

<b>Project Name:</b>	<b>McBurney Pre-Doctoral Clinical Psychology Internship</b>
<b>MIU Round:</b>	Round 2
<b>Sponsor(s):</b>	McBurney Disability Resource Center, Division of Student Life
<b>Coordinator(s):</b>	Cathy Trueba, Director
<b>Partner(s):</b>	Department of Communicative Disorders, Speech and Hearing Clinic
<b>Report Date:</b>	Year 1, July 2011; Year 2, July 2012; Year 3, April 2013

<b>Project Specific Goal and Measures</b>	
<b>Project Impact Measure(s)</b>	<p>Expand the services offered to students with disabilities or undiagnosed learning challenges by funding a pre-doctoral internship position in the McBurney Disability Resource Center to:</p> <ul style="list-style-type: none"> <li>• Increase the availability of McBurney staff to provide brief clinical consultation with undiagnosed students experiencing learning challenges at UW-Madison.</li> <li>• Develop partnerships between the McBurney Center and other campus resources.</li> <li>• Design and implement a for-credit course focusing on transition issues for students with disabilities or learning challenges.</li> <li>• Design and develop psycho-educational counseling modules in areas of concern for students with disabilities.</li> </ul>
<b>Project Impact Data Source(s)</b>	McBurney Disability Resource Center
<b>Baseline Measure(s)</b>	This program did not exist prior to MIU. Baseline will be number of students seen and services provided prior to the internship program.

<b>General MIU Goals and Measures (applicable to project)</b>	
A	<p>Increased access in bottleneck areas</p> <p>McBurney does not have enough staff to provide all of the services they want to the students they serve. The addition of the pre-doctoral intern enables McBurney to serve more students and to provide services they would not have otherwise been able to.</p>
D	<p>Increased student learning and teaching excellence</p> <p>The provision of psycho-educational modules designed to assist students with typical issues faced by students with disabilities should increase the likelihood that these students will succeed at UW-Madison. The addition of staff enables McBurney to consult with students who may not have formally diagnosed learning issues, also resulting in these students being connected to UW-Madison resources and increasing the likelihood that these students will be able to manage their challenges while remaining enrolled.</p>

F Decreased achievement gaps See D.

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### Progress Reports

Year 1, 2010-11

- Selected and trained pre-doctoral intern.
- Increased McBurney services to include brief clinical consultations to undiagnosed students experiencing learning challenges. This service was implemented in February 2011 and 40 students were served during that time.
- Developed partnership between McBurney and the Speech and Hearing Clinic.
- Developed and implemented a one-credit Transition course in Fall 2010 for students with disabilities and/or learning challenges.
- Developed and implemented three psycho-educational course modules on Managing Anxiety, Executive Function, and Living with a Disability.

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Year 2, 2011-12

- Provided 33 clinical consultations to undiagnosed students experiencing learning challenges at UW-Madison.
- Completed 10 full psycho-educational assessment batteries with students.
- Offered two sections of a one-credit group course focused on the transition to college for students with disabilities in Fall 2011. 24 students participated.
- Offered a new one-credit course in Spring 2012 on Managing Academic Anxiety. 10 students participated.
- Continued to direct students to the three psycho-educational course modules developed in Year 1. 135 students used one or more of the modules in 2011-12.

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Year 3, 2012-13

- Significantly restructured the program based on the resignation of the original psychologist who supervised the pre-doctoral intern and the limitations of the agency that placed the intern in the McBurney Center. Funds were redirected to hire a permanent accommodations specialist instead of funding the rotating internship position. Although the structure of the position will not be the same as in the original MIU proposal, the goals and services of the position will continue.
  - Continued offering a one-credit course focusing on the transition to college for students with disabilities. 15 students participated in two sections of the course.
  - Continued serving students in psycho-educational course modules developed in Year 1. 74 students used one or more of the modules in 2012-13.
  - Assessment: No assessment activities were reported.
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