Psychology*, *80*, 730-738.

- Strunk, D. R., Brotman, M. A., DeRubeis, R. J., & Hollon, S. D. (2010). Therapist competence in cognitive therapy for depression: Predicting subsequent symptom change. *Journal of Consulting and Clinical Psychology, 78*, 429-437.
- Strunk, D. R., & Adler, A. D. (2009). Cognitive biases in three prediction tasks: A test of the cognitive model of depression. *Behaviour Research and Therapy, 47*, 34-40.
- Strunk, D. R., DeRubeis, R. J., Chui, A., & Alvarez, J. A. (2007). Patients' competence in and performance of cognitive therapy skills: Relation to the reduction of relapse risk following treatment for depression. *Journal of Consulting and Clinical Psychology, 75*, 523-530.
- Strunk, D. R., Lopez, H. L., & DeRubeis, R. J. (2006). Depressive symptoms are associated with unrealistic negative predictions of future life events. *Behaviour Research and Therapy, 44*, 875-896.

Julian F. Thayer, Ph.D. Professor, 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:

- Park, G. H., van Bavel, J. J., Vasey, M. W., & Thayer, J. F. (2012). Cardiac vagal tone predicts inhibited attention to fearful faces. *Emotion, 12*, 1292-1302.
- Thayer, J. F., Åhs, F., Fredrikson, M., Sollers, J. J. III, & Wager, T. D. (2012). A meta-analysis of heart rate variability and neuroimaging studies: Implications for heart rate variability as a marker of stress and health. *Neuroscience and Biobehavioral Reviews, 36*, 747-756.
- Thayer, J. F., Yamamoto, S. S., & Brosschot, J. F. (2010). The relationship of autonomic imbalance, heart rate variability, and cardiovascular disease risk factors. *International Journal of Cardiology, 141*, 122-131.
- Verkuil, B., Brosschot, J. F., Gebhardt, W. A., & Thayer, J. F. (2010). When worries make you sick: A review of perseverative cognitive, the default stress response and somatic health. *Journal of Experimental Psychopathology, 1*, 87-118.
- Brosschot, J. F., van Dijk, E., & Thayer, J. F. (2007). Daily worry is related to low heart rate variability during waking and the subsequent nocturnal sleep period. *International Journal of Psychophysiology, 63*, 39-47.

Michael W. Vasey, Ph.D. Professor, 141 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:

- Bijttebier, P., Raes, F., Vasey, M. W., & Feldman, G. C. (2012). Responses to positive affect predict mood symptoms in children under conditions of stress: A prospective study. *Journal of Abnormal Child Psychology, 40*, 381-389.
- Jones, C. R., Fazio, R. H., & Vasey, M. W. (2012). Attentional control buffers the effect of public speaking anxiety on performance. *Social Psychological and Personality Science, 3*, 556-561
- Park, G. H., Van Bavel, J. J., Vasey, M. W., & Thayer, J. F. (2012). Cardiac vagal tone predicts inhibited attention to fearful faces. *Emotion, 12*, 1292-1302.
- Vasey, M. W., Vilensky, M. R., Heath, J. H., Harbaugh, C. N., Buffington, A. G., & Fazio, R. H. (2012). It was as big as my head, I swear! Biased spider size estimation in spider phobia. *Journal of Anxiety Disorders, 26*, 20-24.
- Bijttebier, P., Raes, F., Vasey, M. W., & Feldman, G. C. (2012). Responses to positive affect predict

mood symptoms in children under conditions of stress: A prospective study. *Journal of Abnormal Child Psychology*, 40, 381-389.

Verstraeten, K., Bijttebier, P., Vasey, M. W., & Raes, F. (2011). Specificity of worry and rumination in the development of anxiety and depressive symptoms in children. *British Journal of Clinical Psychology*, 50, 364-378.

Dinovo, S. A., & Vasey, M. W. (2011). Reactive and self-regulatory dimensions of temperament: Interactive relations with symptoms of general distress and anhedonia. *Journal of Research in Personality*, 45, 430-440.

White, C., Ratcliff, R., Vasey, M., & McKoon, G. (2010). Anxiety enhances threat processing without competition for processing priority: A diffusion model analysis. *Emotion*, 10, 662-677.

Hazen, R. A., Vasey, M. W., & Schmidt, N. B. (2009). Attentional retraining: A randomized clinical trial for pathological worry. *Journal of Psychiatric Research*, 43, 627-633.

Lonigan, C. J., & Vasey, M. W. (2009). Negative affectivity, effortful control, and attention to threat-relevant stimuli. *Journal of Abnormal Child Psychology*, 37, 387-399.

Verstraeten, K., Vasey, M. W., Raes, F., & Bijttebier, P. (2009). Temperament and risk for depressive symptoms in adolescence: Mediation by rumination and moderation by effortful control. *Journal of Abnormal Child Psychology*, 37, 349-361.

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Lonigan, C. J., Vasey, M. W., Phillips, B., & Hazen, R. (2004). Temperament, anxiety, and the processing of threat-relevant stimuli. *Journal of Clinical Child and Adolescent Psychology*, 33, 8-20.



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

Joint Faculty

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

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

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

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

IDD Faculty

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

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

Appendix C: Clinical Area Adjunct Faculty and Supervisors

Jennifer Bogner, Ph.D.

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480 Medical Center Drive
Columbus, OH 43210
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bogner.1@osu.edu

Michael Vilensky, Ph.D.

Director, Psychological Service Center
Department of Psychology
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Columbus, Ohio 43210
614 292-9484

Helen Davis Rodebaugh, Ph.D.

Advanced Behavioral Healthcare
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Abcpsychserve@yahoo.com

Jennifer Finnerty, Ph.D.

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Columbus, Ohio 43219
(614) 257-5681
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Twin Valley behavioral Healthcare
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James Tanley, Ph.D.

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Columbus OH 43212
(614) 488-9941; (614) 847-9672 fax

Carl L. Tishler, Ph.D.

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

Appendix D: Clinical Area External Practicum

Nationwide Columbus Children's Hospital

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

Nationwide Columbus Children's Hospital

Guidance Centers
East, East Central, North, and
Northwest Centers

Chalmers P. Wylie VA Ambulatory Care Center

420 N. James Rd
Columbus, OH 43219
614-257-5200

Comprehensive Transplant Center

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

Counseling and Consultation Services

Ohio State University
Younkin Success Center
1640 Neil Avenue
(614) 292-5766

Department of Family Medicine

Ohio State University
2231 North High Street
Columbus, OH 43201
614.293.2653

Department of Physical Medicine and Rehabilitation

Ohio State University
Dodd Hall
472 West 8th Avenue
Columbus, OH 43210
(614) 293-3830

Department of Psychiatry

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

Nisonger Center

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

Twin Valley Behavioral Healthcare

2200 West Broad Street
Columbus, OH 43223
(614) 752-0333

Private Practice Locations

William Benninger, Ph.D.

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Beth McCreary, Ph.D.

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(614) 252-3800

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

1. Nature of Complaint

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

b. Has Chair been informed? _____

c. Has complainant requested higher administration to be involved?

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

Resolution: _____

Further action, if

needed: _____

Appendix F: List of Courses Fulfilling Breadth Requirements

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

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

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

*Syllabi are available in room 108.

Appendix G: Course Waiver Request

Date:

To: Professor xxxxxxxx

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

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

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

Psychology xxx: Course name

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

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

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

Evaluation of Course Equivalency and Recommendation for Waiver

Date_____

OSU Course requested for equivalency waiver: _____

Student: Your name

OSU Instructor: Professor xxxxxxxx

Recommendation

_____Disapprove

_____Approve

_____Approve with conditions*

Conditions_____

Note: Conditions must be specified. Please 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 Support Services

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

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

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

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

Michael Blankenship Hall, 901 Woody Hayes Dr. , Columbus, OH 43210 , 614-247-6300
Email: [Asst. V.P. Vernon Baisden](mailto:Asst.V.P.Vernon.Baisden), www.ps.ohio-state.edu

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

Office of Academic Affairs - to advance the well-being of the people of Ohio and the global community through the creation and dissemination of knowledge.

203 Bricker Hall, 190 North Oval Mall, Columbus, OH 43210-1358, Phone: (614) 292-5881, Fax: (614) 292-3658 <http://oaa.osu.edu/>

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 stewardsh

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

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

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

Office of International Affairs – helps facilitate the development and growth of the Global Gateways and oversees Study Abroad, International Students and Scholars, the Mershon center for International Security Studies and five area Studies Centers.

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

Office for Military and Veterans Services - 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

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

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

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

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

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

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

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

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

- Academic <http://mcc.osu.edu/resources/academic/>
- African/African American - <http://mcc.osu.edu/resources/african-african-american/>
- Asian / Asian American - <http://mcc.osu.edu/resources/asian-asian-american/>

- american/
- Latino / Hispanic - <http://mcc.osu.edu/resources/latino-hispanic/>
- LGBTQ & Allies - <http://mcc.osu.edu/resources/lgbtq-allies/>
- Wellness - <http://mcc.osu.edu/resources/wellness/>
- Women's Initiatives - <http://mcc.osu.edu/resources/women-s-initiatives/>
- Off-Campus Resources - <http://mcc.osu.edu/resources/off-campus-resources/>
- Student Organizations - <http://mcc.osu.edu/resources/off-campus-resources/>
- University Offices 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/>

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

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

- Advice/Appointments <http://shs.osu.edu/services/advice-appointments/>
 - Allergies/Injections <http://shs.osu.edu/services/allergies-injections/>
 - Dental <http://shs.osu.edu/services/dental/>
 - Health Information Services <http://shs.osu.edu/services/health-information-services/>
 - Laboratory <http://shs.osu.edu/services/laboratory/>
 - Nutrition Therapy <http://shs.osu.edu/services/nutrition-therapy/>
 - Optometry <http://shs.osu.edu/services/optometry/>
 - Order-It-Yourself Testing <http://shs.osu.edu/services/order-it-yourself-oiy-testing1/>
 - Pharmacy <http://shs.osu.edu/services/pharmacy/>
 - Prevention/Immunization <http://shs.osu.edu/services/prevention-immunizations/>
 - Psychological <http://shs.osu.edu/services/psychological/>
 - Primary Care <http://shs.osu.edu/services/primary-care/>
 - PT/ Sports Medicine <http://shs.osu.edu/services/pt-sports-medicine/>
 - Radiology <http://shs.osu.edu/services/radiology/>
 - Women's services <http://shs.osu.edu/services/womens-services/>
 - Men's Services <http://shs.osu.edu/services/mens-services/>
- **Student Wellness Center** - To empower students to strive for balance and wellness. "Wellness" is an active, ongoing process which involves becoming aware of and taking steps toward a healthier, happier, more successful life.

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

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

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

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

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

- **Student Financial Aid**

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

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

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

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

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

Michael Blankenship Hall, 901 Woody Hayes Dr., Columbus, OH 43210, Escort Service: 614-292-3322, Administration Office: 614-247-6062, Email: Student Safety Service, 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.

The Ohio State University Clinical Psychology Program Handbook

400 Stillman Hall, 1947 College Rd, Columbus, OH 43210, Phone: 614-292-3960, Fax: 614-292-1409

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

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

Thompson Library 1858 Neil Avenue Mall, Columbus, OH 43210, Phone: 614-292-6785,

<http://library.osu.edu/> There are many other locations available.

