

The Ohio State University
Department of Psychology

HANDBOOK

**INTELLECTUAL & DEVELOPMENTAL DISABILITIES
PSYCHOLOGY GRADUATE PROGRAM**

IDD PSYCHOLOGY TRACK

Update To Be Approved by the Graduate Studies Committee

Updated: December 2019

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 people without disabilities, although this is a specialization in its own right. Intellectual and Developmental Disabilities as a field includes disorders such as intellectual disability, autism spectrum disorder, cerebral palsy, Down syndrome, Williams syndrome, and other related neurodevelopmental disorders 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 clinician. They will have conducted research presented results at professional conferences, and published in peer-reviewed scientific journals. They will be particularly knowledgeable in areas such as causes of developmental, psychological and physical characteristics of these populations, assessment and diagnosis, and prevention and treatment approaches. Graduates of this program will be proficient in related areas such as measurement/test development, neuroscience, 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 part of 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 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, this is a doctoral program where the Master's of Arts degree is earned but is not considered a terminal degree. The following courses comprise the IDD curriculum. All students take a series of statistics and psychological assessment courses, participate in Topics in Developmental Disabilities and complete the Leadership Education in Neurodevelopmental Disabilities (LEND) training program. In addition, all students engage in practicum and field experiences throughout their training. This manual describes *required* elements of the IDD psychology program. Students are encouraged to work with their IDD faculty advisor to tailor their training program to their interests and long-term career goals.

(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 recommended that students take Mediation and Moderation (Psych 6822), Covariance Structure Modeling (Psych 7821), or Analysis of Repeated Measures and Longitudinal Data (Psych 7823).

(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.

All students are expected to enroll and present their research in Topics in Developmental Disabilities (Psych 7899) for a minimum of 6 semesters. This requirement is typically met pre-Candidacy.

(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 to take Psych 5613H (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 experience atypical development. For the vast majority of individuals, these differences occur in cognitive, social, or language development. Therefore

some knowledge of typical 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 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 5832: 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 required for all students in the IDD Program:

Ethics and Professional Issues in Psychology (Psych 6850) This course is designed to address 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 will be drawn from the field of intellectual and developmental disabilities. Contact: Susan Havercamp, PhD

Developmental Disabilities: An Interdisciplinary Perspective (Psych 7717). 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: Luc Lecavalier, PhD.

Autism Spectrum Disorders (Psych 7718). 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 intellectual disability covering the following areas: cognitive development, adaptive behavior, achievement, autism spectrum disorder, rating scales, language assessment, and disorders seen in IDD. Contact: Luc Lecavalier, PhD

Empirically-supported treatments for people with DD (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 disorder, and related developmental disabilities. Contact: Katie Walton, PhD

Topics in Developmental Disabilities (Psych 7899). The purpose of this course is to provide IDD students with an overview of applied research and policy initiatives conducted by OSU-affiliated faculty and visiting scholars in the field. The goals of this course are for students to think critically about contemporary research and policy work in their field and to engage professionally with investigators. IDD students are expected to register for and participate in this course for a minimum of 6 semesters. Contact Katie Walton, PhD, or Luc Lecavalier, 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). Generally speaking, 3 credit hours equate to about one full day of clinical work per week. Students will rotate through one year (10 hours/week) of in-house (Nisonger) or other clinics. During the first year of practicum (which begins in the summer before the second year in the program), students will participate in the Interdisciplinary Developmental Clinic, School-Aged Autism and Developmental Clinic, and Transition Clinic.

Students are evaluated by the training supervisor at the conclusion of each semester regarding required competency. They are 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, 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 enroll in external practica (approximately 20 hours/week) at the Nationwide Children's Hospital Child Development Center and other field placements that serve IDD populations. During extern placements, trainees will:

- 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, Williams Syndrome) where appropriate
- Before transitioning from one placement to another, 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.

Of the 18 credit hours required, the IDD Program strongly recommends that at least one-third be of an *interdisciplinary* nature. *Interdisciplinary* refers to work supervised by a licensed psychologist but with exposure to other professional disciplines.

In the interest of graduating license eligible, most students complete an additional year of advanced practicum in an area of specific interest (e.g., intervention, group work, etc). The Nisonger Director of Training and IDD faculty will work with students desiring additional externship opportunities at local agencies, and will assist with monitoring and performance assessment.

(11) Internship

In order to be considered for licensure, students are required to complete 1,800 internship hours in an applied setting serving children or adults with IDD (Psych 8192: Internship in Intellectual and Developmental Disability Psychology). It is the students' responsibility to find an internship. 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. Nisonger internship experiences include behavior assessment and community intervention and advanced experience in diagnostic assessment and clinic-based behavioral intervention with children and adults with a range of intellectual and developmental disabilities. Students must discuss internship placement with their advisors and Dr. Andrea Witwer, Director of Training.

(12) Leadership Education in Neurodevelopmental Disabilities (LEND) training

In addition to their coursework and fieldwork, IDD Psychology students will all complete LEND training as a part of their graduate work. The purpose of the LEND Program is to develop leaders who are skilled in their own disciplines and have learned skills and competencies promoted by Maternal and Child Health Program. Graduates of the LEND program demonstrate the ability to

work with colleagues in interdisciplinary systems of health care which are comprehensive, coordinated, family-centered and culturally sensitive. They anticipate, manage and guide change in knowledge and health care systems to advance and improve the lives of individuals with neurodevelopmental disabilities and their families.

Psychology trainees will be expected to complete the LEND training requirements over the course of their graduate career with the majority of the training completed in the first two years.

This includes:

- Attending a weekly leadership seminar (Year 1),
- Participation in leadership projects (Year 1)
- Family/community experiences (Completed across Years 1 and 2)
- Service learning (Completed across Years 1 and 2)
- Rotation through LEND training clinics (Year 2). This overlaps with the required first field placement described above).

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 and 6854: Lifespan Developmental Psychopathology I and II
- Ethics and Professional Issues in Psychology (Psych 6850)
- Topics in Developmental Disabilities (Psych 7899).
- Developmental Disabilities: An Interdisciplinary Perspective (Psych 7717)
- Autism Spectrum Disorders (Psych 7718)
- Seminar in the Assessment of Developmental Disabilities (Psych 7858)
- Empirically Supported Treatments (Psych 5652)
- Biological Psychiatry (Psych 5613H)
- 1 course in developmental psychology
- 1 course in social basis of behavior
- 18 credit hours of Psych 7840 (Practicum IDD 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.
- 1,800 hours of internship (Psych 8192) in applied setting with individuals with intellectual and developmental disabilities.

6193 individual studies credit and optional course work is to be discussed with the student's advisor.

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 Area Coordinator. In addition to 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 typically meets 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

All requirements for this Ph.D. in Psychology must be met in five years. An annual student review is completed to monitor student's progress. 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. Normally, only the student, his/her advisor, and the Program Coordinator have access to this evaluation.

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.

A two-hour Master's thesis defense will be held, during which the student will present a twenty-minute summary of their thesis. Students 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. The Candidacy Examination should be completed by the end of Spring Semester in the student's third year. 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, three of whom must hold Category P Graduate Faculty rank. 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 30 and 50 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. The Candidacy Committee meets with the candidate to approve 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 eight questions, which are based on a comprehensive program-wide reading list developed by IDD faculty. The selection procedure for questions for the examination is described in more detail in Appendix A.

(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, a two hour 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. Students are expected to complete the dissertation within two years of 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 pages (double spaced), not including references and appendices. A proposal meeting is then held with the student and his or her committee. The committee has to formally approve the dissertation as outlined in the dissertation proposal. Significant changes from the initial proposal (e.g., changes in design or sample size) must be approved by members of the committee.

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

The Dissertation defense 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 before they can approve it. Students are to obtain document approval from each Committee member (as indicated by the signature of each Committee member on the University form provided for that purpose). Should any committee member judge the document to be inadequate, s/he may or may not make suggestions for change in the document. Once the document is approved by committee members, the defense could be scheduled. This typically happens approximately 2 weeks later. In other words, students should plan to submit their document to committee a minimum of 4 weeks before they hope to defend. During the defense, students should be prepared to give a 20-minute presentation on their dissertation before the question period.

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). Students are expected to turn in a complete draft of their thesis to committee members at least 2 weeks before the examination. A two-hour Master's thesis defense will be held, during which the student will present a twenty minute summary of their thesis and respond to questions from the committee.

(2) Candidacy Examination Committee

Before taking the Candidacy Examination, students must form their committee. The Candidacy Examination Committee is composed of at least four Graduate Faculty members, including the student's advisor. A minimum of three members must hold at least P status in the Department of Psychology and at least two members must be from the IDD area.

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.

With the review paper option, students are expected to turn in a complete draft of their written documents at least 2 weeks before the examination. They should be prepared to give a 20-minute presentation on their papers before the question period.

(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

SUSAN M. HAVERCAMP, Associate Professor of Psychology and Psychiatry

Graduate School Status: P

Ph.D., The Ohio State University

Address: Nisonger Center, 371L McCampbell Hall, 1581 Dodd Drive, Columbus, OH 43210-1296

Contact: Phone: (614) 685-8724; FAX: (614) 366-6373; E-mail: susan.havercamp@osumc.edu

Research & Clinical Interests:

1. Physical and mental health in children and adults with intellectual and developmental disabilities.
2. Educating healthcare providers to better care for people with disabilities.
3. Health promotion for children and adults with disabilities.

Relation to IDD Program: Director - Health Promotion/Healthcare Parity, Director – Nisonger Behavior Support Program, teach Ethics and Professional Issues in Psychology (Psych 6850).

LUC LECAVALIER, Professor of Psychology and Psychiatry

Graduate School Status: P

Ph.D., Université du Québec à Montréal

Address: Room 371, Nisonger Center, Ohio State University, 1581 Dodd Drive, Columbus, OH 43210-1296

Contact: Phone: (614) 685-8722; FAX: (614) 366-6373; E-Mail: luc.lecavalier@osumc.edu

Research & Clinical Interests:

1. Diagnosis and measurement of behavior/psychiatric problems in children with ID or ASD
2. Interventions for children with ID or ASD
3. Anxiety, Behavioral Inflexibility, and sleep in ASD

Relation to IDD Program: Program Coordinator; Teaching of Seminar in the Assessment of Developmental Disabilities (Psych 7858); Teaching of *Developmental Disabilities: An Interdisciplinary Perspective* (Psych 7717); Co-Teaching of Topics in Developmental Disabilities (Psych 7899)

MARC J. TASSÉ, Professor of Psychology and Psychiatry

Graduate School Status: P

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

Address: Nisonger Center, 357B McCampbell Hall, 1581 Dodd Drive, Columbus, OH 43210

Contact: Phone: (614) 685-3193; FAX: (614) 366-6373; E-mail: marc.tasse@osumc.edu

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 of Developmental Disabilities: An Interdisciplinary Perspective (Psych 5718).

KATHERINE M WALTON, Assistant Professor of Psychology and Psychiatry

Graduate School Status: P

Ph.D., Michigan State University

Address: Nisonger Center, 371F McCampbell Hall, 1581 Dodd Dr., Ohio State University, Columbus, OH 43210

Contact: Phone: 614-685-907; FAX: 366-6373; E-mail: katherine.walton@osumc.edu

Research & Clinical Interests:

- 1 Effectiveness and implementation of early intervention programs for children with ASD, including programs involving family members.
- 2 Early social-communication development in children with ASD.
- 3 Stress and mental health in family members of children with disabilities.

Relation to IDD Program: Research Coordinator—Early Childhood Education Program, teaching of Empirically Supported Treatments (Psych 5652); Co-Teaching of Topics in Developmental Disabilities (Psych 7899)

ANDREA N WITWER, Associate Professor of Clinical Psychiatry and Psychology

Graduate School Status: M

Ph.D., The Ohio State University

Address: Nisonger Center, 371 McCampbell Hall, 1581 Dodd Dr., Ohio State University, Columbus, OH 43210

Contact: Phone: 614-685-8721; FAX: 366-6373; E-mail: andrea.witwer@osumc.edu

Research & Clinical Interests:

1. Assessment, presentation, and treatment of emotional and behavioral problems in ASD and other DD.
2. Early Diagnostic Screening for ASD and other DD: instrument validation, and application of screening models in communities
3. Impact of opioid use disorder/parental drug use on young children

Relation to IDD Program: supervising psychologist for practicum, team teaching, LEND faculty advisor.

APPENDIX A: IDD PSYCHOLOGY CANDIDACY EXAMINATION

Procedures for the Written Portion of the Essay Format

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 essay format of the Candidacy Examination requires the candidate answer in writing a total of eight (8) out of twelve (12) questions.

The written examination is conducted in four 3-hour blocks 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 administered 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 answered. Questions will be presented such that at least one question of each committee member is answered (see the Table below):

Immediately following each three-hour examination session, the candidate submits the file to the faculty member supervising the exam. Committee members must review and approve written responses before the oral defense can be scheduled, typically two weeks later.

APPENDIX B: EXAMPLE OF COURSEWORK IN THE FIRST 7 SEMESTERS

- AU Semester 1st Year:

PSYCH 6810 Psych Stats 1
PSYCH 6853 Dev Psychopathology 1
PSYCH 7717 Interdisciplinary Dev Dis
PSYCH 6850 PSYCH IDD Ethics
PSYCH 7899 Topics in DD

- SP Semester 1st Year:

PSYCH 6861 Design and Methods
PSYCH 6811 Psych Stats 2
PSYCH 6854 Dev Psychopathology 2
PSYCH 7718 Interdis ASD
PSYCH 7899 Topics in DD

- SUMMER 1st year:

PSYCH 6851 Teaching Psychology Seminar
PSYCH 7840 IDD PSYCH practicum (3 credit hours)

- AU Semester 2nd Year:

PSYCH 7821 Cov structure models
PSYCH 7858 Dev disability assessment
PSYCH 7845 OR PSYCH 7847 Developmental psychology
PSYCH 7840 IDD psych practicum (3 credit hours)
PSYCH 7899 Topics in DD

- SP Semester 2nd Year:

PSYCH 7823 Repeated Measures Analysis
PSYCH 6863 Psychometrics
PSYCH 5613H Biological Psychiatry
PSYCH 7840 Practicum (3 credit hours)
PSYCH 7899 Topics in DD

- SUMMER 2nd Year:

PSYCH 6193.09 –IND Study IDD Psych-6.0

- AU Semester 3rd Year:

PSYCH 6193.09 - IND Study-2

PSYCH 7189 Supervised Field Experience (6 credit hours)

PSYCH 6870 Social Psychology principles

PSYCH 7899 Topics in DD

APPENDIX C: Courses Meeting Psychology Licensure Requirements

| Program Foundational Area | Courses That Satisfy This Foundational Area | Course Instructors (if known) |
|---|--|---|
| Scientific and Professional Ethics & Standards | Must take this course to satisfy this foundational area: Psych 6850 (Ethics and Professional Issues in Psychology of Intellectual and Developmental Disabilities) | Dr. Susan Havercamp |
| Research Design and Methodology | Must take this course to satisfy this foundational area: Psych 6861 (Research Design and Methodology) | Dr. Barbara Andersen |
| Statistics | Must take this course to satisfy this foundational area: Psych 6810 (Statistical Methods in Psychology I) | Dr. Andrew Hayes |
| Psychometric Theory | Must take this course to satisfy this foundational area: Psych 6863 (Psychometrics) | Varies |
| Biological Bases of Behavior | Must take this course to satisfy this foundational area: Psych H5613 (Biological Psychiatry) | Varies |
| Cognitive-Affective Bases of Behavior | ANY of these courses satisfy this foundational area: Psych 7845 (Cognitive Development) Psych 7847 (Language Development) | Dr. Vladimir Sloutsky Dr. Laura Wagner |
| Social Bases of Behavior | ANY of these courses satisfy this foundational area: Psych 5832 (Lifespan Sociomoral Development) Psych 6870 (Basic Principles of Social Psychology) Psych 5612 (<i>Intro to Cognitive Science</i>) Psych 7708 (<i>Judgment and Decision Making</i>) | Dr. John Gibbs Dr. Kentaro Fujita |
| Individual Differences | Must take this course to satisfy this foundational area: Psych 6853 (Lifespan Developmental Psychopathology I) | Drs. Michael Vasey or Ted Beauchaine |