

REHABILITATION PSYCHOLOGY, B.S.

Rehabilitation Psychology is the academic home to students interested in the health or helping professions. Rehab Psych students enjoy working with people with disabilities or individuals who experience barriers in accomplishing personal goals; they gravitate toward psychology and other coursework in the social sciences.

In this major students learn how to promote and support the independence and full inclusion of people with disabilities in employment and the community. Students in the major examine various types of disabilities and other short-term or long-term barriers including physical, mental, intellectual, emotional, and developmental disabilities. Graduates are prepared to provide quality entry-level general services in a variety of community settings, including advocacy, behavioral support, independent living, and supported employment.

The majority of students go on to complete graduate programs in rehabilitation counseling, mental health counseling, occupational therapy, physical therapy, nursing, special education, social work, and other human services and health professions.

The culminating experience in the degree program is the community-based internship. Students complete six credits of internship, a minimum of 240 hours, working with agencies that serve individuals with disabilities. Students often find full-time employment at their internship site after completing their degree. Graduates receive a Bachelor of Science degree with a major in Rehabilitation Psychology.

Visit the departmental website (<http://rpse.education.wisc.edu/>) to view the program handbook (<https://rpse.education.wisc.edu/current-students/forms/>), learn more about internship opportunities and guidelines, and what students have to say (<https://www.youtube.com/watch/?list=PL9F9013685146C73A&v=Zu0u1MOjvB4&feature=youtu.be>) about the program.

"I chose to pursue rehabilitation psychology as I want to become an occupational therapist one day. This major allowed me to meet requirements for graduate programs while also furthering my passion to be a part of the human service field. I had a lot of opportunities to go out into the community and make a difference in people's lives." Aneta Glowacz, Rehab Psych B.S. graduate 2020

HOW TO GET IN

REHABILITATION PSYCHOLOGY DECLARATION

New first-year students and off-campus transfers are admitted directly to the Bachelor of Science–Rehabilitation Psychology degree program.

On-campus students starting at UW-Madison in other majors can declare Rehabilitation Psychology at any time of the year, and at any point in their academic career. First-semester students who have not established a GPA at UW-Madison may declare Rehabilitation Psychology.

Students are strongly encouraged to meet with the department's undergraduate program coordinator or an advisor in the School of Education Student Services office before declaring Rehabilitation

Psychology. See the Overview (<https://guide.wisc.edu/undergraduate/education/rehabilitation-psychology-special-education/rehabilitation-psychology-bse/>) page for contact information.

ELIGIBILITY TO DECLARE REHABILITATION PSYCHOLOGY

The on-campus declaration form is located on the School of Education's Undergraduate Admissions (<http://www.education.wisc.edu/soe/academics/undergraduate-students/academic-program-admission/>) page, along with other information about current eligibility requirements and deadlines to declare (if any). Students should consult this site prior to submitting a declaration as this information may be modified from one year to the next.

Off-campus students wishing to transfer directly into Rehabilitation Psychology must be admitted to UW-Madison. See Transfer Students and Students with a Bachelor's Degree, below.

Students may not complete both Rehabilitation Psychology and the Certificate in Disability Rights and Services.

ELIGIBILITY REQUIREMENTS:

- Earn a minimum 2.50 cumulative GPA based on all college coursework attempted or a 2.50 last 60 credits GPA by the end of the term prior to the declaration semester. This GPA must be maintained at the end of the declaration semester.¹

¹

Last 60 Credits Rule - Two grade point averages may be calculated to determine a candidate's eligibility to declare. A GPA may be calculated using (1) UW-Madison and all other all transferable college level coursework attempted and (2) the last 60 credits attempted. The higher GPA of these two calculations will be used for determining eligibility. Once declared, students must earn a semester GPA of 2.50 each semester after declaration. More information on this rule is available here (<http://guide.wisc.edu/undergraduate/education/#policiesandregulationtext>).

TRANSFER STUDENTS AND STUDENTS WITH A PREVIOUS DEGREE

Transfer students and second degree candidates (students who already hold a Bachelor's degree) must be admitted to UW-Madison to enroll in a School of Education program. Admission to the campus has its own application, admission process, and application deadlines; see Office of Admissions and Recruitment (<http://www.admissions.wisc.edu>) for campus application information.

Second degree candidates in the School of Education are changing their academic direction and wish to complete a degree that is unrelated to their first. A large number of credits are usually required to complete the new degree requirements and a second undergraduate degree is awarded upon its completion; more information is available here (<http://guide.wisc.edu/undergraduate/education/#policiesandregulationtext>).

All off-campus students are strongly advised to meet with an advisor in the School of Education Student Services office in advance of their declaration. Consultations with advisors are available in person, virtually, or via telephone; email soeacademicservices@education.wisc.edu (soeacademicservices@education.wisc.edu) or call 608-262-1651 to schedule an appointment.

REQUIREMENTS

UNIVERSITY GENERAL EDUCATION REQUIREMENTS

All undergraduate students at the University of Wisconsin–Madison are required to fulfill a minimum set of common university general education requirements to ensure that every graduate acquires the essential core of an undergraduate education. This core establishes a foundation for living a productive life, being a citizen of the world, appreciating aesthetic values, and engaging in lifelong learning in a continually changing world. Various schools and colleges will have requirements in addition to the requirements listed below. Consult your advisor for assistance, as needed. For additional information, see the university Undergraduate General Education Requirements (<http://guide.wisc.edu/undergraduate/#requirementsforundergraduestudytext>) section of the *Guide*.

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| General Education | <ul style="list-style-type: none"> • Breadth–Humanities/Literature/Arts: 6 credits • Breadth–Natural Science: 4 to 6 credits, consisting of one 4- or 5-credit course with a laboratory component; or two courses providing a total of 6 credits • Breadth–Social Studies: 3 credits • Communication Part A & Part B * • Ethnic Studies * • Quantitative Reasoning Part A & Part B * |
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* The mortarboard symbol appears before the title of any course that fulfills one of the Communication Part A or Part B, Ethnic Studies, or Quantitative Reasoning Part A or Part B requirements.

SCHOOL OF EDUCATION LIBERAL STUDIES REQUIREMENTS

All students are required to complete a minimum of 40 credits of Liberal Studies (<http://guide.wisc.edu/undergraduate/education/#requirements>) coursework. This requirement provides an opportunity to do some academic exploration beyond the scope of the major. Students take courses in areas of particular interest and also have an opportunity to sample the wide selection of courses offered across the university. Coursework is required in humanities, social studies, science, and cultural and historical studies. Some elective coursework is also needed to reach the required number of credits.

The School of Education's Liberal Studies Requirements automatically satisfy most of the University General Education Requirements outlined above, including ethnic studies, humanities/literature, social studies, and science. Students pursuing most School of Education degree programs may also complete Communication Part B, Quantitative Reasoning Part A, and Quantitative Reasoning Part B through courses required by their degree program. If a student cannot complete a General Education Requirement within the curriculum of their chosen School of Education program, academic advisors can offer suggestions for courses that meet the requirement and augment the student's primary area of study.

A basic outline of the liberal studies is included below. Students must consult the detailed version of the requirements (<http://guide.wisc.edu/>

[undergraduate/education/#requirements](http://guide.wisc.edu/undergraduate/education/#requirements)) for information about course selection and approved course options.

Humanities, 9 credits

All students must complete a minimum of 9 credits to include:

- Literature
- Fine Arts
- Humanities Electives

Social Studies (Social Science)

All students must complete a minimum of 9 credits. Teacher certification programs and Kinesiology have unique requirements in this category.

Science

All students must complete a minimum of 9 credits to include:

- Biological Science
- Physical Science
- Laboratory Science
- Science Electives

Cultural and Historical Studies

All students must complete three requirements (9 credits) met by separate courses. Any of these courses can also be used to meet the Humanities or Social Studies (Social Sciences) requirements if it has the relevant breadth designation.

- Ethnic Studies
- U.S./European History
- Global Perspectives

Complete Liberal Studies Electives (<http://guide.wisc.edu/undergraduate/education/#requirements>) to total 40 Credits.

PROGRAM STRUCTURE

The Bachelor of Science (B.S.) degree program in Rehabilitation Psychology has four components:

- *Liberal studies* courses expose students to a broad range of academic disciplines. The university-wide *General Education* requirements also encourage this breadth of study.
- *Related coursework* comes from departments related to Rehabilitation Psychology—Psychology, Educational Psychology, Sociology, Social Work, and Gender and Women's Studies.
- *Rehabilitation Psychology* coursework offers an in-depth study of working with people with disabilities, including multiple opportunities for supervised field experience. In addition, at least 12 credits of electives in Rehabilitation Psychology are required, giving students some flexibility to tailor the program to their specific interests.
- *Elective* coursework is taken to meet the minimum of 120 credits required for the degree.

RELATED COURSE REQUIREMENTS

PSYCHOLOGY/EDUCATIONAL PSYCHOLOGY

Complete 12 credits selected from Educational Psychology (http://guide.wisc.edu/courses/ed_psych/) and/or Psychology (<http://guide.wisc.edu/courses/psych/>)

guide.wisc.edu/courses/psych/) to include PSYCH 405 Abnormal Psychology.

SOCIOLOGY/SOCIAL WORK/GENDER AND WOMEN'S STUDIES

Complete 6 credits selected from Sociology (<http://guide.wisc.edu/courses/soc/>), Social Work (http://guide.wisc.edu/courses/soc_work/), and/or Gender and Women's Studies (https://guide.wisc.edu/courses/gen_ws/). Recommended areas include social disorganization, deviant behavior, alcohol and other drug abuse, community development, and issues in social welfare.

REHABILITATION PSYCHOLOGY COURSE REQUIREMENTS

DIDACTIC CORE

Complete the following 21 credits:

Code	Title	Credits
RP & SE 125	Health and Rehabilitation Professions	3
RP & SE 316	Health Promotion for Individuals with Disability and Chronic Illness	3
RP & SE 325	Self Management of Chronic Illness and Disability	3
RP & SE 500	Rehabilitation-Counseling Psychology: Foundations	3
RP & SE 501	Rehabilitation-Counseling Psychology: Applications	3
RP & SE 505	Biological, Psychosocial, and Vocational Aspects of Disabilities	3
COUN PSY 655	Clinical Communication Skills	3

SUPERVISED FIELD EXPERIENCE

Complete 6 credits of RP & SE 630 Internship in Rehabilitation or Special Education; once in conjunction with RP & SE 501 Rehabilitation-Counseling Psychology: Applications. The remaining 3 credits may be completed in another semester or during the summer.

REHABILITATION PSYCHOLOGY AND SPECIAL EDUCATION ELECTIVES

Complete 12 credits from the following:

Code	Title	Credits
RP & SE 121	Disability and Substance Abuse	3
RP & SE/LEGAL ST 135	Disability and the Criminal Justice System	3
RP & SE 300	Individuals with Disabilities	3
RP & SE 310	Positive Psychology and Well Being	3
RP & SE 330	Behavior Analysis: Applications to Persons with Disabilities	3
RP & SE 335	Introduction to Sport Psychology	3
RP & SE 355	Remote Service Provision Strategies for Health and Rehabilitation Providers	3
RP & SE 405	Current Topics in Special Education (Related topics only - approval required)	1

RP & SE 520	Case Management and Community Resources	3
RP & SE 535	Introduction to Forensic Rehabilitation	3
RP & SE 560	Psychosocial Aspects of Chronic Illness and Disability	3
RP & SE 630	Internship in Rehabilitation or Special Education (Maximum 3 additional internship credits allowed in electives)	2-3
RP & SE 660	Special Topics (Related topics only - approval required)	3

ELECTIVE COURSEWORK

Complete additional coursework to reach the minimum of 120 credits.

GPA AND OTHER GRADUATION REQUIREMENTS

Based on UW-Madison coursework.

- 2.50 minimum cumulative grade point average. This may be modified by the Last 60 Credits Rule (<http://guide.wisc.edu/undergraduate/education/#policiesandregulationstext>).
- 2.50 cumulative grade point average in all major coursework. This GPA includes all coursework from the RP & SE department and COUN PSY 655.
- Major Residency. The rehabilitation psychology program requires that students complete 15 credits of the Didactic Core and Supervised Field Experience coursework while in residence on the UW-Madison campus.
- Senior Residency. Degree candidates must complete their last 30 credits in residence on the UW-Madison campus, excluding retroactive credits and credits granted by examination.
- Total Credits. A minimum of 120 degree credits are required for graduation.

DEGREE AUDIT (DARS)

UW-Madison uses "DARS" to document a student's progress toward the completion of their degree, including any additional majors and certificates. A DARS (Degree Audit Reporting System) report shows all the requirements for completing a degree and, against courses that are planned or completed, shows the requirements that have been met, and those that are unmet. A report can offer suggestions about courses that may be taken to meet specific requirements and can assist in the academic planning and enrollment process. Students can access a DARS report in the Course Search & Enroll app or Student Center via My UW.

DARS also has a "what-if" function. This feature makes it possible to request a DARS report as if pursuing another program, major or certificate. It is an excellent tool if considering a new or additional area of study. School of Education students in a pre-professional classification such as Pre-Elementary (PRE), or Pre-Kinesiology should request a "what if" DARS report of their professional program of interest.

More information on how to request a DARS report is available on the registrar's website (<https://registrar.wisc.edu/dars-student/>).

DARS is not intended to replace student contact with academic advisers. It creates more time in an advising appointment to discuss course options, research opportunities, graduate school, or issues of personal interest or concern to students.

DARS is used as the document of record for degree program, major and certificate completion in the School of Education.

UNIVERSITY DEGREE REQUIREMENTS

Total Degree	To receive a bachelor's degree from UW–Madison, students must earn a minimum of 120 degree credits. The requirements for some programs may exceed 120 degree credits. Students should consult with their college or department advisor for information on specific credit requirements.
Residency	Degree candidates are required to earn a minimum of 30 credits in residence at UW–Madison. "In residence" means on the UW–Madison campus with an undergraduate degree classification. "In residence" credit also includes UW–Madison courses offered in distance or online formats and credits earned in UW–Madison Study Abroad/Study Away programs.
Quality of Work	Undergraduate students must maintain the minimum grade point average specified by the school, college, or academic program to remain in good academic standing. Students whose academic performance drops below these minimum thresholds will be placed on academic probation.

LEARNING OUTCOMES

1. 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. Apply knowledge of models and concepts of disability and chronic illness to education, employment, rehabilitation, and healthcare services.
3. 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. Develop knowledge of the health and human services delivery systems and demonstrate pre-professional skills in communication, teamwork, problem solving, and ethical issues through engagement with the healthcare and rehabilitation services professional community.
5. Demonstrate the knowledge and skills necessary for graduate study in a variety of health and human service fields related to disability and rehabilitation or for entry-level positions in disability and related human services agencies.

FOUR-YEAR PLAN

Rehabilitation Psychology: Sample Four-Year Plan

This four-year sample graduation plan is designed to guide your course selection throughout your academic career; it does not establish a contractual agreement. Use it along with your DARS report, the Guide, and

the Course Search and Enroll app to create a four-year plan reflecting your placement scores, incoming credits, and individual interests. You will likely revise your plan several times during your academic career here, based on your activities and changing academic interests. Consult with an academic advisor to develop a personalized plan of study and refer to the Guide for a complete list of requirements.

Freshman

Fall	Credits	Spring	Credits
Communication A (fall or spring semester)		3 Communication A (fall or spring semester)	3
RP & SE 125		3 Ethnic Studies	3
Sociology, Social Work, or Gender and Women's Studies course		3 Quantitative Reasoning A	3
Liberal Studies course work		6-9 PSYCH 202	3
		Liberal Studies course work	3-6
	15		15

Sophomore

Fall	Credits	Spring	Credits
Sociology, Social Work, or Gender and Women's Studies course		3 PSYCH 405	3
RP & SE Elective		3 RP & SE Elective	3
Quantitative Reasoning B		3 Liberal studies course work	9
Liberal Studies course work		6	
	15		15

Junior

Fall	Credits	Spring	Credits
RP & SE 316		3 RP & SE 325	3
RP & SE 500		3 RP & SE 501 (also meets Communication B)	3
COUN PSY 655		3 RP & SE 630	3
Liberal Studies or General Elective course work		6 Liberal Studies or General Elective course work	6
	15		15

Senior

Fall	Credits	Spring	Credits
RP & SE 505		3 RP & SE 630	3
RP & SE Elective		3 RP & SE Elective	3
Educational Psychology or Psychology course		3 Educational Psychology or Psychology course	3
Liberal Studies or General Elective course work		6 Liberal Studies or General Elective course work	6
	15		15

Total Credits 120

ADVISING AND CAREERS

REHABILITATION PSYCHOLOGY ADVISING

Students not yet admitted to Rehabilitation Psychology meet with their assigned advisor in the School of Education Student Services office, Room 139 Education Building, 1000 Bascom Mall, see below. Students are assigned an additional faculty advisor when admitted to the professional component of their degree program.

SCHOOL OF EDUCATION ADVISING

ACADEMIC ADVISING IN THE SCHOOL OF EDUCATION

Dedicated to supporting and promoting student success, Academic Advisors (<https://education.wisc.edu/academics/undergrad-majors/academic-advising/>) are here to assist students with the adjustment to college, understanding their degree and career goals, and connecting them to resources. Advisors support prospective and current School of Education students in all programs through:

- course selection
- mentoring and advocacy for underrepresented and international students
- understanding degree requirements and progression
- interpreting academic policies
- helping students recognize their strengths and suggesting ways to expand their skills
- expanding learning through activities such as study abroad, volunteering/work/internship, and by assuming leadership roles

To schedule an appointment: Current students can schedule an appointment online through the Starfish app (<https://advising.wisc.edu/facstaff/starfish/starfish-student-resources/>) in MyUW. Appointments can also be made through email at studentservices@education.wisc.edu, by calling 608-262-1651, or in person.

CAREER ADVISING IN THE SCHOOL OF EDUCATION

The School of Education Career Center provides students with the knowledge needed for connecting their classroom experiences with real-world application to develop skills needed to navigate the ever-changing world of work. Through individual appointments, events, courses, and online resources, the Career Center provides students and alumni with the tools needed to be successful in their career development.

Career and Internship Advisors are prepared to help students with:

- Exploration of career and academic pathways
- Resumes
- Cover letters
- Job/Internship search
- Interview preparation
- Mock interviews
- Graduate school search, applications and decisions
- Negotiating job or internship offers

- Professional networking
- Connecting with employers

Students are encouraged to meet with their Career and Internship Advisor early in their college experience to take full advantage of the resources and support available.

To make an appointment: log into Starfish (<https://wisc.starfishsolutions.com/starfish-ops/>) from the MyUW dashboard.

For more information, visit the School of Education Career Center website (<https://careercenter.education.wisc.edu/>) or reach out at career-center@education.wisc.edu.

Potential careers for Rehabilitation Psychology majors include:

adaptive fitness; rehabilitation services (social, mental, behavioral and physical); disability education, policy or advocacy; community health and wellness; independent living; supported employment; and correctional services. Our graduates also pursue graduate degrees in rehabilitation counseling, mental health counseling, occupational therapy, physical therapy, nursing, special education, social work, and other human services and health professions.

Students develop important skills that employers look for including:

- Communication
- Critical thinking/analytical skills
- Collaboration and teamwork
- Client-centeredness/empathy
- Influencing in support of diversity, equity, and inclusion at individual, community, and systemic levels

Applied experiences, including community-based internships, career treks, and professional networking events, are available to UW Rehabilitation Psychology students.

ADDITIONAL RESOURCES

Students interested in graduate study may also want to consult the following resources:

- Center for Pre-Health Advising (<https://prehealth.wisc.edu/>)
- M.S. in Clinical Rehabilitation Psychology (<https://rpse.education.wisc.edu/academics/graduate-programs/master-of-science-m-s-in-rehabilitation-counseling/>)
- Occupational Therapy at UW-Madison (<https://kinesiology.education.wisc.edu/elotd/>)
- Physical Therapy at UW-Madison (<http://www.med.wisc.edu/physical-therapy-program/main/48437/>)

PEOPLE

Information about faculty, staff, and other contributors to the Department of Rehabilitation Psychology and Special Education can be found on the department's website (<https://rpse.education.wisc.edu/fac-staff/>).

WISCONSIN EXPERIENCE

THE WISCONSIN EXPERIENCE

UW-Madison's vision for the total student experience, the Wisconsin Experience (<https://wisconsinexperience.wisc.edu/about/>), combines

learning in and out of the classroom. Tied to the Wisconsin Idea (<https://www.wisc.edu/wisconsin-idea/>) and steeped in long-standing institutional values—the commitment to the truth, shared participation in decision-making, and service to local and global communities—the Wisconsin Experience describes how students develop and integrate these core values across their educational experience.

UW–Madison encourages students to mindfully engage in four core concepts throughout their time on campus: Empathy & Humility, Relentless Curiosity, Intellectual Confidence, and Purposeful Action (<https://wisconsinexperience.wisc.edu/intellectual-confidence/>).

Since its inception the School of Education has embraced the concepts of the Wisconsin Experience, providing opportunities for students to learn in venues beyond the traditional classroom. Our students also independently seek out related activities and experiences, thus creating their own unique Wisconsin Experience.

REHABILITATION PSYCHOLOGY AND THE WISCONSIN EXPERIENCE

Undergraduate Research – More than a dozen students are working with professors and graduate students on research in rehabilitation psychology. Several are leading their own research with faculty support, and many students presented at the spring Undergraduate Research Symposium.

Community-Based Learning – RP & SE 300 Individuals with Disabilities includes a field-based experience where students engage in work that directly or indirectly supports a person with a disability. Hundreds of student each year are placed in a wide variety of placement sites (https://docs.google.com/document/d/1gXUjnpFCGjDWTMVyLFIRTQCE4s9ipFsXYtz_K5OoCM/edit?usp=sharing) in the Madison area. This experience allows students to gain first-hand knowledge of the contributions of, and services provided to, individuals with disabilities within the community.

Guest Speakers – RP & SE 300 also brings the community into the classroom. A number of guest speakers from the community provide insight regarding the range of experiences people with disabilities have while conducting their daily lives. Students also learn about the variety of community organizations engaged in the support of, and advocacy for, people with disabilities.

Internships – All RPS students participate in 240 hours of internship in the community, a real strength of the program. Students are placed in a wide variety of sites (<https://rpse.education.wisc.edu/current-students/rehabilitation-psychology-internships/>) that reflect their areas of interest.

Clubs and Organizations – Our students are active participants in many clubs and organizations, including Special Olympics and Camp Kesem.

RESOURCES AND SCHOLARSHIPS

Information about scholarships, academic and career advising, study abroad opportunities, student diversity services, and other resources for students in the School of Education can be found on the school's Resources (<http://guide.wisc.edu/undergraduate/education/#resource-text>) page.