

## OVERVIEW

The Waisman Center is part of the **Wisconsin Internship Consortium in Professional Psychology (WICPP)**, coordinated through the Educational and Psychological Training Center at the University of Wisconsin-Madison. WICPP is a multi-site consortium training program that provides learning experiences for predoctoral psychology interns that are organized, sequential, cumulative, and graded in complexity. WICPP brings together consortium-affiliated training sites to provide broad exposure to differing models of training and service delivery. As part of WICPP, the Waisman Center is committed to the training of future psychologists and has invested resources to provide psychological instruction and training opportunities that are appropriate for psychology interns. *WICPP is currently a member of APPIC but not accredited by APA (it is working toward this, however).*

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, and (3) a choice of rotations through other Waisman clinics such as the feeding, high risk follow-up, fragile X, spasticity and movement disorders, or genetics clinics. This curriculum is provided in addition to the WICPP seminars. 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. At the present time, the Waisman Center offers a **1-year full-time experience** to psychology interns.

### Typical Weekly Schedule for Full-Time WICPP Intern at the Waisman Center (approximately 40 hours/week total)

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

These areas are mastered through a combination of presentations, team meetings, supervised clinical work, and a leadership project.

Although the primary training method of the psychology internship at the Waisman Center site is experiential, it also includes didactic experiences through MCH LEND, mentoring, role-modeling and supervisory guidance. All clinical activities are carefully supervised according to the required needs of the individual intern. Professional and ethical conduct and the highest standards for quality of care are emphasized.

The Waisman Center has agreed to uniform administration and implementation of WICPP's philosophy, models, goals, training principles, policies, and procedures addressing student admission, financial support, training resource access, potential performance expectations, and evaluations, and all other related guidelines outlined in the WICPP Handbook.

### **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.

### **APPLICATION**

Application materials must be received no later than November 15. Materials are submitted online through the AAPI online.

#### **1. Cover Letter**

The cover letter should indicate why the applicant is interested in the Waisman Center site of the WICPP Training Program and indicate the Waisman NMS# (211213).

#### **2. Curriculum Vitae**

#### **3. AAPI Application**

Our site requires the AAPI Online application (which includes essays and the DCT's verification of eligibility and readiness) which may be accessed at [www.appic.org](http://www.appic.org), click on "AAPI Online."

#### **4. Official graduate transcript(s)**

#### **5. Three letters of recommendation**

All application materials must be submitted electronically.

### **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](http://www.appic.org) - "Interviewing Applicants with Disabilities for Doctoral and Postdoctoral Internship Positions"). WICPP participates in the APPIC Internship Matching Program ([www.appic.org](http://www.appic.org)).

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.

### **BENEFITS AND RESOURCES**

**A stipend of \$20,000/year is provided for full-time interns.** 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).

The Waisman Center provides interns with support and access to resources (e.g., office space, computers, administrative support). The Waisman Center also ensures that interns are able to satisfy supervision requirements for the predoctoral internship as stipulated by the Wisconsin Department of Regulation and Licensing. Psychology supervisors are licensed psychologists with more than 3 years of experience in active practice. Educational resources 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.

### **EDUCATIONAL MODEL**

We espouse the Scientist-Practitioner model at the Waisman Center internship site. Our training goals and objectives seek to:

1. Produce psychologists who are trained for practice in the essential skill areas of Clinical Psychology, including developing expertise in
  - a. Assessment and Diagnosis
  - b. Intervention
  - c. Consultation
  - d. 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

### **PSYCHOLOGY TRAINING FACULTY**

Karen Kane, Ph.D., Psychologist

Rachel Fenning, Ph.D., Clinical Assistant Professor

Julie Poehlmann, Ph.D., Supervising Psychologist