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Welcome

Introduction
Welcome to the rehabilitation psychology bachelor’s degree program in the Department of Rehabilitation Psychology and Special Education (RPSE) at the University of Wisconsin at Madison. The department is located within the School of Education. This handbook is a guide to provide students with some information about the program, policies, and procedures specific to the undergraduate program.

Program History
The rehabilitation counseling master’s program has approximately 50 years of history at UW-Madison and is considered one of the premier programs in the country. The program was housed in the Department of Studies in Behavioral Disabilities until the department name changed to the Department of Rehabilitation Psychology and Special Education in the 1980s. In addition to the leadership provided by the current faculty, many key leaders in the field of rehabilitation counseling have served as faculty in UW-Madison’s program including Professors M. Jane Ayer, Alfred J. Butler, Paul Lustig, William Gardner, Jodi Saunders, Edna Szymanski, Kenneth R. Thomas, George Wright, and Norm Berven.

The UW-Madison program has been instrumental in furthering rehabilitation research and improving education for rehabilitation counseling. The program has housed the Regional Rehabilitation Research Institute, a Research and Training Center in Mental Retardation (1981-1986); the Rehabilitation Research and Training Center on Career Development and Advancement (1993-1996) and currently (2010-15), the Rehabilitation Research and Training Center on Effective Vocational Rehabilitation Service Delivery Practices. The faculty members of UW-Madison’s program also hold many leadership positions within rehabilitation counseling professional organizations.

Check out the Department of Rehabilitation Psychology & Special Education website at http://rpse.education.wisc.edu
Department Mission and Program Objectives

Department Mission

The mission of the Department of Rehabilitation Psychology and Special Education is to create, integrate, and disseminate new knowledge, theory, and research related to the education and rehabilitation of persons with disabilities. Departmental faculty accomplish this mission in a variety of ways: (a) preparing leaders, including researchers, university faculty, educators, practitioners, and clinicians; (b) conducting research and other scholarly activities to expand the knowledge base; and (c) serving as resources and advocates for persons with disabilities and their families by working cooperatively with individuals, their families, public and private service delivery agencies, and schools as well as by actively participating in local, state, national, and international professional organizations.

Program Mission

The rehabilitation psychology undergraduate program at UW-Madison trains students with diverse academic and career interests who can contribute to the general needs of the rehabilitation field. The program prepares students to promote and support the independence and full inclusion of people with disabilities in employment and the community. Various types of disabilities examined in the major include physical, mental, intellectual, emotional, and developmental disabilities.

The program strives to prepare graduates who will provide quality entry level general services in a variety of community settings including advocacy, behavioral support, independent living and supported employment. Many students go on to complete graduate programs in rehabilitation counseling, mental health counseling, occupational therapy, physical therapy, special education, social work, and other helping professions.

The degree includes course work in psychology, educational psychology, sociology, social work, and the liberal arts as well as specific course work in disability advocacy and learning about the agencies, programs, and service delivery models that serve persons with disabilities. The culminating experience in the degree program is the internship. Students complete six credits of community-based internship working with agencies that serve individuals with disabilities.
The program provides a high quality learning environment which stimulates interactions and communication with faculty, other students and community providers. The program offers opportunities for students to have exposure and interaction with leaders and workers in the profession, consumer and advocacy groups, and other helping professionals. Students are encouraged to develop skills for lifelong learning through involvement in service learning and exposure to rehabilitation publications.

Learning Goals

The following student learning goals reflect the Rehabilitation Psychology undergraduate program’s alignment with the University’s Essential Learning Outcomes. The University’s Learning Outcomes are adapted from national surveys and interviews done by the Association of American Colleges & Universities to define the skills and knowledge of college graduates that are most valued by employers, alumni, faculty and staff.

These qualities and skills are grounded in a strong foundation of study in the liberal arts and the social sciences with particular attention to the fields of psychology and sociology. The program’s learning goals also emphasize community engagement and career exploration in health care and rehabilitation settings, reflecting the Wisconsin Idea which strives to prepare outstanding leaders through local, national and global engagement. For more information on the Essential Learning Outcomes and the Wisconsin Idea, see: http://www.learning.wisc.edu/welo2010.pdf.

Rehabilitation Psychology Learning Goals:

1. Students will be able to analyze complex social issues using skills gained through the study of communication, quantitative reasoning, humanities, social sciences, natural sciences, ethnic studies, history and global issues.

2. Students will understand the concept of disability in American society and demonstrate basic knowledge of issues that affect education, rehabilitation, and healthcare services for individuals with chronic illnesses and disabilities.

3. Students will identify basic theories in the field of psychology and recognize the importance of theoretical foundations in psychology for the study of rehabilitation, disability, and health.

4. Students will successfully engage with the healthcare and rehabilitation services professional community to develop knowledge of the health and human services delivery systems, and pre-professional skills in communication, teamwork, problem solving, and ethical issues.
5. Students will be prepared for graduate study in a variety of health and human service fields related to disability and rehabilitation, or for entry-level positions in a variety of disability and related human services agencies.

Program Governance

The Rehabilitation Psychology area oversees the undergraduate, master’s and doctoral programs. Dr. Brian Phillips is the undergraduate program director. The chair of the Rehabilitation Psychology area is Dr. David Rosenthal. The area meets monthly.

Key Program Faculty and Staff

**Dr. Brian Phillips**  
Assistant Professor  
Undergraduate Program Director  
bnphillips2@wisc.edu  
*Provides program oversight and reviews requests for exceptions*

**Virginia Waddick**  
Student Services Coordinator  
(608) 263-4608  
vwaddick@education.wisc.edu  
*Provides general student assistance and advising*

**Susan Wiegmann, Ph.D.**  
Faculty Associate  
wiegmann@wisc.edu  
*Provides coordination and student support for the internship (RPSE 630) experience*
Advising

Students have a variety of advising resources available:

**Virginia Waddick**, student services coordinator in the Department of Rehabilitation Psychology and Special Education, provides general major advising including review of DARS reports, internship planning and discussion of exception requests for program requirements. Contact Virginia at [vwaddick@education.wisc.edu](mailto:vwaddick@education.wisc.edu) or 608-263-4608.

**Education Academic Services** (EAS) provides general advising and all students have an assigned advisor in Education Academic Services. See: [https://www.education.wisc.edu/soe/academics/undergraduate-students/academic-advising](https://www.education.wisc.edu/soe/academics/undergraduate-students/academic-advising).

**Faculty Advisor**: Each student has an assigned faculty advisor in the Department. Faculty advisors assist with career planning and discussion of topics related to the field of Rehabilitation Psychology.

Faculty Advisor Biographies

**Fong Chan, PhD**

*Rm. 403 Education Bldg., (608) 262-2137, chan@education.wisc.edu*

Professor Chan is a professor and director of clinical training (Ph.D. Program) in the Department of Rehabilitation Psychology and Special Education, University of Wisconsin-Madison. He is also the co-director of the Rehabilitation Research and Training Center on Effective Vocational Rehabilitation Service Delivery Practices. Dr. Chan is a licensed psychologist and a Certified Rehabilitation Counselor. He is also a Fellow in the American Psychological Association and a National Institute on Disability and Rehabilitation Research Distinguished Research Fellow. Dr. Chan has more than 28 years of experience conducting rehabilitation health research in the topical areas of psychosocial aspects of disability, TBI rehabilitation, multicultural counseling, employer practices, evidence-based practice, outcome measurements, and program evaluation. He has published more than 250 refereed journal articles and book chapters. He is also the editor of three textbooks, *Case Management of Rehabilitation Health Professionals, Counseling Theories and Techniques for Rehabilitation Health Professionals,* and *Understanding Psychosocial Adjustment to Chronic Illness and Disability: A Handbook for Evidence-Based Practitioners in Rehabilitation.* In the past several years, Dr. Chan has served as the guest editor for two special issues and two special sections: 1) Advanced Research Methodologies in Rehabilitation Counseling Research (*Rehabilitation Counseling Bulletin*), 2) Evidence-Based Practice in Rehabilitation (*Journal of Rehabilitation*), 3) Methodological advances and issues in rehabilitation psychology (*Rehabilitation Psychology*), and 4) Demand-Side Factors Related to
Employment of People with Disabilities (Journal of Occupational Rehabilitation). He also served as the co-chair for the 33rd Institute for Rehabilitation Issues on Evidence-Based Practice. Repeatedly recognized for his achievements, his awards include eight Research Awards (American Rehabilitation Counseling Association), Research Award (American Counseling Association), James R. Garrett New Career Research Achievement Award (American Psychological Association, Division of Rehabilitation Psychology), James R. Garrett Distinguished Career in Rehabilitation Research Award (American Rehabilitation Counseling Association), and Educator of the Year Award (National Council on Rehabilitation Education).

Brian N. Phillips, PhD
Rm. 409 Education Bldg., (608) 263-6279, bnphillips2@wisc.edu
Professor Phillips is starting his third year as a faculty member in the program. He completed his doctoral work at Michigan State University in 2011. He is a Certified Rehabilitation Counselor and previously worked as a rehabilitation counselor with a nonprofit community rehabilitation organization in Utah. Dr. Phillips’ current research interests include professional identity, professional associations and professionalization processes, relationships in rehabilitation counseling and rehabilitation counseling education processes, and issues relating to social competence and disability.

David A. Rosenthal, PhD
Rm. 405 Education Bldg., (608) 263-5941, drosenthal@education.wisc.edu
Professor Rosenthal is a tenured, full professor in the Department of Rehabilitation Psychology and Special Education at the University of Wisconsin-Madison. Prior to joining the faculty at UW-Madison in 2002, Dr. Rosenthal was an assistant professor at Penn State University for three years (1994-1997) and was at UW-Stout for five years (Assistant Professor 1997-1999; Associate Professor 2000-2002). Dr. Rosenthal attained his Ph.D. at the University of Wisconsin-Madison in the Department of Rehabilitation Psychology in 1993. He has worked as a rehabilitation counselor, vocational placement specialist, and a vocational consultant in the private sector, an expert witness in workers’ compensation litigations, and a special educator/program director. Dr. Rosenthal has over 50 published articles and chapters pertaining to rehabilitation psychology. He has been the PI and Co-PI and author on several research and training projects funded by the Rehabilitation Services Administration (RSA), the National Institute on Disability and Rehabilitation Research (NIDRR), and Medicaid Infrastructure Grants (MIG). Some of Dr. Rosenthal's primary areas of interest and research include clinical judgment and decision making in rehabilitation counseling, clinical bias, cross cultural and diversity issues, psychiatric rehabilitation, disability management, and international rehabilitation. Dr. Rosenthal presently serves as a commissioner for the Commission for the Certification of Disability Management Specialists (CDMSC), chairing the Research and Examination Committee (2000 to present). He also served as an elected officer on the Executive Council of the American Rehabilitation Counseling Association (ARCA), chairing the Council on Professional Preparation and Standards (2000-2003). Dr. Rosenthal was the recipient of the 1999 American Rehabilitation Counseling Association (ARCA) Research Award, the 2001-2002 Rehabilitation Research Distinguished Fellow Award from the National Institute of Disability and
Rehabilitation Research (NIDRR), the UW-Stout Outstanding Researcher Award in 2001, and was recently awarded the National Council on Rehabilitation Education (NCRE) 2005 Rehabilitation Educator of the Year Award.

**Susan Smedema, PhD**  
*Rm. 419 Education Bldg., (608) 265-0845, ssmedema@wisc.edu*  
Professor Smedema joined the Rehabilitation Psychology faculty in the summer of 2013. Prior to working at UW-Madison, she was an assistant professor in the Rehabilitation Counseling program at Florida State University for six years. She has also served as an instructor in the Graduate Counseling Program at the University of Northern Iowa. She received her Ph.D. in Rehabilitation Psychology from UW-Madison in 2005, and is a Certified Rehabilitation Counselor. She has a strong record of research within the field of rehabilitation psychology, and has published 20 articles in peer-reviewed journals, including Rehabilitation Counseling Bulletin, Journal of Rehabilitation, Disability and Rehabilitation, Journal of Visual Impairments and Blindness, Journal of Applied Rehabilitation Counseling, and Journal of Intellectual Disability Research. She has written 5 book chapters and has presented 12 times at national conferences, including the National Council on Rehabilitation Education's annual conference and the American Counseling Association's annual conference. She is a three-time winner of the American Rehabilitation Counseling Association's research award. Her research interests generally relate to psychosocial aspects of disability, with an emphasis on positive psychology. In particular, she studies issues associated with quality of life and related constructs including subjective well-being and life satisfaction, adjustment to disability, attitudes toward persons with disabilities, coping, self-efficacy, and sexuality.

**Timothy N. Tansey, PhD**  
*Rm. 411 Education Bldg., (608) 263-8991, tntansey@wisc.edu*  
Professor Tansey joined the faculty in 2013. Dr. Tansey received his doctorate in Rehabilitation Psychology from the University of Wisconsin-Madison in 2001 and has over fifteen years of experience in rehabilitation as a counselor, psychologist, and educator. Prior to joining the faculty at UW-Madison, Dr. Tansey was an assistant professor at Utah State University (2001-2005), an assistant professor at Michigan State University (2005-2009), and was an associate professor and associate dean in the College of Health Sciences at The University of Texas at El Paso (2009-2013). He is a Certified Rehabilitation Counselor, a Certified Vocational Evaluator, and licensed as a psychologist. He has an extensive background in the rehabilitation of persons with severe mental illness and in vocational assessment. His research interests include the functional assessment of persons with psychiatric disabilities and the use of technology in rehabilitation counselor education and rehabilitation counseling services. He has over 30 publications in peer-reviewed journals, several book chapters, and has presented his research to a variety of local, state, and national conferences. Dr. Tansey has served as a principal or co-investigator on several long-term training grants and research grants. He has designed and delivered a range of printed and web-based informational materials aimed at knowledge translation and dissemination. Dr. Tansey has received the AT&T award in Instruction Technology (2007) as well as awards for his service activities from the National Council on
Rehabilitation Education and the Utah Rehabilitation Association.

Career Exploration and Job Search
Resources

The School of Education Career Center offers consulting and workshops to help students explore career interests, prepare for graduate school and conduct job searches.


Program Admission

New freshmen and transfer students are admitted directly to the School of Education with a “pre” classification. This classification indicates that a student is interested in a particular program area, but hasn't completed the eligibility requirements for admission into the professional program. Pre-Rehabilitation Psychology students receive a classification of PSR.

On-campus students wishing to be admitted to the School of Education while working on a program's eligibility requirements can apply for admission to the School of Education by completing a pre-professional application form. However, it is not necessary to be "pre" before applying to any of the School of Education's professional programs. Admission with a PSR classification requires a minimum cumulative GPA of 2.5 based on all UW-Madison course work. It is strongly recommended that students interested in a School of Education program meet with an academic advisor in Education Academic Services (EAS), 139 Education Building, 1000 Bascom Mall, (608)-262-1651.

Students are admitted to the Rehabilitation Psychology undergraduate program twice a year, for the fall and spring semesters. Eligibility requirements include:

- **54 credits** of transferable college-level course work must be completed by the end of the semester the application is filed.
- **RPSE 300** must be completed by the end of the semester of application.
- Students must earn a cumulative grade point average of 2.5 (on a 4.0 scale) based on all transferable college-level course work attempted. This GPA is calculated from both Madison campus course work and course work taken at any other colleges or universities.
Students must complete and submit the following forms to EAS, Room 139 Education Building, 1000 Bascom Mall:

- Rehabilitation Psychology Application Form

For fall admission, a professional application and accompanying transcripts must be submitted to EAS by March 1 of the spring preceding fall admission. For spring admission, the professional application and accompanying transcripts must be submitted to Education Academic Services by November 1 of the fall semester preceding spring admission. Submit transcripts from all other colleges or universities attended with the application. Applications cannot be processed unless a complete academic record is presented for consideration. Criteria for program eligibility, selection, and other information related to the admissions process may change from one admission period to the next.

**Program Selection**

Selection to the program will be made at the end of the fall and spring semesters. Faculty will determine the number of applicants admitted each semester according to available resources. Admission is not final until all acceptance related materials are received by EAS and criminal background investigation results are reviewed.

If the applicant pool exceeds the resources available for any admission period, admission will become limited and competitive. Selection will be based upon cumulative grade point average. Remaining students will be placed on a waiting list based on ranked order of cumulative grade point average.

**Program Requirements**

*This section of the handbook outlines requirements for students admitted to the Rehabilitation Psychology program March 1, 2017 and after. See the previous handbook if you were admitted to the program prior to March 1, 2017.

The following coursework is required for the Rehabilitation Psychology undergraduate specialization. **Students must also complete the Liberal Studies and General Education requirements, and graduation requirements. These are found at**

http://guide.wisc.edu/undergraduate/education/rehabilitation-psychology-special-education/rehabilitation-psychology-bse/#requirementstext

Keep in mind that Rehabilitation Psychology is a 120-credit degree program that takes most students four to five years to complete.
Professional Education and Background Requirements

Psychology and/ or Educational Psychology, 18 credits
- Psych 405 or 509 Abnormal Psychology
- Additional Department of Psychology or Department of Educational Psychology courses to total 18 credits. Recommended areas include development, learning, tests and measurement, individual differences, social, physiological, industrial, and statistics.

Sociology and Social Work, 9 credits
- Recommended areas include social organization, deviant behavior, alcohol and other drug abuse, community development, and issues in social welfare.

Educational Policy Studies, 3 credits
- Recommended courses include Ed Pol 300, 460, 500, and 570

Specialization in Rehabilitation Psychology

Didactic Core, 18 credits
- RP&SE 300 Individuals with Disabilities, 3
- RP&SE 500 Rehabilitation Counseling Psychology—Foundations, 3
- RP&SE 501 Rehabilitation Counseling Psychology—Applications, 3 (meets Comm B requirement)
- RP&SE 505 Biological, Psychosocial and Vocational Aspects of Disabilities, 3
- RP&SE 660 Health Promotion for Disability and Chronic Illness, 3
- Coun Psy 650 Theory & Practice in Interviewing, 3

Supervised Field Experience, 6 credits
RP&SE 630 Internship in Rehabilitation or Special Education, 6 credits total, with the course repeated in multiple semesters and/or summer sessions. The first time that 630 is taken, it should be completed concurrently with RP&SE 501 Rehabilitation Counseling Psychology—Applications, with the remaining credits completed in one or more different semesters and/or summer sessions. Each credit of 630 requires 40 hours of internship experience over the semester. Students may register for 2-6 credits per semester. Most students take 2 semesters of 630 for 3 credits each semester. For examples of previous placements, see: https://uwmadison.box.com/s/vnl4qma9u7vl298ya5afe02d1tpj1bz1

Other Courses in Rehabilitation Psychology and Special Education, 6 credits
Must be chosen from the following:
- RPSE 310 Positive Psychology and Well Being, (3 cr.)
- RPSE 330 Behavior Analysis – Individuals with Disabilities, (3 cr.)
- RPSE 401 AAC and Assistive Technology ( 1 cr.) (online)
- RPSE 402 Teaching Functional Skills (1 cr.) (online)
- RPSE 405 Evidence Based Practice Individuals with Disabilities (1 cr.) (online)
- RPSE 660 (or new course number to be confirmed) Topic: Substance Abuse (online)
Students who take courses from the previous list of RPSE and related electives list in summer 2017, or prior to summer 2017 will be permitted to count them toward the RPSE and related electives area.

Internship (RPSE 630)

Internship Goals

- Gain Experience in Community Agencies Serving and Advocating for Individuals with Disabilities
- Explore Career Interests
- Develop Professionalism and Communication Skills

Application Process

1. You must be admitted to the Rehabilitation Psychology program to register for RPSE 630

2. Register for RPSE 630 (and 501 if it is your first internship).

3. About 3-4 months prior to the start of the internship semester, begin setting up the internship. Follow these steps:
   - Identify 4-5 placements that interest you
   - Make contact by phone or email as noted on the internship list (you may need to follow up emails with phone contact).
   - Follow the application and/or interview process of the site.

4. In late November/early December (for spring internship) or late April/early May (for summer or fall internship), you will receive an email from the course instructor with instructions and required paperwork to secure your internship.

Key Points:

- YOU are in charge of setting up an internship. INITIATIVE and FOLLOW THROUGH are important.
Your internship must be secured 3 weeks prior to the beginning of the internship semester or you may need to drop the course.

Getting the Internship You Want

1. Start seeking your internship **early**!
2. Prepare for your **interview**! Be ready to discuss why you are interested in the site, what you want to learn and what you hope to contribute.
3. Have a **resume** ready and take it to your interview! Contact the Career Center for help preparing a resume.

Internships that are Not on the List

If you are interested in an internship that is not on the list, contact internship coordinator, Dr. Susan Wiegmann at wiegmann@wisc.edu to have it reviewed and approved.

Communicating With Your Potential Internship Site

- Make sure that you can and want to meet the needs that the site has i.e. hours/duties.
- Make sure that your duties will involve direct interaction with individuals with disabilities.
- Make sure that there is a supervisor willing to provide you with feedback and communicate once or twice during the semester with your course instructor.
- Let your potential supervisor know that you will be filling out a contract listing your expected schedule, duties, and your learning goals for the internship.

Credits and Hours

- You can take 2-6 credits of 630 per semester.
- Credits are related to hours at your field placement site: **One credit = 40 hours over the course of the semester.**
- Example: 3 credits of 630 means: 3 x 40 = 120 hours/spring or fall semester; this works out to 8 hours per week for the 15 week semester.
- **Changing the number of credits:**
  You may change the number of credits for 630 within the first three weeks of the semester (fall/spring). Do not “Drop” and re-add the class. Go to Student Center, select semester, and “Edit”. Select RPSE 630 and use the pull down tab to change the number of “Units” for the course.
  YOU MAY NOT CHANGE CREDITS AFTER THE FINAL CREDIT CHANGE DATE IN YOUR STUDENT CENTER.
- **Beginning the internship before the first day of the semester:**
  You may not begin counting hours toward the internship until the first day of the semester.

The Contract
The contract is your commitment to the site and includes:

- Credits, Hours and Schedule
- Duties and Activities of the Internship
- Learning Goals that you have for your Internship

You cannot change the number of credits/hours at the end of the course. It is a contract you enter into at the beginning of the semester and you are expected to honor the contract.

The instructor will assist students in developing the contract.

**Paid Internships**

It is possible to have a job and also count the job toward internship hours; however, you MUST:

- Contact the instructor for approval, and if approved, the contract MUST reflect an additional project, focus, or learning goal/s that goes beyond current job duties.
- Have approval from the employer.

The internship is an opportunity to get experience in a NEW setting, so students are encouraged to consider new sites for internships.

**Evaluation**

Students will receive two evaluations from the supervisor during the internship. Evaluation will include:

- Knowledge of agency roles, functions, and operating procedures
- Knowledge of cooperating agencies and programs
- Knowledge of client/consumer needs/problems
- Skill in relating to clients/consumers
- Skill in client/consumer assessment
- Skill in counseling/interviewing
- Skill in professional relationships
- Responsiveness to supervision
- Growth in knowledge and skill
- Professional and ethical behavior

**Need Help? Have Questions?**

Virginia Waddick [vwaddick@education.wisc.edu](mailto:vwaddick@education.wisc.edu) or 608-263-4608 - General questions, planning for the internship
Dr. Susan Wiegmann  

**Course Availability**

The courses required for specialization in rehabilitation psychology are offered during specific semesters. When developing a plan of study for the completion of your undergraduate degree, be sure to take this schedule into account:

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>COURSE</th>
<th>CREDITS</th>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>300</td>
<td>Individuals with Disabilities</td>
<td>3</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>310</td>
<td>Positive Psychology and Well Being</td>
<td>3</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>330</td>
<td>Behavior Analysis: Application to Individuals with Disabilities</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>401</td>
<td>AAC and Assistive Technology</td>
<td>1</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>402</td>
<td>Teaching Functional Skills</td>
<td>1</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>405</td>
<td>Evidence Based Practice: Autism Spectrum Disorders</td>
<td>1</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>500</td>
<td>Foundations</td>
<td>3</td>
<td>X</td>
<td></td>
<td>X      (online)</td>
</tr>
<tr>
<td>501</td>
<td>Applications</td>
<td>3</td>
<td>X</td>
<td>X</td>
<td>X      (online)</td>
</tr>
<tr>
<td>505</td>
<td>Biological, Psychological, and Vocational Aspects of Disability</td>
<td>3</td>
<td>X</td>
<td></td>
<td>X      (online)</td>
</tr>
<tr>
<td>630</td>
<td>Internship</td>
<td>6 total</td>
<td>X</td>
<td>X</td>
<td>X      (online)</td>
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<tr>
<td>660</td>
<td>Health Promotion</td>
<td>3</td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>660</td>
<td>Substance Abuse</td>
<td>3</td>
<td></td>
<td></td>
<td>X      (sometimes)</td>
</tr>
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</table>
Need More Information?

- Consult the departmental website for more information regarding the program at http://rpse.education.wisc.edu
- Consult the University Catalog for more information regarding the general requirements at http://pubs.wisc.edu/ug/education_Outlines_RehabPsych.htm
- Speak with your EAS advisor located at 139 Education building (call 608-262-1651 for an appointment) and/or with Virginia Waddick in the Department of Rehabilitation Psychology and Special Education, 423 Education building vwaddick@education.wisc.edu; 608-263-4608.

Recommendations for Course Planning

Students are not generally permitted to take RPSE 500, 501, 505, or 630 until the semester after admission to the program.

*Please see “Course Offerings by Semester” (page 18) for core course availability each semester.

Ideally, RPSE 500 and RPSE 505 are best taken prior to RPSE 501 and RPSE 630.

Ideally, the first semester of RPSE 630 is best taken concurrently with RPSE 501.

Many courses are offered in summer and online. These have often included: RPSE 500, 501, 505, 630 as well as RPSE electives.

Remember:
- RPSE 500 and 505 are only offered in summer and fall
- If possible, RPSE 500 and 505 (or at least 500) should precede or be taken at the same time as RPSE 630.
- RPSE 501 should be taken in the same semester as the first semester of RPSE 630
Sample Course Sequences

There are a variety of options for sequencing Rehabilitation Psychology Specialization courses that may suit students’ needs. The following are only a few of the possible configurations.

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply to Program</td>
<td>RPSE 660- Health Promotion (3 cr.)</td>
<td>RPSE 500 (3 cr.)</td>
</tr>
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<td>Couns Psych 650 (3 cr.)</td>
<td>RPSE 501 (3 cr.)</td>
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<td>RPSE 630 (3 cr.)</td>
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<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer</th>
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<tbody>
<tr>
<td>RPSE 505 (3 cr.)</td>
<td>RPSE 630 (3 cr.)</td>
<td></td>
</tr>
<tr>
<td>RPSE elective (3 cr.)</td>
<td>RPSE elective (3 cr.)</td>
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</tbody>
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<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer</th>
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<tbody>
<tr>
<td>Apply to Program</td>
<td>RPSE 660 Health Promotion, (3 cr.)</td>
<td>RPSE elective (3 cr.)</td>
</tr>
<tr>
<td></td>
<td>Couns Psych 650 (3 cr.)</td>
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<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer</th>
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</thead>
<tbody>
<tr>
<td>RPSE 500 (3 cr.)</td>
<td>RPSE 501 (3 cr.)</td>
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<td>RPSE 505 (3 cr.)</td>
<td>RPSE 630 (3 cr.)</td>
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<tr>
<td>RPSE elective (3 cr.)</td>
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</tr>
</tbody>
</table>

OR MANY OTHER POSSIBILITIES!

Academic Exceptions

Students sometimes find a course that they think may satisfy one of the requirements of the major. Students who have questions about how a particular course may meet program requirements may contact Virginia Waddick vwaddick@education.wisc.edu.

Students who have questions about how a particular course may meet requirements in the Liberal Studies should contact their advisor at Education Academic Services.
Can I take RPSE 500, 501, 505 or 630 before I am admitted to the Rehabilitation Psychology program?

No.

If I am applying to the program in fall, will I be able to take courses in the major in the following spring?

Yes; students who apply in fall and are admitted to the program are put in a student group that allows them to have access to courses in spring. Being in the student group does not guarantee a seat in courses, but students will not be prevented from enrolling if the course has room.

If I am applying to the program in spring, will I be able to register for courses in the following summer/ fall?

Yes; see above. If you have questions about registration, contact Virginia at vwaddick@education.wisc.edu.

It is recommended that students take RPSE 500 and 505 prior to doing the internship (RPSE 630) and RPSE 501. Is this required?

No: it is not required. We realize that students have a variety of needs and timelines. Students should try to create a plan that has 500 and 505 prior to 630 and 501, but this is not required if it is not possible.

How do I set up my internship/ s?

Begin planning 3-4 months prior to the start of the semester you plan to do the internship.

Review internship options at the website.

Contact internship placements that interest you and ask about the agency’s process for applying to intern at the site.

See “Internship” section on pages 13-15 for more information.

Do I need to take RPSE 501 along with RPSE 630?
Yes; the first time you register for RPSE 630 internship, you should also register for RPSE 501, Rehab Counseling Psych: Applications. However, the second internship is not accompanied by RPSE 501.

**The internship (RPSE 630) is 6 credits. Should I take it for 6 credits in one semester?**

You can register for 2-6 credits. Each credit is 40 hours of time in the internship site over the course of the semester. So, 3 cr. = 120 hours over the semester; if in fall or spring this would be about 8-10 hours per week.

Most students take RPSE 630 over two semesters (or summer) for 3 credits in each semester.

**Are RPSE courses offered in the summer?**

Yes; many RPSE courses are offered in the summer in an online format. Courses offered in summer include:
- RPSE 500 Rehab Couns Psych Foundations 3 cr online
- RPSE 501 Rehab Couns Psych Applications 3 cr online
- RPSE 505 Bio, Psychol, Social Aspects. 3 cr online
- RPSE 630 Internship 2-6 cr
- RPSE electives:
  - RPSE 660 Substance Abuse 3 cr online (sometimes offered)
  - RPSE 660 Health Promotion 3 cr. online (sometimes offered)

**Can I complete my internship outside of Madison in the summer?**

Yes! Check with Dr. Susan Wiegmann to make sure that the site qualifies.
Accommodations

The UW, and members of our department, values the full inclusion of persons with disabilities in classes and events. Please let your instructor know if you need any accommodations in the curriculum, instruction, or assessments of a course to enable you to participate. The information shared with your instructor will remain confidential. Contact the UW McBurney Disability Resource Center for additional information and support. (for more information, see “Resources” in this handbook).

Academic Standing

To remain in good academic standing in the School of Education, students must earn both a semester grade point average (GPA) and a cumulative grade point average of at least 2.5. While the 2.5 grade point average may not be sufficient to permit students to be considered for admission to their program of choice, it is the minimum required to remain in the School of Education. This GPA may be higher than minimum grade point average requirements in other schools/colleges on campus.

Ethics

The Rehabilitation Psychology and Special Education Department endorses adherence to the highest standard of academic integrity and ethical conduct by its students. Inherent in the study of rehabilitation psychology and special education is an understanding of the importance of respect, positive relationships and a high level of professional and ethical behavior. UW-Madison students are governed by the UW-System Student Conduct Code enacted by Wisconsin state statute. See: https://docs.legis.wisconsin.gov/code/admin_code/uws/17.pdf, https://www.students.wisc.edu/doso/docs/uws_chapter_14.pdf and https://students.wisc.edu/pdf/UWS-18%20Policy.pdf#search=%22conduct%20on%20University%20lands%22.

Ethical conduct and responsible behavior includes and is not limited to these areas:

- Academic Conduct: See https://www.students.wisc.edu/doso/students/

- Non-Academic Conduct: See https://www.students.wisc.edu/doso/non-academic-misconduct/
• Diversity and Inclusion: The RPSE Department is committed to the principles of inclusion and respect for human diversity. See:
  https://diversity.wisc.edu/

• Harassment and Violence Issues: See
  http://www.oed.wisc.edu/sexual-harassment-information.htm
  https://www.students.wisc.edu/doso/hazing/

• Alcohol and Other Drug Use: See
  https://students.wisc.edu/alcoholinfo/

Complaints/Grievances

If a student feels unfairly treated or aggrieved by faculty, staff, or another student, the University offers several avenues to resolve the grievance. Students should follow the Grievance Policy of the School of Education.
https://pubs.wisc.edu/ug/education_policy.htm#grievancepolicy

Grievance Policy in the School of Education

Any student who feels that he or she has been treated unfairly by a faculty or staff member has the right to complain about the treatment and to receive a prompt hearing of the grievance, following these grievance procedures. The complaint may concern course grades, classroom treatment, program admission, or other issues. To insure a prompt and fair hearing of any complaint, and to protect both the rights of the student and the person at whom the complaint is addressed, the procedures below are used in the School of Education.

The person whom the complaint is directed against must be an employee of the School of Education. Any student or potential student may use these procedures unless the complaint is covered by other campus rules or contracts. The following steps are available within the School of Education when a student has a grievance:

1. The student should first talk with the person against whom the grievance is directed. Most issues can be settled at this level. If the complaint is directed against a teaching assistant, and the student is not satisfied, the next step would be to talk to the TA's
supervisor, who is usually the course professor. If the complaint is not resolved satisfactorily, the student may continue to step 2.

2. If the complaint does not involve an academic department, the procedure outlined in Step 4 below should be followed. If the complaint involves an academic department, the student should contact the chair of the department. The chair will attempt to resolve the problem informally. If this cannot be done to the student's satisfaction, the student may submit the grievance to the chair in writing. This must be done within 60 calendar days of the alleged unfair treatment.

3. On receipt of a written complaint, the chair will refer the matter to a departmental committee, which will obtain a written response from the person at whom the complaint is directed. This response shall be shared with the person filing the grievance. The chair will provide a timely written decision to the student on the action taken by the committee.

4. If either party is not satisfied with the decision of the department, he or she has five working days from receipt of the decision to contact the dean's office (at the number below), indicating the intention to appeal. If the complaint does not involve an academic department in the school, the student must contact the dean's office within 60 calendar days of the alleged unfair treatment.

5. In either case, there will be an attempt to resolve the issue informally by the associate dean. If this cannot be done, the complaint can be filed in writing with the dean's office. This must be done within 10 working days of the time the appealing party was notified that informal resolution was unsuccessful.

6. On receipt of such a written complaint, the associate dean will convene a subcommittee of the school's Equity & Diversity Committee. This subcommittee may ask for additional information from the parties involved and may hold a hearing at which both parties will be asked to speak separately. The subcommittee will then make a written recommendation to the dean of the School of Education who will render a decision. Unless a longer time is negotiated, this written decision shall be made within 20 working days from the date when the grievance was filed with the dean's office.

Questions about these procedures can be directed to the School of Education Dean's Office, 377 Education Building, 1000 Bascom Mall, 608-262-1763.

State law contains additional provisions regarding discrimination and harassment. Wisconsin Statutes 36.12 reads, in part: "No student may be denied admission to, participation in or the benefits of, or be discriminated against in any service, program, course or facility of the system or its institutions or center because of the student's race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status or parental status."

In addition, UW-System prohibits discrimination based on gender identity or gender expression.

Students have the right to file discrimination and harassment complaints with the Office for Equity and Diversity, 179A Bascom Hall, 608-263-2378, sappell@vc.wisc.edu, Wisconsin Telecommunications Relay Service: 7-1-1.
For general university guidelines about harassment and discrimination concerns, students are also urged to consult with the UW-Madison Office for Equity and Diversity http://www.oed.wisc.edu/dishar.html.

## Resources

### Scholarships

A few scholarships are available through the general resources of the University. In some instances, these scholarships cover tuition costs or provide remission of nonresident fees; some may offer additional funds under various granting conditions. The Marian O. Cole Scholarship and the Helen C. Kirk Scholarship are awarded annually to selected students in the Rehabilitation Psychology program. The scholarship application opens in January and the application deadline is generally in February. All Rehabilitation Psychology majors will receive an email announcing the opening of the scholarship application. To access the University of Wisconsin’s scholarship database, please visit scholarships.wisc.edu/Scholarships.

### Student Support Resources

Listed below are a few resources that we have found to be essential to Rehab Psych students. For a more comprehensive index of resources and services, visit the UW’s Student Life webpage (www.wisc.edu/student-life).

**McBurney Disability Resource Center**
www.mcburney.wisc.edu

The McBurney Disability Resource Center provides services to students with disabilities to insure accessibility to university programs. McBurney offers accommodations counseling, evaluation referral, disability-related information, adaptive technology counseling and equipment, and interpreter services.

**Some Recommended Websites**

- **RPSE Homepage**
  rpse.education.wisc.edu

- **UW-Madison Rehabilitation Psychology Undergraduate Program**
  http://rpse.education.wisc.edu/rpse/programs/undergraduate-programs

- **UW-Madison Rehabilitation Psychology Master’s Program**
  http://rpse.education.wisc.edu/rpse/programs/graduate-degree-programs/rehabilitation-psychology-graduate-program

- **The Profession of Rehabilitation Counseling**

- **UW-Madison Occupational Therapy Program**
  https://kinesiology.education.wisc.edu/ot/admissions/ms-in-occupational-therapy-msot

- **UW-Madison Physical Therapy Program**
for academically related purposes. McBurney does not offer disability evaluation and/or testing, tutoring, personal expenses, or attendants.

**Division of Information Technology (DoIT)**

*www.doit.wisc.edu*

DoIT provides computer technology services to the UW including free classes, technical assistance, and discounts on computer equipment and software. Contact the DoIT Help Desk at 264-HELP (4357) for assistance with UW website issues (Learn@UW, MyWisc, etc). Or, visit the DoIT website to connect with a Help Desk technician via live chat.

**UW-Madison Libraries**

*www.library.wisc.edu*

The UW-Madison has more than 40 libraries including Memorial Library (the main library for humanities and social sciences). The library system offers numerous helpful services to assist you in finding the information that you need. The UW Libraries are the university’s best resource - and essential to successfully completing the degree program! Take the CLUE Tutorial to learn how to navigate the library system:  [http://clue.library.wisc.edu](http://clue.library.wisc.edu)

The **MERIT Library** (*merit.education.wisc.edu*) provides services and resources for students in the School of Education, including RPSE students. Some of these resources include digital recording equipment (e.g., video cameras) available for checkout and media development assistance.

**University Health Services (UHS)**

*www.uhs.wisc.edu*

Health services are available to students at UHS. Most costs are paid for through enrollment fees. Services offered by UHS include flu shots, sexual health services, counseling, and more. Also, check out the UHS website for information on the [Student Health Insurance Plan (SHIP)](http://uhs.wisc.edu/SHIP).

**Transportation & Parking**

**UW Transportation:** [transportation.wisc.edu](http://transportation.wisc.edu)

**Free Bus Pass:** [www.asm.wisc.edu/asm-bus-pass.html](http://www.asm.wisc.edu/asm-bus-pass.html)

**Madison Metro Transit:** [www.cityofmadison.com/metro](http://www.cityofmadison.com/metro)

**Bus Trip Planner:** [trip.cityofmadison.com](http://trip.cityofmadison.com)

UW students have a number of options for getting around campus and beyond. The **UW Transportation** website has resources and information related to biking, walking, busing, and driving. Madison has an excellent bus system for a city of its size. Be sure to pick up your [free bus pass](http://uwtransportation.wisc.edu) at the Student Activity Center! **Madison Metro Transit** can help you plan your bus route.
Parking on campus is challenging! Metered and free parking is available on various streets around campus. If you would like to purchase an annual student parking permit or disabled permit, visit the UW Transportation website. Annual permits are available by lottery.

**Student and Professional Organizations**

American Counseling Association (ACA)  
www.counseling.org

American Psychological Association (APA)  
www.apa.org

Chi Sigma Iota Counseling Academic & Professional Honor Society  
www.csi-net.org

Commission on Rehabilitation Counselor Certification (CRCC)  
www.crccertification.com

Council on Rehabilitation Education (CORE)  
www.core-rehab.org

National Council on Rehabilitation Education (NCRE)  
www.rehabeducators.org

Wisconsin Rehabilitation Association  
www.wra-org.org

**Acronym Guide**

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<tr>
<th>Acronym</th>
<th>Definition</th>
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<td>ACA</td>
<td>American Counseling Association</td>
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<tr>
<td>AD</td>
<td>Alzheimer's Disease</td>
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<tr>
<td>ADA</td>
<td>Americans with Disabilities Act</td>
</tr>
<tr>
<td>ADAAG</td>
<td>Americans with Disabilities Act Accessibility Guidelines for Buildings and Facilities</td>
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<tr>
<td>ADHD</td>
<td>Attention Deficit Hyperactivity Disorder</td>
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<tr>
<td>ADLs</td>
<td>Activities of Daily Living</td>
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<tr>
<td>AIDS</td>
<td>Acquired Immunodeficiency Syndrome</td>
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<tr>
<td>ALF</td>
<td>Assisted Living Facility</td>
</tr>
<tr>
<td>ALS</td>
<td>Amyotrophic Lateral Sclerosis</td>
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<tr>
<td>AODA</td>
<td>Alcohol and Other Drug Abuse</td>
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<tr>
<td>APA</td>
<td>American Psychological Association</td>
</tr>
<tr>
<td>ASD</td>
<td>Autism Spectrum Disorder</td>
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<tr>
<td>ASL</td>
<td>American Sign Language</td>
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<tr>
<td>AT</td>
<td>Assistive Technology</td>
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</table>
BT Behavioral Therapy
CAC Consumer Advisory Committee
CAP Client Assistance Program
CBR Community Based Rehabilitation
CBT Cognitive–Behavioral Therapy
CDC Centers for Disease Control and Prevention
CIL Center or Centers for Independent Living
CMS Centers for Medicare & Medicaid Services (Federal)
CNA Certified Nursing Assistant
COBRA Consolidated Omnibus Budget Reconciliation Act, or continued healthcare coverage after leaving a healthcare program
COPD Chronic Obstructive Pulmonary Disease
CP Cerebral Palsy
CRC Certified Rehabilitation Counselor
CRP Community Rehabilitation Program
CSP Community Support Program
DD Developmental Disabilities or Developmental Delay or Dually Diagnosed
DSM-IV-TR Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision
DVR Division of Vocational Rehabilitation (Wisconsin)
HI Hearing Impairment
HIPAA Healthcare Insurance Portability & Accountability Act
HIV Human Immunodeficiency Virus
HMO Health Maintenance Organization
IADLs Instrumental Activities of Daily Living
ICD-10 International Classification of Diseases, or International Statistical Classification of Diseases and Related Health Problems, 10th Revision
ICF International Classification of Functioning, Disability and Health
ICIDH International Classification of Impairments, Disabilities, and Handicap (now called ICF)
IDEA Individuals with Disabilities Education Act
IEP Individualized Educational Plan
IL Independent Living
ILC Independent Living Center or Independent Living Council
ILP Independent Living Plan
IPE Individual Plan for Employment
IWRP Individualized Written Rehabilitation Plan
LPC Licensed Professional Counselor
LTC Long Term Care
MA Medical Assistance, Medicaid
M.A. Master of Arts
M.S. Master of Science
MH  Mental Health
MI  Mental Illness
MR  Mental Retardation
MS  Multiple Sclerosis
NAMI  National Alliance for the Mentally Ill
NCDDR  National Center for the Dissemination of Disability Research
NIH  National Institute of Health
OJT  On the Job Training
OT  Occupational Therapy, Occupational Therapist
PACT  Program of Assertive Community Treatment
PCP  Primary Care Physician
PT  Physical Therapy, Physical Therapist
PTSD  Post Traumatic Stress Disorder
PWDs  People with Disabilities
REBT  Rational Emotive Behavioral Therapy
RSA  Rehabilitation Services Administration
SCI  Spinal Cord Injury
SES  Socioeconomic Status
SILC  Statewide Independent Living Council
SSA  Social Security Administration
SSDI  Social Security Disability Insurance
SE  Supported Employment
SSI  Supplemental Security Income
SSN  Social Security Number
TBI  Traumatic Brain Injury
VA  Veterans Administration (U.S.)
VR  Vocational Rehabilitation
WHO  World Health Organization
WIA  Workforce Investment Act

More Acronym Resources

Wisconsin Department of Workforce Development Glossary of Frequently Used Acronyms
http://www.dwd.state.wi.us/dwd/glossary.htm

Center for International Rehabilitation Research Information and Exchange (CIRRIE)
http://cirrie.buffalo.edu/glossary.php