WISCONSIN INTERNSHIP CONSORTIUM

IN

PROFESSIONAL PSYCHOLOGY

(WICPP)

2012-2013

HANDBOOK

AN APPIC-MEMBERED
PREDOCTORAL INTERNSHIP PROGRAM

Coordinated at
Educational and Psychological Training Center
University of Wisconsin-Madison
Room 316 Educational Sciences Building
1025 West Johnson Street
Madison, WI 53706.1796
608.265.2385
http://eptc.education.wisc.edu/EPTC/WICPP/
INTRODUCTION

This handbook provides a description of the Wisconsin Internship Consortium in Professional Psychology (WICPP). WICPP offers doctoral students in psychology an advanced training internship from a variety of consortium-affiliated training sites and rotations. WICPP administration, supervision, and training occur at the EPTC. The primary focus of the pre-doctoral internship program is to provide advanced training for graduate students seeking professional training in psychology. Established in 1994, more than 50 students have completed their predoctoral psychology internship under the auspices of WICPP.

The internship training program is organized around the guidelines and principles of the Office of Program Consultation and Accreditation of the American Psychological Association (APA), and is a full-time (one year) internship of 2,000 hours. Interns participate in specific learning activities and experiences at their WICPP-affiliated training sites, as well as seminars, supervision, and other professional development experiences offered throughout the year at EPTC.

The internship program is designed to offer learning opportunities for psychologists-in-training to work with children, adults, and families. The current structure of the internship is designed to meet the training standards of APA, its approved academic training programs, and the requirement of the State of Wisconsin for psychology licensure. WICPP is currently an Association of Psychology Postdoctoral and Internship Centers member, but not yet an APA-accredited internship program.

ADMINISTRATION

WICPP is administered through the EPTC at the University of Wisconsin-Madison. The standards for admission requirements, interview processes, selection processes, training goals, policies and procedures, and everyday activities are monitored by the WICPP Director of Training and Consortium Training Committee.

The overall training program is coordinated by the WICPP Consortium Training Committee chaired by the Director of Training, who reports to the Director of the EPTC. The Consortium Training Committee consists of the WICPP Director of Training, an academic representative from the Department of Clinical, Counseling, Rehabilitation, or School Psychology, and a representative from each of the WICPP-affiliated training sites. Further, a designated WICPP intern serves as a representative to the Consortium Training Committee. Supervisors or other representative designees will work with the Director of Training to implement the consortium training program at their respective sites. The Consortium Training Committee meets at least on a monthly basis to review training issues and policies and to coordinate the training experience for the internship program.

PHILOSOPHY AND OBJECTIVES

The philosophy and model of training at WICPP is based on the practitioner-scholar model, which is applied in training doctoral-level interns across numerous mental health settings. In operationalizing the practitioner-scholar model, the emphasis on practice is influenced by an understanding of the current knowledge, principles, and methods of psychological science. As such, the training program encourages interns to integrate the practice of psychology with the theoretical and applied components of psychological science.

As scholars of science, interns use scientific information (e.g., theoretical and research literature) collected from supervision, seminars, and continuing education to contextualize and inform their professional practice. WICPP interns learn to be highly-skilled and informed consumers of research as
scholars. As practitioners, interns apply scientific principles to their professional practice by gathering data, formulating conceptualizations and testing hypotheses, controlling variables to account for change, examining the efficacy of psychological services, evaluating outcomes, and considering theories and assumptions of the diversity of human experience.

Accordingly, scholarly learning occurs via experiential, consultative, and didactic methods under intensive supervision, and interns develop and practice these skills in an ethical and multicultural environment. In summary, the model of training at WICPP reflects a belief that a competent practitioner-scholar must have a broad knowledge of the scientific and theoretical principles of the professional practice of psychology and the ability to apply that knowledge to specific clinical situations. Interns socialized within the practitioner-scholar model of training will have the experience to work in a variety of applied and clinical settings, as well as research and academic positions, and to provide psychological services to children, families, schools, and adults.

**PROGRAM GOALS**

Within the context of the practitioner-scholar model, WICPP has several objectives for our interns. First, we expect that the internship experience will facilitate the expansion of interns’ applied professional skills developed during prior training sequences (i.e., practicum placements) in a professional psychology program. Second, we anticipate that interns will expand their skills and knowledge of research, theory, and practice. Third, interns will experience both personal and professional growth as practitioner-scholars that will allow them to succeed in their professional practice of psychology in a variety of applied settings.

The internship experience is primarily focused on providing psychological services to all children, families, and adults. WICPP interns receive a broad range of professional learning experiences in several domains of knowledge and practice. These domains include professional and legal issues, social and emotional assessment, consultation, intervention in social and emotional areas, diagnostic classification of child, adolescent, and adult psychopathology, cognitive and academic assessment, consultation and intervention in cognitive and academic areas, and research methodology.

All interns participate in the Multicultural, Group Supervision, and Intern Seminars, as well as individual supervision and other professional training opportunities.

**COMPETENCIES**

Training at WICPP is guided by a set of competencies that serve as the foundation of the internship experience, such that WICPP interns will possess clinical and professional competence when they complete their internship experiences. These competencies are based on the competency benchmarks in professional psychology described by Fouad et al. (2009), and are operationalized throughout each of the consortium-affiliated training sites. These competencies also serve as the framework for intern evaluation.

**Foundational Competencies**

1. Professionalism: Interns will integrate a professional identity such that their behavior and comportment reflects the values and ethics of psychology, integrity, and responsibility.
2. Reflective Practice/Self-Assessment/Self-Care-Practice: Interns will demonstrate personal and professional self-awareness and self-reflection in their professional practice.
3. Scientific Knowledge and Methods: Interns will understand the foundations and methods of science, including research methodology, techniques of data collection and analysis, empirically-supported research, and biological and affective bases of behavior.

4. Relationships: Interns will relate effectively and meaningfully with individuals, groups and/or communities.

5. Individual and Cultural Diversity: Interns will be aware (of self and others), knowledgeable (of self and others), and skilled in their work with culturally-diverse individuals, groups, and communities.

6. Ethical Legal Standards and Policy: Interns will apply ethical concepts and an awareness of legal issues in their professional activities with individuals, groups, and organizations.

7. Interdisciplinary Systems: Interns will become skilled members of an interdisciplinary team and effectively collaborate with professionals from other disciplines.

8. Receiving Supervision: Interns will demonstrate attitudes, behaviors, and skills when receiving supervision to meet their personal and professional development goals.

Functional Competencies

1. Assessment: Interns will assess, diagnose, and evaluate problems, capabilities, and issues associated with individuals, groups, and/or organizations.

2. Intervention: Interns will select and implement interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.

3. Consultation: Interns will provide expert guidance or professional assistance to individuals, groups, and/or organizations.

4. Research/Evaluation: Interns will generate research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities.

5. Supervision: Interns will develop the knowledge, skills, and awareness of the roles, responsibilities, and processes of a supervisor.

6. Management-administration: Interns will manage the direct delivery of services and/or the administration of organizations, programs, and/or agencies.

7. Advocacy: Interns will engage in actions that promote social, political, economic and/or cultural changes in individuals, institutions, and/or systems.

PROGRAM EXPECTATIONS

The primary mission of WICPP is to offer advanced professional training for psychology interns. The program includes the following characteristics:

- Interns are expected to participate in seminars and other training experiences that are an integral part of WICPP.
- Interns are responsible to specific licensed psychologists across the various WICPP-affiliated training sites.
- Each intern will receive at least 4.5 hours of supervision per week, at least 3 hours of which will be individual supervision.
- Interns are also encouraged to participate in ongoing research activities within their training sites.
- Interns are expected to receive satisfactory performance evaluations on the Intern Evaluation Form as completed by their respective consortium-affiliated site supervisors. Satisfactory performance is defined as an evaluation of 3 or higher on all dimensions of a particular competency. An evaluation below 3 on a competency dimension may require immediate remediation, additional supervision, or application of the WICPP due process procedures.
Interns will document distribution of their time in log format for review by the Director of Training on a monthly basis.

PROGRAM REQUIREMENTS

The internship rotation begins August 15 and ends August 14 of the following year.

The internship provides experience in a range of assessment, direct intervention, and consultation activities conducted with children, adolescents, adults, families, and/or school personnel. Additional activities may include research, supervision, education, and administrative functions.

The following are minimum required guidelines for distribution of the intern’s time, as operationalized by APA, APPIC, and the Wisconsin’s Department of Regulation and Licensing:

**Client Service Delivery:** At least 25% (approximately 500 hours) of the intern’s time will be spent in direct face-to-face contact with clients. WICPP interns provide 12-15 hours/week in direct service to clients.

**Other Direct Service Hours:** Interns spend at least 40% (approximately 800 hours, distributed across more than one secondary activity) of their total time in other direct service hours for the purposes of providing psychological services. These hours include time for case notes, chart review, readings and research for a case, report writing, tape review, studying test results, case consultation, and other similarly relevant experiences. WICPP interns spend 16-20 hours/week satisfying this requirement.

**Supervision:** WICPP interns receive at least 4.5 hours of supervision/week, at least 3 hours/week in individual supervision (regularly scheduled formal, face-to-face individual supervision by at least one doctoral-level licensed psychologist), and 1.5 hours/week in the group supervision seminar. The group supervision seminar offered at the EPTC includes the presentation and discussion of clinical cases regarding the provision of psychological services to children, families, and adults.

**Multicultural Seminar:** The Multicultural Seminar is an opportunity for interns to develop and refine their competencies (knowledge, awareness, and skills) around multicultural and diversity issues in counseling. The seminar is experiential and didactic, with an emphasis on interns developing and understanding their cultural self-awareness in the context of their clients and the counseling process. The Multicultural Seminar is offered every other week for an hour.

**Professional/Research Seminar:** Interns meet as a group for one hour every other week to share experiences at their respective consortium-affiliated training sites, discuss current issues in psychology, and/or consult with one another regarding their clinical and professional development.

**Intern Seminar:** Each week interns participate in an Intern Seminar that addresses multiple clinical issues related to professional development. Modular topics include ethics, multicultural counseling, evidence-based interventions and practices, consultation, program evaluation, licensure and the EPPP, and the job search process. The Intern Seminar occurs 1.5 hours/week.

**Research:** Participation in research activities is encouraged as part of the internship. For example, many interns work on their dissertations or other research projects with faculty and staff from their department or their consortium-affiliated training sites. WICPP interns generally spend 2 hours/week conducting research.
Typical Weekly Schedule for WICPP Intern (approximately 40 hours/week total)

- 12-15 hours client service delivery
- 16-20 hours other direct service (e.g., case notes, charts review, report writing)
- 3 hours individual supervision
- 1.5 hours Group Supervision Seminar
- 1 hour Multicultural Seminar or Professional/Research Seminar
- 1.5 hours Intern Seminar
- 2 hours research

Additional Learning Experiences

There are a number of other educational opportunities available to interns on campus, as well as in the Madison and surrounding areas. Examples of these learning experiences include the Wisconsin Psychological Association Conference, education opportunities available through the Madison Education Extension Office and EPTC Speaker Series, and presentations offered by different departments on campus.

WICPP APPLICATION PROCEDURES AND DEADLINES

As a member of APPIC, WICPP participates in APPIC’s uniform psychology internship application process (i.e., the AAPI Online). Please visit the APPIC website (www.appic.org) for instructions regarding the AAPI Online.

WICPP participates in the computer matching process (i.e., National Match Service, www.natmatch.com/psychint/) to select our interns.

Intern applicants must apply to the specific site(s) that they are interested in, as each WICPP-affiliated training site has an individualized match number. Intern applicants can apply to as many WICPP-affiliated training sites as they would like. WICPP does not offer different tracks or different rotations between WICPP-affiliated training sites.

WICPP-affiliated training sites for 2012-2013 are:

Dean Medical Center Adult Neuropsychology Service (#211211)
McBurney Disability Resource Center, UW-Madison (#211213)
Dean Medical Center Pediatric Neuropsychology Service (#211214)
Counseling Resources/Neuropsychological Associates (#211216)
Waisman Center, UW-Madison (#211217)

Minimum Requirements

To be considered for the WICPP training experience, intern applicants must have

1. Completed at least 250 assessment and/or intervention hours (as indicated on the AAPI)
2. Be in academic good standing in their academic departments
Applicants from UW-Madison and graduate institutions in Wisconsin will be given preference in the applicant selection process.

To complete our application process, please access and complete the APPI Online, which includes a cover letter, the summary of personal and educational information, the summary of your doctoral experience, four essays, a curriculum vita, letters of recommendation, and graduate transcripts.

We request the following specific components to your AAPI as you apply to WICPP:

1. A cover letter describing your interest in WICPP. In a single cover letter, please identify the WICPP-affiliated training site(s) you are applying to. Also, please discuss your interest in the site(s) (in a single paragraph for each site that you are applying to), your training goals for internship, and your future professional and career goals. Your cover letter should describe the fit between your training goals and interests and our internship program.

2. Three letters of recommendation, one from a major advisor and two from those directly familiar with your clinical and professional practice skills.

Application deadline: Your AAPI Online must be submitted by November 15, 2011.

Procedures

Each WICPP-affiliated training site reviews applicants for positions and makes decisions regarding offers of internship. After each WICPP-affiliated training site reviews students’ application, intern applicants will be notified by December 15 regarding their status in the application process. At that time, intern applicants still being considered will schedule interviews with WICPP-affiliated training sites regarding possible placement.

After the interview process, WICPP-affiliated training sites contact the Director of Training regarding feasibility of placement and goodness of applicant-site fit, and provide the Director of Training with a ranking of intern applicants. Per APPIC policy and timelines, interns will be notified regarding their placement at WICPP.

Consortium-affiliated training sites will coordinate specific orientation and initial training meetings with interns during the Summer 2012. Interns will also receive additional orientation information about WICPP in Summer 2012.

All new employees of the state of Wisconsin are required to successfully pass the State of Wisconsin’s Background Information Disclosure as a condition of employment.

WICPP fully endorses the following APPIC policy:

This internship site agrees to abide by the APPIC Policy that no person at this training facility will solicit, accept or use any ranking-related information from any intern applicant.

WICPP Non-Discrimination Policy

As a member of APPIC, WICPP demonstrates the highest regard for equal opportunity and human dignity. Dehumanizing practices or other restrictions on the exercise of civil and human rights in any part is unacceptable. WICPP adheres to practices that are nondiscriminatory in regard to race or ethnic
background, gender identity, age, religion, sexual orientation, lifestyle, and disability. We value diversity in our training program, and this policy of non-discrimination applies to all aspects of intern selection, training, evaluation, and employment within WICPP. We also avoid any actions that would restrict program access on grounds that are irrelevant to success in an internship or the profession. Inquiries regarding compliance with this policy may be directed to:

Office for Equity and Diversity
University of Wisconsin-Madison
Room 179-A Bascom Hall
500 Lincoln Drive
Madison, Wisconsin 53706
MORE ABOUT MADISON, WISCONSIN

Madison is the vibrant state capital of Wisconsin and home to the University of Wisconsin-Madison. With a population of 233,000, Madison is located in south-central Wisconsin, 77 miles west of Milwaukee, 270 miles from Minneapolis/St. Paul, and 122 miles northwest of Chicago. With its strong economy, unique natural beauty, exciting nightlife and restaurants, and recreational offerings, Madison consistently ranks as one of the best places in the country to live, work, go to school, play and raise a family. Wisconsin's beautiful capital city offers both small town charm and a range of leisure and cultural opportunities usually found in only much larger communities.

Madison is a city of many special arts, ethnic and community events including the widely-acclaimed downtown Farmers’ Market with over 200 vendors (#1 “Star Farmers’ Markets” by Food & Wine magazine, 1996), summer “Concerts On The Square” with the Wisconsin Chamber Orchestra, “A Taste Of Madison,” dozens of performances by the Madison Repertory Theatre, Children’s Theatre of Madison, the Madison Symphony Orchestra, and the Madison Opera, and, the popular “Art Fair on the Square,” one of the top art fairs in the country which draws about 200,000 people each summer. The city is sometimes described as The City of Four Lakes, as five lakes located in and around Madison offer swimming, fishing, kayaking, canoeing, and other outdoor activities. Madison has a climate characterized by variable weather patterns and a large seasonal temperature variance. Summer temperatures are pleasant and comfortable, averaging in the lower 80s, and Winter temperatures can be below freezing, with moderate to occasionally heavy snowfall.

Even though it gets cold in the Winter, Madison is known for its exceptional quality of life. Money magazine named Madison the “Best Place To Live in America” in 1996 and the “#1 Best Mid-Size City to Live in the Midwest” in 1998. Over twenty-five other major national publications, including Parenting, U.S. News & World Report, Good Housekeeping, Redbook, Expansion Management, Bicycling, Outside, Ladies Home Journal and Entrepreneur, have honored Madison with top-tier rankings in key categories including: “Great Places to Raise a Family;” “Best Schools in the Nation;” “America’s Safest Cities;” “Best Cities for Working
MORE ABOUT THE UNIVERSITY OF WISCONSIN-MADISON

The University of Wisconsin-Madison is situated partially on an isthmus between Lake Mendota and Lake Monona. Founded in 1848, UW-Madison is the flagship campus of the University of Wisconsin System. It became a land-grant institution in 1866. UW-Madison is organized into 20 schools that enrolled 29,153 undergraduate, 8,710 graduate, and 2,570 professional students. Its comprehensive academic program offers 135 undergraduate majors, along with 151 master's degrees programs and 107 doctoral programs. The University of Wisconsin Badgers compete in 25 intercollegiate sports in the Big Ten Conference and have won 27 national championships.
Counseling Resources/Neuropsychological Associates

4785 Hayes Rd. Suite 100
Madison, WI 53704
(608) 242-7160
NMS# 211216

http://brain-docs.com/index.htm

Counseling Resources/Neuropsychological Associates is a combined clinical practice which focuses on a variety of normal adjustment issues faced by individuals and families in day-to-day living, and a specialized practice that focuses on a variety of disabilities. Patients present with many types of disabilities, including traumatic brain injury, seizure disorders, stroke, aneurysms, anoxia, developmental disabilities, chronic pain, ADD, and ADHD. In addition to comprehensive neuropsychological and psychological assessments, the clinic also offers individual therapy for various clinical issues, as well as intensive family-based treatment programming for children and adolescents experiencing behavioral and emotional problems.

Services include:

- Neuropsychological Assessment
- Personal Adjustment Counseling
- In-Clinic & In-Home Family Treatment
- Stress Management Training
- Expert Testimony
- Independent Medical Evaluation
- Return To Work Planning and Consultation
- School Planning and Consultation
- Cognitive Retraining
- Case Consultation
- Behavioral Programming
- Staff Training
- Family and Individual Counseling
- Internship Training Program

The internship training program provides participation/exposure to the above service areas. Primary focus is given to neuropsychological assessment training, including test administration, test scoring, report write-up, and review of results with the patient. The intern will not only have the opportunity to work with patients, but will also collaborate with family members, school personnel, vocational specialists, and others who are important to the patient’s well-being. In addition, the intern may have the possibility of training in a sub-acute brain injury program at an inpatient facility, working with interdisciplinary team members including occupational therapists, physical therapists, speech-language pathologists, psychiatrists, nurses, case managers, and vocational specialists.

Supervisors:

- Donald L. Mickey, Ph.D.
- Karen A. Bauman, Ph.D.
- Brenda Kepler Leske, Psy. D.

Stipend: $21,840/year (full-time)

University Health Services, the campus health clinic at UW-Madison, provides primary health care to WICPP interns. More comprehensive health care (e.g., emergency room visits, hospitalizations, specialized medical services) is available through the Student Health Insurance Program (SHIP).
The Dean Medical Center’s Adult Neuropsychology Service, comprised of 8 neurologists, 5 neurosurgeons, and 3 neuropsychologists, is involved in the diagnosis and treatment of neurological disorders that occur later in life. Neurologists and neurosurgeons conduct evaluations of the nervous system that include the neurological exam, neuroimaging studies (e.g., MRI and CT scans), EEG, EMG studies, and laboratory tests (e.g., blood work, spinal fluid, biopsies). Neuropsychological assessment is an extension of the neurological exam and involves psychometric methods to characterize the behavioral manifestations of neurological disease or trauma. The goal is to identify the cognitive or neurobehavioral impairments that pose barriers to optimal psychological functioning, and to develop compensation strategies that prevent impairments from causing disability.

Patient referrals come not only from within the department, but also from primary care physicians, nurse practitioners, physician assistants, psychologists, and psychiatrists within the Dean Health System of southern Wisconsin. Referrals also come from the Physical Medicine and Rehabilitation Department of Meriter Hospital, where Dean patients receive inpatient rehabilitation services. This broad referral base contributes to a wide variety of clinical opportunities.

The adult neuropsychology internship will offer fascinating opportunities to learn more about the neuropsychological manifestations of dementia (e.g., Alzheimer’s disease, Diffuse Lewy Body disease, Vascular disease, Pick’s disease, and Fronto-temporal degeneration) closed head injury (e.g., post concussion syndrome, TBI) stroke (e.g., infarctions, hemorrhage, and complicated migraines), attention deficit disorders, multiple sclerosis, specific learning disorders (e.g., disorders of reading, written language, and mathematics), seizure disorders (e.g., complex partial seizures and generalized seizures) and psychiatric disorders (e.g., schizophrenia, bipolar disorder, and depression).

The didactic component of internship training will include readings in neuroanatomy, neuropathology, psychometric assessment methods, and clinical neuropsychology. Intensive clinical training in neuropsychological assessment methods will focus on chart review, interviewing, test administration, and test scoring. Interns will learn how to interpret neuropsychological test findings and how to provide direct feedback to patients and their families. Interns will learn a comprehensive neuropsychological evaluation report writing format and strategies for tailoring reports to the specific needs of referral sources. Particular emphasis will be placed upon building intern’s skills of generating useful recommendations to enable patients to compensate for cognitive deficits and of helping family members to cope more effectively with patients’ neurobehavioral impairments. The culmination of internship training will be the development and implementation of rehabilitation counseling interventions with selected patients. Opportunities may also exist for inpatient consultation at St. Mary’s Hospital, research (given the extensive amount of neuropsychological data that is collected), and conducting specialized neurodiagnostic procedures (e.g., the intracarotid amytal test determines hemispheric dominance for speech and language in patients who are being considered for epilepsy surgery.)
Supervisor: Jerry Halston, Ph.D., ABPP
Stipend: $22,000/year (full-time)

University Health Services, the campus health clinic at UW-Madison, provides primary health care to WICPP interns. More comprehensive health care (e.g., emergency room visits, hospitalizations, specialized medical services) is available through the Student Health Insurance Program (SHIP).
The Pediatric Neuropsychology Service offers a stimulating and varied training opportunity to the predoctoral intern. Departmental staff is involved in the diagnosis and treatment of neurodevelopmental disorders. Most of the children seen are referred because of developmental disorders such as brain formation disorders (e.g., schizencephaly), chromosomal disorders, syndrome disorders (e.g., Prader-Willi syndrome), and both perinatal and postnatal developmental disorders (e.g., head injuries, seizure disorders, toxic-metabolic disorders). While some diagnoses are clear from the outset, others seem to defy clear definition. The clinic sees quite a few children who fall into the diagnostic realm of the pervasive developmental disorders. The clinic also sees children who fall at the very boundary between psychiatry and neurology: children exhibiting complex symptoms affecting mood, attention, and learning. Children are typically seen at the main medical clinic and can also be seen at specialty clinics (i.e., Neurodevelopmental and Attention Deficit Disorders Clinic) at St. Mary’s Hospital and Medical Center.

Referrals of patients to this service come not only from within the department, but also from primary care physicians, nurse practitioners, physician assistants, psychologists, and psychiatrists within the Dean Health System that encompasses most of southern Wisconsin. They also receive referrals from the Physical Medicine and Rehabilitation Department of Meriter Hospital, where Dean patients receive inpatient rehabilitation services. This broad referral base contributes to a wide variety of clinical opportunities.

The intern is exposed to neuropsychological testing within the setting of a medical clinic, a short-term problem-focused therapy approach, and school consultation. A particular goal is for the intern to learn rapid assessment through focused diagnostic interviewing and thorough testing. The intern is exposed to a specific developmental/temperamental approach that is amenable to short-term treatment and consultation. The importance of school consultation is stressed and the intern is encouraged to accompany and participate in meetings. Supervision of independent cases is provided, as are opportunities for observation and case co-management with the supervising psychologist.

Supervisor: Peter Williamson, Ph.D.
Stipend: $22,000/year (full-time)

University Health Services, the campus health clinic at UW-Madison, provides primary health care to WICPP interns. More comprehensive health care (e.g., emergency room visits, hospitalizations, specialized medical services) is available through the Student Health Insurance Program (SHIP).
McBurney Disability Resource Center

University of Wisconsin-Madison
702 W. Johnson Street, Suite 2104
Madison, WI 53715
(608) 263-2741
NMS# 211213

http://www.mcburney.wisc.edu/

The McBurney Disability Resource Center serves students with disabilities at UW-Madison. The primary mission of the McBurney Center is to utilize our expertise in disability and higher education and work in partnership with the University of Wisconsin community to:

1. deliver innovative and high quality services and classroom accommodations to UW students with disabilities.
2. facilitate and advocate for reasonable accommodations so that students with disabilities have equal access to the curricular and co-curricular programs, activities and services of the institution.
3. cultivate opportunities for students to articulate their strengths and advocate for necessary accommodations.
4. identify and respond to the dynamic nature of student needs and learning environments.

Students Served

The McBurney Center serves students with physical, learning, sensory, healthy or psychological disabilities substantially affecting a major life activity (e.g., walking, communicating, and learning, seeing, breathing, etc.). Most clients have hidden disabilities such as diabetes, arthritis, HIV/AIDS, depression, learning disorders, or other health impairments.

Services Offered

The McBurney Center works with students to:

1. evaluate eligibility for disability-related services and accommodations; determine reasonable accommodations; develop individualized services plans; facilitate skill building; provide advocacy, guidance, and on-going support to students with disabilities.
2. deliver federally-mandated direct support services to students with disabilities, including but not limited to adapted materials, testing accommodations, interpreting and captioning, note-taking, and document conversion.
3. consult and collaborate with university faculty, staff, and administrators to provide technical assistance, advice, and information on providing students with equal access to educational activities and opportunities. Assist departments, committees, and administrators with developing and implementing policies and procedures consistent with disability law and regulations.
4. resourcefully and effectively manage and cultivate our human, financial, and technological resources and physical space to provide exceptional student services. Consistently measure program effectiveness.
5. serve as an information and referral service on disability issues. Provide current and accurate information on disability products, programs, and services to all inquiring customers.
6. provide an accessible, open and welcoming atmosphere, as well as employment opportunities, for students with disabilities. Create a place for students to meet, share, study, organize or merely congregate.

Training Opportunities for Interns

WICPP interns will have opportunities to gain additional skills and experience in four primary areas within a disability framework, including:

1. Direct Client Contact - interns will work directly with students to determine eligibility for accommodations, complete initial intakes with case histories, and analyze and synthesize documentation. Ongoing work with students is established to monitor and provide guidance, support, self-advocacy, and disability-related counseling via individual sessions and facilitation of support groups (e.g., issues of test anxiety, executive function challenges). Interns will also provide appropriate internal and community referrals for educational, medical, or psychological services.

2. Indirect Client Work - interns will engage in brief study regarding a client's specific disability or related issues, consult with external medical personnel and therapists to clarify information, respond to family questions as appropriate, provide consultation to faculty, and engage in regular case review and meetings at the University that promote student accessibility.

3. Assessment - interns will provide assessment to determine current areas of possible educational challenge for students referred to the McBurney Center. Within the McBurney Center, interns will receive training and several opportunities to administer, interpret, and synthesize (in written report format) results of the Modern Language Aptitude Test (MLAT), a specific standardized test used to assist in determining a student's eligibility for Foreign Language Substitution due to disability. Interns may also have the unique opportunity to engage in additional psycho-educational assessment and supervision within a multi-disciplinary setting that includes: a) administration of specific cognitive, academic achievement, related psycho-educational tests, brief psychological screening instruments, and clinical interviews as a key component of the overall assessment process; b) completion of psychological reports, including test scoring, test interpretation, and analyzing results; and, c) engage in client feedback sessions.

4. Teaching and/or Research Opportunities - interns will have the opportunity to engage in disability-related research projects that may include professional publications. In addition, interns may be involved in teaching an undergraduate course related to the transition to college for students with disabilities and learning challenges.

Supervision

Interns will be supervised by a licensed psychologist. Interns will meet with the clinical supervisor for formal supervision at least one and half hours per week. There are numerous opportunities (both structured and more informal) to receive ongoing supervision and guidance throughout a typical week within the internship program. For example, interns will be observed with clients and receive ongoing direct training and observation during assessment administration. In addition, other McBurney staff, who has expertise in specific areas of post-secondary disability services, will cofacilitate learning opportunities with interns related to client work, projects, and the day-to-day functioning of the McBurney program.

Supervisor: Lisa Webne-Behrman, Ph.D.
Stipend: $22,000/year (full-time)
University Health Services, the campus health clinic at UW-Madison, provides primary health care to WICPP interns. More comprehensive health care (e.g., emergency room visits, hospitalizations, specialized medical services) is available through the Student Health Insurance Program (SHIP).
The Waisman Center is dedicated to the advancement of knowledge about human development, developmental disabilities, and neurodegenerative diseases throughout the lifespan. The center is one of nine national facilities that include an Intellectual and Developmental Disabilities Research Center and a University Center for Excellence in Developmental Disabilities. The mission of our organization is to improve the lives of children with developmental disabilities and their families by training professionals in interdisciplinary clinical service, community-based service, health care, and research regarding developmental disabilities.

Overview

The curriculum that the Waisman Center provides to psychology interns consists of 3 components:

1. Participation in MCH LEND (Maternal and Child Health Leadership Education in Neurodevelopmental and Related Disabilities) structured educational activities
2. Clinical placement in the Developmental Disabilities Clinic
3. A choice of rotations through other Waisman clinics (e.g., the feeding, high risk follow-up, fragile X, spasticity and movement disorders, or genetics clinics). Although the primary focus of the Waisman Center clinics is diagnostic and interdisciplinary evaluation of children with developmental disabilities (and children who experience developmental risks), intervention and intervention research opportunities are available as well.

The typical weekly schedule for interns at the Waisman Center includes:

- 12-15 hours Client service delivery (i.e., face-to-face contact with clients in clinic)
- 16-19 hours Other direct service (e.g., case notes, chart review, scoring tests, report writing)
- 3 hours Individual supervision at Waisman
- 2 hours MCH LEND seminar at Waisman
- 2 hours MCH LEND leadership research project at Waisman
- 1.5 hours Group supervision seminar at WICPP
- 1.5 hours Intern seminar at WICPP
- 1 hour Multicultural seminar/Intern Breakfast at WICPP

As part of their participation in the MCH LEND program, psychology interns develop competencies in the following areas:

- Interdisciplinary Team Functioning
- Clinical and Scientific Understanding of Neurodevelopmental Disabilities and Related Disabilities
- Cultural Competency
- Family-Centered Care
Wisconsin Internship Consortium

• Community-based, Coordinated Services
• Public Health System
• Public Policy and Systems Advocacy
• Genetics
• Applied Research
• Leadership Theory and Application

Educational Model

Our training goals and objectives seek to:

1. Produce psychologists who are trained for practice in the essential skill areas of psychology, including developing expertise in
   1. Assessment and Diagnosis
   2. Intervention
   3. Consultation
   4. Supervision
2. Provide opportunities for a concentration in developmental disabilities and developmental risk within a health care setting
3. Integrate scientific and professional knowledge, attitudes, and skills
4. Integrate science with knowledge and practice of ethical and professional standards
5. Integrate science with knowledge and sensitivity toward individual, cultural, familial, and ethnic diversity
6. Socialize psychologists into the professional practice of psychology within an interdisciplinary setting

Preparation Requirements

Applicants enrolled in an APA-approved doctoral program in clinical, counseling, or school psychology are preferred. Applications from members of diverse populations (e.g., gender, race, ethnicity, age, sexual orientation, religious affiliation, socioeconomic class, and health status) are especially welcomed. Applicants from graduate programs adhering to a scientist-practitioner model of training (or a model similar in philosophy) are preferred. Clinician-scientist Psy.D. applicants may be considered on a case by case basis. All applicants must have completed the third year of their graduate program by the beginning of the internship year. Completion of all academic work is preferred. Practicum experiences will be evaluated for type of setting and clinical experiences commensurate with our focus on developmental disabilities and developmental risk.

Interview Notification and Selection

Applicants may be invited for an interview after a review of application materials. Notification of the interview invitation will occur no later than December 15 via email. Interviews typically take place in the first 3 weeks of January. We invite all applicants to identify special needs that might require an accommodation during the interview process. The Waisman Center is committed to providing access for all people with disabilities and will provide accommodations for interviewees if notified within two weeks of the interview. For more information about assistance to individuals with special needs please refer to the APPIC web site (www.appic.org - “Interviewing Applicants with Disabilities for Doctoral and Postdoctoral Internship Positions”).
Benefits and Resources

A stipend of $20,000/year is provided. Interns also receive health benefits, vacation time, and state-recognized holidays. Attendance at local, regional, and national professional meetings is encouraged. Additional leave days may be negotiated for professional activities (e.g., presentations at meetings, postdoctoral fellowship and/or job interviews).

University Health Services, the campus health clinic at UW-Madison, provides primary health care to WICPP interns. More comprehensive health care (e.g., emergency room visits, hospitalizations, specialized medical services) is available through the Student Health Insurance Program (SHIP).

The Waisman Center provides interns with support and access to resources (e.g., office space, computers, administrative support). Educational resources also available to interns include the University of Wisconsin libraries and computer systems, library of assessment materials and test kits, and audiovisual equipment for viewing and recording clinical work.

Psychology Training Faculty

Jeffrey S. Hird, Ph.D.
Karen Kane, Ph.D. (primary contact)
Julie Poehlmann, Ph.D.

Stipend: $20,000/year (full-time)