

**The Ohio State University**

**Department of Psychology**

# **HANDBOOK**

**INTELLECTUAL & DEVELOPMENTAL DISABILITIES  
PSYCHOLOGY GRADUATE PROGRAM**

Update To Be Approved by the Graduate Studies Committee

Updated: November 28, 2012

## INTRODUCTION

The Intellectual and Developmental Disabilities (IDD) Psychology Graduate Program, which we will also call the “IDD Program,” is designed to train in the practice and scientific research in the area of IDD and leads to a PhD degree in IDD Psychology. The science of psychology applies to individuals with IDD just as to non-disabled groups, although this is a specialization in its own right. Intellectual and Developmental Disabilities as a field includes disorders such as intellectual disability (formerly called mental retardation), autism spectrum disorders, cerebral palsy, Down syndrome, Williams syndrome, and other related disabilities that originate during the developmental period. The IDD Psychology Program offers two possible tracks: the “IDD Psychology” track and a “Dual Clinical-IDD Psychology” track.

This manual describes rules and guidelines that apply to all students of the IDD Program. They are not a substitute but an addendum to two other documents, the *Graduate School Handbook* set forth by the Graduate School of The Ohio State University and the *Summary of Rules Concerning Graduate Students in Psychology* of the Department of Psychology. *Students are expected to be familiar with all three documents.*

## OBJECTIVES

Students who graduate from this program will be well equipped to pursue a career in IDD psychology as a researcher, administrator, or in private practice. They will have experience in conducting research, and they are expected to present results at professional conferences, and to publish in peer-reviewed scientific journals. They will be particularly knowledgeable in areas such as causes of developmental disabilities (e.g., intellectual disability, autism spectrum disorders), psychological and physical characteristics of these populations, assessment and diagnosis, and prevention and treatment approaches. **Students in this program will be expected to be proficient in related areas such as measurement/test development, psychopharmacology, psychobiology, quantitative methods, and applied interventions.** Program graduates will have research skills to extend the boundaries and application of this knowledge. By achieving this, they can adapt to the changing needs of professional practice in the field.

## NISONGER CENTER – UNIVERSITY CENTER FOR EXCELLENCE IN DEVELOPMENTAL DISABILITIES (UCEDD)

Much of the student’s work in IDD Psychology will take place in the Nisonger Center, a federally recognized University Center for Excellence in Developmental Disabilities (UCEDD), which is housed in the Ohio State University Wexner Medical Center in the Southwest corner of the Ohio State University campus. The Nisonger Center is one of 67 UCEDDs nationwide, which—among other responsibilities—are mandated to provide interdisciplinary training in developmental disabilities to graduate students. Most IDD Program faculty offices, research space, several client service programs, and student offices are at the Nisonger Center which is located in McCampbell Hall at 1581 Dodd Drive. Most courses are also taken on the main OSU campus, especially within the Department of Psychology.

## **GENERAL REQUIREMENTS**

The emphasis of the IDD Program is on scientific research training. Therefore, students are expected to finish their studies with their Ph.D. The Master's of Arts degree is not considered a terminal degree in the IDD Program. This program has a defined curriculum listing the courses students are expected to enroll in and pass before and after the Master's degree. All students take a series of statistics and psychological assessment courses, participate in the Research Forum and complete field experiences throughout their training.

### ***(1) Statistics Courses***

During the first year, students take a series of two statistics courses: Statistical Methods in Psychology I (Psych 6810) and Statistical Methods in Psychology II (Psych 6811). Students are encouraged to take a third statistics course of their choosing. It is strongly recommended that students take the factor analysis course (Psych 7823, Analysis of Repeated Measures and Longitudinal Data).

### ***(2) Research Methods***

IDD students are required to take Research Design and Methods in Clinical Psychology (Psych 6861). This course entails a discussion of conceptual and methodological issues related to the ongoing work of graduate students and faculty.

Research Forum (under auspices of Psych 6193.09, Individual Studies: Intellectual and Developmental Disabilities) is offered most semesters of the academic year. All students are expected to participate and present their research in these sessions throughout their graduate career at OSU, including after completion of the Candidacy Exam.

### ***(3) Psychological Assessment Course***

The following courses are required of all IDD students: Psych 6863 (Psychometrics) and Psych 7858 (Seminar in the Assessment of Developmental Disabilities).

### ***(4) Psychobiology***

All students are required to take one course in psychobiology. Students are strongly recommended to take Psych H5613 (Biological Psychiatry). This neuroscience course discusses the neurobiological basis of various psychiatric disorders such as schizophrenia and major depressive disorder.

### ***(5) Developmental Psychology***

By definition, individuals with IDD display abnormalities during the developmental period. For the vast majority of individuals, these abnormalities occur in cognitive, social, or language development. Therefore some knowledge of normal development is essential for students specializing in the IDD program. Students are required to take either Psych 7845 (Cognitive Development) or Psych 7847 (Language Development).

**(6) History and Systems**

Students are *required* to take Historical Development of Psychology (Psych 6809).

**(7) Psychopathology**

Emotional and psychiatric disorders are vastly more common in persons with IDD than in the general population. Therefore, future psychologists in the IDD field need a solid grounding in psychopathology.

Students are *required* to take Psych 6853 (Lifespan Developmental Psychopathology I) and strongly encouraged to also take Psych 6854 (Lifespan Developmental Psychopathology II).

**(8) Social Bases of Behavior**

Students are required to take one course in the area of social psychology and may choose to take one of the following:

Psych 6832: Lifespan Sociomoral Development

OR

Psych 6870: Basic Principles of Social Psychology

**(9) IDD Specific Courses**

The IDD faculty members teach a number of courses specific to developmental disabilities. The following courses are expected to be taken by all students in the IDD Program:

*Ethics and Professional Issues in Psychology* (Psych 6850). This course addresses ethical principles and dilemmas encountered in professional practice. Topics addressed include professional competence, human relations, privacy and confidentiality, advertising and other public statements, record keeping and fees, education and training, research and publication, assessment, and therapy. The course elicits discussion and debate on ethical principles and case examples are drawn from the field of intellectual and developmental disabilities. Contact: Susan Havercamp, PhD

*Research Forum*: Students in the IDD Program are required to participate in the "Research Forum" held at Nisonger Center. They are to enroll through the individual studies number (Psych 6193.09: Individual Studies: Intellectual and Developmental Disabilities) of the IDD Program Faculty who happens to coordinate the Forum at that time. The Forum features presentations by IDD students, faculty, and guest speakers. The Forum is intended to emphasize the central role of research, to promote informal contacts (across multiple fields of study), and to familiarize everyone with ongoing research projects of fellow students and IDD Program Faculty.

*Developmental Disabilities: An Interdisciplinary Perspective* (Psych 5718). This course is designed to provide students with information about developmental disabilities across the life span from a variety of perspectives and disciplines. Participants are introduced to pertinent philosophical, ethical, legal, and practice issues concerning individuals with developmental disabilities. Contact: Marc J. Tassé, PhD

*Autism Spectrum Disorders* (Psych 5717). The goal of this course is to teach the analytical skills necessary to comprehend and formulate an interdisciplinary framework relating to major scientific and theoretical perspectives in autism spectrum disorders. Contact: Paula Rabidoux, PhD

*Seminar in the Assessment of Developmental Disabilities* (Psych 7858). The speakers present general information on widely-used measures in the field of mental retardation covering the following areas: cognitive development, adaptive behavior, achievement, autism, rating scales, language assessment, and disorders seen in IDD. Contact: Luc Lecavalier, PhD

*Psychopharmacology of the Developmental Disabilities* (Psych 7859). These seminars entail a combination of didactic seminars devoted to the *content* of psychopharmacology and to *research methods*. Content is structured around the elements that are crucial to a sound knowledge of psychopharmacology, including pharmacodynamics, pharmacokinetics, clinical indications, side effects, drug interactions, and contraindications. The research component entails systematic evaluation of published drug studies. Contact: Michael G. Aman, PhD

*Behavior Modification with Children* (Psych 5652). This course focuses on the basic principles and procedures of applied behavior analysis and behavior modification with children and adults with intellectual disability, autism spectrum disorders, and related developmental disabilities. Contact: Marc J. Tassé, PhD

### **(10) Field Experience**

A total of 18 Psych 7840 (Practicum I/DD Psychology) or Psych 7189 (Supervised Field Experience in Psychology) credit hours of field work are required (offered at Nisonger Center, Nationwide Children's Hospital, or elsewhere). Students will rotate through two years (10 hours/week) of in-house (Nisonger) or other clinics. The first year, students will participate in the Family Directed Clinic and Autism Spectrum Disorder Clinics.

Students will be evaluated by the training supervisor at the conclusion of each semester regarding required competency. They will be required to achieve the following competency before advancing:

- Autism Diagnostic Observation Schedule (ADOS)
- Developmental Assessment (Bayley, Mullen)
- Intelligence Testing (Stanford Binet, WISC, WPPSI)
- Adaptive Behavior (ABAS-II, Vineland)
- Achievement Testing (Woodcock Johnson NU and WIAT-III)
- Conduct Psychological Interview
- Provide Comprehensive Feedback to Family/Client
- Report writing

Once competency is reached, students will have a choice of the following in-house practica experiences (10 hours/week): Nisonger Group Treatment Clinics, Aspirations, Down syndrome Clinic, Williams syndrome clinic, ECE LEND Leadership Project, or Behavior Support Services.

External practica will be required at the Nationwide Children's Hospital Child Development Center and other field placements that serve IDD populations (20 hours/week). During extern placements, trainees will be expected to:

- Conduct additional developmental assessments to obtain exposure to a higher volume of individuals
- Achieve high level of independence
- Participate in weekly supervision meetings and close review of written reports
- Placement in treatment clinics (Feeding, Down Syndrome) where appropriate
- Placement in neurodevelopmental clinic if appropriate supervision is available
- Before transitioning, Nisonger supervising psychologist will speak with supervising psychologist to determine each student's proficiency/competency
- External supervising psychologist will complete a quarterly evaluation report on the performance of the IDD Psychology student.

Relevant practice populations are individuals with intellectual and developmental disabilities. Of the 18 credits required, the IDD Program strongly recommends that at least one-third be of an *interdisciplinary* nature. *Disciplinary* refers to work supervised solely by licensed psychologists. *Interdisciplinary* refers to work supervised by a licensed psychologist but with exposure to other professional disciplines.

### ***(11) Internship***

Students will be required to complete 1,500 internship hours in an applied setting serving children or adults with IDD (Psych 8192). The OSU Nisonger Center has predoctoral internships available. These internships are developed such that trainees gain a wide range of experiences within the field of developmental disabilities and also go on to specialize within the field. Trainees will gain experience in behavior assessment and community intervention as well as advanced experience in diagnostic assessment and clinic-based behavioral intervention with individuals with a range of intellectual and developmental disabilities.

## **COURSEWORK**

- Statistical Methods in Psychology I (Psych 6810)
  - Statistical Methods in Psychology II (Psych 6811)
  - Research Design and Methods in Clinical Psychology (Psych 6861)
  - Psychometrics (Psych 6863)
  - Historical Development of Psychology (Psych 6809)
  - Psych 6853: Lifespan Developmental Psychopathology I
  - Ethics and Professional Issues in Psychology (Psych 6850)
  - Research Forum (under auspices of Psych 6193.09: Individual Studies: Intellectual and Developmental Disabilities)
  - Developmental Disabilities: An Interdisciplinary Perspective (Psych 5718)
  - Autism Spectrum Disorders (Psych 5717)
  - Seminar in the Assessment of Developmental Disabilities (Psych 7858)
  - Psychopharmacology of the Developmental Disabilities (Psych 7859)
  - 1 course in biological basis or behavior
  - 1 course in developmental psychology
  - 1 course in social basis of behavior
  - 1 course in cognitive-affective bases of behavior
- 18 credit hours of Psych 7840 (Practicum I/DD Psychology) or Psych 7189 (Supervised Field Experience in Psychology) provide exposure to field work. These are required to be done with relevant populations who are individuals with intellectual and developmental disabilities.
- 1,500 hours of internship (Psych 8192) in applied setting with individuals with intellectual and developmental disabilities.

## **OPTIONAL COURSEWORK – TO BE DISCUSSED WITH ADVISOR**

- Analysis of Repeated Measures and Longitudinal Data (Psych 7823) [optional]
- Psych 6854: Lifespan Developmental Psychopathology II
- Advanced Behavioral Neuroscience (Psych 4501) [optional]

## ADVISORS

Linking a student with a faculty advisor is normally an informal process of mutual agreement between a student and faculty member. To balance advisor responsibilities among the IDD Program Faculty, the student's choice must be approved by the IDD Program Coordinator. Besides serving as mentor to the student, the primary advisor helps to monitor the student's progress throughout the Program and gives the student casual and formal progress evaluations.

Ordinarily, students remain with the same advisors for the entire program. However, shifting interests or other circumstances may make a change desirable. Ordinarily, this is best arranged either at the end of the first academic year, or following completion of the Master's thesis or Candidacy Examination. A student who wishes to change advisors should consult with the Program Coordinator.

## IDD PROGRAM MEETINGS

The IDD Program Faculty and one IDD graduate student representative will typically meet once a semester to discuss matters related to the Program. A student representative will be selected by IDD graduate students at the beginning of each Autumn semester to represent student concerns at the IDD Program meetings and to serve as a liaison between graduate students and faculty.

## ANNUAL PROGRESS REVIEWS

A student's progress in the curriculum is determined by the annual student review. For each student in the Program, a folder will be maintained in the IDD Program Coordinator's office at Nisonger Center. Advisors and co-advisors may record their evaluation of a student's performance in courses, research, and field experience throughout the year and file them in the student's folder. Normally, only the student, his/her advisor, and the Program Coordinator have access to a student's folder.

Once a year (usually at the end of spring semester), students in the Program are formally evaluated by the Program Faculty. Before the evaluation meeting, students complete a Psychology Department web-based Student Activity Report, which covers achievements over the last year. This tracks their progress in courses, research, and field experiences. Each student will receive a letter summarizing the overall evaluation of her or his progress. A copy of this letter is placed in the student's folder at the Program Coordinator's office.

As part of the evaluation, the faculty will determine a student's status as either *satisfactory* or *non-satisfactory*. A satisfactory status is characterized by:

- reasonable progress toward a degree (see below);
- good standing with the Graduate School (OSU Graduate Handbook, 7-1);
- regular meetings with his or her advisor (i.e., at least three meetings per Semester and no fewer than ten meetings per academic year); and
- proper enrollment in courses (see OSU Graduate Handbook on Residence).

A student who fails to meet these conditions will have a “non-satisfactory status” in the IDD Program. Being in *non-satisfactory status* requires that the student must meet with a committee of the IDD Program to reestablish satisfactory status. Until they do, they cannot defend a Master's thesis, take the Candidacy Examination, or establish an official thesis or dissertation committee.

### REASONABLE PROGRESS

Reasonable progress in the IDD Program means that a student

- completes the master's degree before the end of the 2nd year;
- passes the Candidacy Examination at the end of the 3rd year; and
- completes the dissertation and the Final Oral Examination (i.e., the dissertation defense) by the end of the 5th year.

If a student fails to show reasonable progress, he or she will be sent a lack-of-progress letter which will specify the terms and conditions to be met by the student to return to good standing. A student who does not maintain reasonable progress toward a degree may be denied further registration in that program (see OSU Graduate Handbook, 7-1).

A student has the right to **appeal** any performance evaluation and resulting action by the faculty following grievance procedures outlined in the Department of Psychology Graduate Program Handbook.

### THESIS, CANDIDACY EXAMINATION, DISSERTATION

#### *(1) Master's Thesis*

It is expected that the Master's thesis will be completed before the start of the student's third calendar year in the Program. At the beginning of the second year the student must submit a formal research proposal to faculty members of his or her committee. The M.A. proposal should consist of a brief overview of the relevant literature, a detailed method section in which the proposed experimental design is described, and a discussion of the study hypotheses and the data analyses that will be used. The thesis topic will generally be related to applied psychological issues in IDD. Students are required to collect data for at least one research project (either the Master's thesis or the Dissertation).

A student who enters the Program with an empirically-based Master's thesis completed in a Master's degree program in psychology or a closely-related discipline can ask for exemption for conducting a thesis at Ohio State. In order for this to occur, an appointed subcommittee of IDD faculty members reviews the student's thesis to decide if the research project is commensurate with theses conducted in our program. A non-empirical Master's thesis does not exempt a student from the obligation to conduct an empirical thesis at OSU.

Students in the IDD Program are strongly encouraged to publish their research findings.

### CANDIDACY EXAMINATION

The Candidacy Examination is required by the Graduate School in order for a student to be advanced to candidacy for the Ph.D. It is hoped that the Candidacy Examination is completed

before the start of the student's fourth year in the Program. The Candidacy Examination is a broad test of the student's knowledge in the field. It is designed to prove that the student has achieved a level of scholarship necessary to conduct and evaluate research.

Preparation for the Candidacy Examination begins with a meeting between the candidate and his or her Candidacy Examination Committee to discuss content and format of the exam. The Committee must consist of at least four graduate faculty members, who make up the Advisory Committee (usually, but not always, members of the Psychology Department). A minimum of three members must hold Category P Graduate Faculty rank. There are usually four members of the Candidacy Examination Committee (students or the area may opt for more). The Candidacy Examination consists of a written and an oral portion.

### **(1) *Written Portion***

For the written section of the Candidacy Examination the student has two options, the review-paper option, or the essay option.

**(a) Review option.** For the *review paper option*, two comprehensive reviews must be prepared that integrate a relevant area of the literature. In scope, format, and style the papers should be similar to articles in *Psychological Bulletin* or *Psychological Review*. Ideally, one paper must address a *theoretical* topic (e.g., on etiological theories or methodological issues), and the other addresses an *applied* topic (e.g., assessment, treatment). The purpose is to conceptualize the current situation of a given research area used for IDD psychology. Manuscripts should have between 20 and 40 pages of text (including references, tables, and figures), and must be prepared in APA format.

Under the guidance of the advisor, the candidate prepares several alternative topics for review papers. Then the Candidacy Committee meets with the candidate to decide the two topics of choice. Between the time of topic assignment by the Committee and submission of the papers, at least three but no more than 12 months should have passed.

**(b) Essay option.** The *essay-type option* consists of written answers to six questions, which are based on a comprehensive reading list developed by the student and his or her committee members. The selection procedure for questions for the examination is described in more detail in Appendix A. In recent years, the large majority of IDD students have chosen the review option.

### **(2) *Oral Portion***

The oral section is conducted by the student's examination committee and is chaired by the advisor. Following submission of the written document, an oral examination will be held. The student should be prepared to discuss the materials from the written portion and, in addition, should be prepared to respond to questions in other substantive areas within psychology. The examination committee may include department members from outside the IDD Program.

## DISSERTATION

The Doctoral Dissertation represents the final stage in the Program. It is expected that the student completes the dissertation within three years after the Candidacy Examination.

The *research proposal* must be formally approved by the student's Dissertation Committee before data collection can begin. Students are required to collect data for at least one research project (either the Master's thesis or the Dissertation). The dissertation topic will generally be related to psychological issues in IDD. The dissertation proposal should include a review of the relevant literature, a statement of hypotheses and rationale, a detailed method section, and a data analysis section. Obviously, the total length of the proposal can vary depending on the study, but most are between 20 and 30 typewritten pages (double spaced), not including references and appendices. A proposal meeting is then held with the student and his or her reading committee. The committee has formally to approve the dissertation as outlined in the dissertation proposal.

Following the completion of data collection and preparation of the dissertation document, the student must pass a final oral examination administered by the Dissertation Committee and a faculty member representing the Graduate School. The Dissertation Committee is made up of the advisor, who must hold P status, and two other authorized Graduate Faculty members. Thus, with the Graduate Faculty representative, the Dissertation must number at least four faculty members. There is no upper limit to the number of committee members.

Students are strongly encouraged to publish their research findings.

## COMMITTEES

Membership of IDD Program Faculty in a student's Master's Examination Committee, Candidacy Examination Committee, and Dissertation Committee must be approved by the IDD Program Coordinator.

### *(1) Master's Examination Committee*

The Master's Examination Committee comprises three faculty members. At least two of the three, including the student's advisor, who acts as the chairperson, must hold graduate faculty rank in Psychology. At least one must be a member of the IDD Program Faculty. One committee member does not have to be from the Psychology Department, but must hold graduate faculty rank (M status).

### *(2) Candidacy Examination Committee*

The Candidacy Examination Committee is composed of the Advisory Committee.

The Advisory Committee consists of at least four authorized Graduate Faculty members, including the student's advisor. A minimum of three members must hold at least P status in the Department of Psychology.

Any student who wishes to take the Candidacy Examination must petition the IDD Program Faculty.

Approval to *retake* a failed Candidacy Examination requires the affirmative vote of at least two thirds of the IDD Program Faculty. Students are allowed to retake the Candidacy Examination once. The graduate school will appoint a Graduate Faculty Representative to serve on the committee for the second oral exam.

**(3) *Dissertation Committee***

The Dissertation Committee is composed of the advisor, who must be a Status P faculty member, and at least two other Graduate Faculty members who must have graduate faculty rank (either Status P or M).

A minimum of three members of this committee must be from the Department of Psychology.

## **IDD FACULTY MEMBERS**

**MICHAEL G. AMAN**, Professor of Psychology and Psychiatry

**Ph.D.**, University of Auckland, New Zealand

**Address:** Room 175, Nisonger Center, Ohio State University, 1581 Dodd Drive, Columbus, OH 43210-1257

**Contact:** Phone: (614) 688-4196; FAX: (614) 688-4908; E-Mail: aman.1@osu.edu

**Research Interests:**

1. Psychopharmacology (drug research) in (a) autism spectrum disorders, (b) mental retardation and dual diagnoses, (c) disruptive behavior disorders (conduct disorder and oppositional defiant disorder), (d) ADHD, (e) sleep disorders in the developmental disabilities.
2. Cognitive performance of children and adolescents, especially in relation to drug effects.
3. Instruments for assessing problem behavior and psychopathology and psychometric assessment of clinical tools, especially in mental retardation and autism spectrum disorders.
4. Epidemiology of medication use in the developmental disabilities.

**Relation to IDD Program:** convener of Research Forum seminars (Psych 6193.09: Individual Studies: Intellectual and Developmental Disabilities); teaching of Psychopharmacology of the Developmental Disabilities (Psych 7859); team teaching.

**BETSEY A. BENSON**, Associate Professor of Clinical Psychiatry and Psychology

**Ph.D.**, Northern Illinois University

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**Research & Clinical Interests:**

1. Psychopathology and mental retardation/developmental disabilities (dual diagnosis)
2. Mood disorders and IDD, cognitive theories and interventions
3. Social cognition and aggression in IDD
4. Social Support and psychopathology

**Relation to IDD Program:** Director, Adult Behavior Support Services, funded assistantships; team teaching

**SUSAN M. HAVERCAMP**, Associate Professor of Psychology and Psychiatry

**Ph.D.**, The Ohio State University

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**Research & Clinical Interests:**

- 1 Physical and mental health issues in persons with intellectual and developmental disabilities.
- 2 Improving the health of persons with disabilities through educating healthcare providers.
- 3 Health promotion activities for children and adults with disabilities.
- 4 Cognitive-Behavior Therapy for persons with an IDD and co-occurring mental health problems.

**Relation to IDD Program:** Director - Health Promotion/Healthcare Parity, ethics course (Psych 6850), team teaching.

**LUC LECAVALIER**, Professor of Psychology and Psychiatry

**Ph.D.**, Université du Québec à Montréal

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**Research & Clinical Interests:** Diagnosis and measurement and behavior/psychiatric problems in individuals with mental retardation and/or autism spectrum disorders.

**Relation to IDD Program:** Program Coordinator; Teaching of Psychology of Developmental Disabilities (Psych 4571); Teaching of Seminar in the Assessment of Developmental Disabilities (Psych 7858); Team Teaching; Supervision of graduate students in their clinical activities; IDD area coordinator; Director, Child Behavior Support Services.

**JAMES A. MULICK**, Professor of Pediatrics and Psychology

**Ph.D.**, University Of Vermont

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**Contact:** 614-355-8315; mulick.1@osu.edu

**Research & Clinical Interests:** Autism, Behavior Analysis, Psychopharmacology, Severe Behavior Disorders, Early Intervention and Prevention, Developmental Behavioral Pathology, Public Policy

**Relation to IDD Program:** Graduate Advisor, special topics courses and seminars, research supervisor, practicum supervisor.

**MARILEE MARTENS**, Assistant Professor of Psychology

**Ph.D.**, University of Melbourne, Australia

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**Contact:** (614) 688-3112; E-mail: marilee.martens@osumc.edu

**Research and Clinical Interests:**

- 1 Understanding how altered brain development is expressed in specific aspects of the Williams syndrome cognitive and behavioral phenotype.
- 2 Conducting research to improve the quality of life for individuals with Williams syndrome

**Relation to IDD Program:** Director – Williams Syndrome Program, Psychologist in Williams Syndrome Clinic, team teaching.

**MARC J. TASSÉ**, Professor of Psychology and Psychiatry

**Ph.D.**, Université du Québec à Montréal, Canada

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**Research & Clinical Interests:**

- 1 Intellectual disability (ID) and autism spectrum disorders (ASD).
- 2 Co-occurrence of ID or ASD and psychiatric disorders or problem behaviors.
- 3 Adaptive behavior, supports needs, test/scale development, psychometrics.
- 4 Assessment and diagnostic issues related to ID.

5 Issues related to diagnosing intellectual disability in a forensic context.

**Relation to IDD Program:** Director - Nisonger Center, teaching, supervision of graduate students in clinical activities, teaching of Developmental Disabilities: An Interdisciplinary Perspective (Psych 5718).

**ANDREA N WITWER**, Assistant Professor of Clinical Psychiatry and Psychology

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**Research & Clinical Interests:**

- 1 Assessment, presentation, and treatment of emotional and behavioral problems in ASD and other DD.
- 2 Early Diagnostic Screening for ASD: instrument validation and application of screening models.

**Relation to IDD Program:** supervising psychologist for practicum, team teaching.

**APPENDIX A**  
**IDD PSYCHOLOGY CANDIDACY EXAMINATION**

**Procedures for the Written Portion  
of the Essay Format**

The written portion of the essay format of the Candidacy Examination requires that the candidate answers in writing a total of eight (8) out of twelve (12) questions. The Candidacy Examination is a test of the student's comprehension of the field, of allied fields of study, of the ability to undertake independent research, and of the abilities to think and express ideas clearly.

The written examination is conducted in four 3-hour blocks distributed between morning and afternoon sessions within three consecutive days. Typically the sessions are held on the first and the third day, with one session each day in the morning, and the other one in the afternoon. The written examination is typically taken at the Nisonger Center. This exam is “closed-book.” Candidates are not permitted to bring notes or references into the exam room. Candidates will be stationed at a computer that does not have Internet access.

During each three-hour block, the candidate will receive three written questions. Of these, two must be chosen and answered. Questions will be presented such that at least one question of each committee member is answered (see the Table below):

	Day 1	Day 3
AM	CM1	CM3
9:00-12:00	CM1	CM3
	NCM	NCM
PM	CM2	CM4
1:00-4:00	CM2	CM4
	NCM	NCM

CM = Question by a Committee Member

NCM = Question by a Non-Committee Member

Immediately following each three-hour examination session, the candidate has to submit the file to the Program Coordinator, who will print copies for the candidate and for each committee member. Committee members must receive the typed copies of the answers at least one week before the oral examination.