Predoctoral Psychology Internship Program

2009-2010

Veterans Health Administration
Medical Center
Dayton, Ohio

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TABLE OF CONTENTS

Predoctoral Psychology 1
OVERVIEW 5
INTERNSHIP TRAINING PROGRAM 5
Philosophy 5
Title 6
Model 6
Mission 6
Approach to Training 7
Goals 8
Objectives/Competencies 8
Ethical/Professional Issues 8
Assessment 9
Intervention 10
Diversity/Multicultural 11
Science and Practice 11
Completion 11
Evaluation 13
ROTATION FORMAT AND ASSIGNMENT 133
ROTATIONS AND CONCEPTUALIZATION STATEMENTS OF TRAINING SUPERVISORS 144
Health Psychology 144
Description 145
Conceptualization Statement 155
Mental Health 199
Description 199
Conceptualization Statements 199
Neuropsychology 21
Description 21
Conceptualization Statement. 22
Special Emphasis Program 24
Description 25
Conceptualization Statement 25
Geropsychology 26
Description 27
Conceptualization Statement 27
Family Services 28
Description 26
Conceptualization Statement 27

ADDITIONAL TRAINING EXPRIENCE AND SUPPORT 30
Training Seminars 30
Group Supervision 30
Testing Laboratory 30
Library 30

Medical Media 30
Professional Development 31
PHYSICAL SETTING AND SUPPORT 31
APPLICATION 31
Eligibility 31
Appointment and Benefits 32
Application Procedures 32
DIRECTIONS TO THE VHA MEDICAL CENTER, DAYTON, OHIO 34
MATCH DAY 36
INTERVIEW DATES AND ROTATION PREFERENCES 39

OVERVIEW

The Veterans Health Administration (VHA) is part of the Department of Veterans Affairs which is a cabinet level organization. The VHA Medical Center, Dayton, Ohio offers a full time, one year, funded predoctoral internship to doctoral students enrolled in clinical or counseling psychology programs that are accredited by the American Psychological Association (APA). Our psychology internship program is accredited by the APA. The next regularly scheduled site visit will be during 2009.

The origin of the Dayton VHA Medical Center dates back to March 3, 1865, when President Abraham Lincoln signed into law an act of congress establishing the National Home for Disabled Volunteer Soldiers to care for disabled veterans of the Union Army. Dayton, Ohio was one of three original sites selected. Originally, the grounds consisted of 355 acres west of the city of Dayton. Lakes, surrounded by scenic trails, provided a relaxing atmosphere for relaxation and rehabilitation. A large farm provided much of the produce used by the interns. By the turn of the 19th to the 20th century, Dayton was the largest facility in the National Soldier's Home System. During 1930, when the Veterans Administration was formed, the National Solder's Home System was discontinued and incorporated into the new organization. During 1989, the Veterans Administration was made a cabinet level organization and the title was changed to the Department of Veterans Affairs.

The medical center is located at the west edge of Dayton, Ohio. Much of the pastoral setting was preserved while establishing a modern, state of the art comprehensive medical facility. The current complex consists of approximately 60 buildings on about 240 acres. The medical center provides a broad spectrum of programs in primary, secondary, and most levels of tertiary care. The medical center serves 29 counties in central and western Ohio along with one county in Indiana with a total patient population of about 380,000. There are approximately 6500 inpatient stays and 200,000 outpatient visits each year. The medical center is a teaching facility that has numerous affiliation agreements with colleges, medical centers, medical schools, universities, and training programs throughout the area along with sharing agreements with other medical centers in the area and the Department of Defense. The medical center has excellent research facilities along with administrative and clinical support of such activities. The Dayton Department of Veterans Affairs Medical Center is a well established multicultural setting that employs about 1600 full-time employees who reflect considerable diversity.

INTERNSHIP TRAINING PROGRAM

Philosophy

We believe the internship year is crucial in the transition of the individual from student to professional. We encourage the development of professional knowledge, skills, and beliefs/attitudes that form the basis for a solid professional identity along with the

competent practice of psychology. We encourage individual professional responsibility while recognizing the importance of communicating and sharing responsibility with other professionals. Interns are encouraged to be innovative and creative with their professional development while using well established principles, techniques, and procedures as a basis for professional activities. In the perennial balance of medical center and training needs, we recognize that a high quality training program must be designed for the needs of the interns.

Title

We use the title of Psychology Intern.

Model.

The Dayton VAMC Psychology Internship Program philosophy is consistent with the Practitioner- Scholar model (Vail model) of academic training and practice as summarized by Rodolfa et al. (2005). This model "emphasizes the 'mutuality of science and practice'", and the practical application of scholarly knowledge. Psychological science is viewed as a human practice, and psychological practice is construed as a human science, and the two inform each other. The model emphasizes the development of reflective skills and multiple ways of knowing in the practice of psychology, and it stresses clinical practice and the importance of theory and the use of research to inform practice. Students are trained to be psychologists who think critically and engage in disciplined inquiry focused on the individual and who gain clinical experience rather than conducting laboratory science". Consistent with the ACCTA definition of practitioner scholar programs, it is also our philosophy to "include empirically supported treatments, a value on the psychologist as a consumer of research, recognition of the importance of generating knowledge through practice, and an expectation that interns participate in scholarly activities". Our pedagogical approach to the application of this model is that of a developmental/apprenticeship process that "nurtures people in making the transition from trainee to competent autonomous professional, thus helping them to integrate their personal and professional selves; places a high value on respecting the diversity and uniqueness of every individual; and underscores the importance of supervisory relationship and the mentoring process".

The Practitioner-Scholar Model is consistent with the mission of the VHA which includes: patient care, education/training, and research

Mission

We take pride in our profession and in the training of interns to become psychologists. We recognize the special responsibilities associated with the training of interns. The mission of the Psychology Internship Program is to establish and maintain an environment that maximizes the potential for professional development for each psychology intern.

Approach to Training

There are various forms of supervision. Within the internship program, we define supervision by using the term "Supervision for the Purpose of Training."

- Inherent in supervision for the purpose of training is a complex social relationship that is operated on a number of levels simultaneously. We recognize, and are sensitive to, the multiple levels.
- Supervision for the purpose of training has four components.
  - Formal knowledge
  - Skills/experience
  - Attitudes/beliefs
  - Insure safety of patients
- Supervision for the purpose of training has a developmental quality.

We utilize a programmatic approach to training. Within a programmatic approach, each intern enters an ongoing patient care system and performs the duties of a psychologist. Within the context of programmatic approach, the apprenticeship approach is utilized to varying degrees. Variation is due to the specific needs of each intern and the tasks being learned.

We have adopted situational leadership theory as our conceptual basis. The role of a training supervisor evolves as an intern develops competence in a given task: direct, coach, consult, independence. The theory is elegant in its simplicity and incorporates well the developmental nature of a psychology Internship.

Within the various guidelines, rules, regulations, laws, standards of care, and models that govern our professional behavior, training is individualized in order to meet the professional needs of each intern There is a proactive dialogue among all relevant parties that begins before, and continues throughout, the internship year.

Our general approach is to behave in a manner consistent with American Psychological Association guidelines and Department of Veterans Affairs Policies regarding the disclosure of personal information and to routinely maintain good boundaries in that regard. Legitimate training supervision activities include, but are not limited to, the exploration of professional and personal values, the exploration of personal experiences along with their impact on the practice of psychology, the development of understandings regarding emotional reactions to events that occur during the course of professional activities, and the exploration of consistencies/inconsistencies between one's personal behavior patterns and behavior patterns that are consistent/inconsistent with good health and quality of life.

The Psychology Internship Program was developed to assure high quality training. We developed a specific, competence based approach. The competencies notion is applied to all aspects of the training program. Within the context of this competence based

structure, both positive and negative feedback have equal value. Each serves to inform how well an element or process is functioning.

The Lead Psychologist and the Co Directors of Training are administratively responsible for the Psychology Internship Program while the Psychology Training Committee is the general body. Regular meetings are held and the minutes are distributed to all staff and interns. Interns are members of the training committee. A training supervisor who is actively supervising is required to attend all meetings. A training supervisor who is not actively supervising an intern is not necessarily required to be at all meetings, but attendance is recommended. Although the members of the training committee work toward consensus when making decisions, a simple majority vote is all that is required.

Goals

We designed the internship program to provide a broad predoctoral training experience that forms a sound basis for a professional career. The focus is on the acquisition and/or development of formal knowledge, professional skills, and attitudes/beliefs that make for a solid professional identity. The expectation is that, by the end of the training year, an intern will be able to function competently (i.e., entry level or better) in five core areas: Ethical/Professional Issues, Assessment, Intervention, Diversity/Multicultural, and Science and Practice. We emphasize general skills. Within the context of sound professional growth, however, we support actively the development of specialist skills.

Objectives/Competencies

Our overall goal is for each intern to be fully prepared for entry level practice. Entry level practice is defined as being fully prepared to begin the required period of supervision prior to licensure. It is the equivalent to a GS-11 psychologist in the Department of Veterans Affairs.

The core areas of Ethical/Professional Issues and Diversity/Multicultural are essentially the same for all rotations. Each rotation has some unique competencies in the core areas of Assessment, Intervention, and Science and Practice. The competencies are documented in the form of competency grids. What follows are generic statements that provide a reasonable guideline for the purpose of communication through a brochure.

Ethical/Professional Issues

Ethical/Professional Issues is a collective term that includes the many behaviors inherent in the many roles of a professional psychologist. Many do not fit easily into well defined categories.

- Observance of the American Psychological Association (APA) Ethical Principles of Psychologists and Code of Conduct, and Department of Veterans Affairs rules, regulations, and laws as well as other documents that govern our professional behavior.

- Ability to engage effectively in the various processes involved in a internship.
- Dependable professional demeanor consistent with the practice of psychology.
- The ability to monitor one's professional behavior along with the provision of unimpaired psychological services.
- Ability to understand the nature of his or her behavior within the context of each rotation.
- Knowledge of one's personal and professional strengths and limitations along with the recognition of the need to seek assistance or refer.
- Ability to recognize and deal with personal and professional issues in a constructive manner: e.g., use of supervision.
- Awareness of the nature of the impact of one's professional behavior.
- Appreciation for the power inherent in one's position relative to others.
- Management of time.

Assessment

Assessments are a unique role for psychologists. We perform a variety of assessments and each intern is required to demonstrate competence with the types of assessments involved in a given rotation. The expectation is that by the end of the internship year, each intern will have completed a wide variety and large number of assessments. At the beginning of the internship year, it is important to plan experiences so that there is variety in the nature and content of the assessments.

- All assessments involve a referral question (i.e., purpose). Each intern is required to demonstrate proficiency in understanding and explaining the nature of each referral question. If the nature of the referral question is not clear, the intern must clarify it with the referral source.
- Procedures
  - Selection of Procedures: For any given referral question, a variety of assessment procedures are possible. It is important to select the types and numbers of procedures that provide meaningful information. Each intern is required to become familiar with the concept of incremental validity and be able to apply it to actual situations.
  - Record Review: In most cases, medical records will be available. Each intern is required to be familiar with medical records along with usual and customary medical terminology.
  - Interview: Each intern is required to demonstrate competence in interviewing techniques: Mental status, open ended questions, content related to the referral question, etc.
  - Test Administration and Scoring: Actual test procedures utilized will depend upon the nature of the referral question and the rotation. Each intern is required to demonstrate proficiency in administration and scoring of tests.
- Interpretation of the Data
  - Each intern is required to demonstrate competence in interpreting data in a reasonable manner relative to the referral question.

- Written Report
  - All assessments require written documentation designed to meet the needs of the person - sometimes multiple persons. Each intern is required to demonstrate proficiency in writing clear, cogent reports that involve the integration of data in a coherent manner.
- Feedback
  - The provision of feedback in a manner that a patient can understand is a necessary professional skill. Also, in many cases, feedback to the referral sources is indicated as well. Each intern is required to demonstrate proficiency.

Intervention

Intervention occurs within the context of a special socially sanctioned relationship designed to maximize change in one party. Interventions are literature based and utilize well established psychological knowledge and principles. Psychologists perform a variety of interventions. Each intern is required to demonstrate competence with the types of interventions required for a given rotation. At the beginning of the internship year, it is important to plan well to insure some variety in the types of therapy and patients treated.

- Conceptualization/Theoretical Orientation: A wide variety of conceptualizations and/or theoretical orientations are considered acceptable in the practice of psychology. Each intern is required to articulate a theory and/or conceptualization for each intervention.
- Modality: A fairly wide variety of treatment modalities are recognized in the practice of psychology. Each intern is required to demonstrate competence in the selection of a treatment modality that is appropriate to a given case. Emphasis is placed on intervention strategies that have a degree of verified effectiveness.
- Treatment Planning: The development of specific, attainable goals is important in interventions. Each intern is expected to be able to identify functional, measurable goals for each intervention.
- Process: Interventions are complex interpersonal processes. Each intern is expected to demonstrate competence with those processes relative to each rotation. Some examples are:
  - Personal and professional knowledge of self along with an awareness of one's impact on the therapeutic process.
  - The establishment and maintenance of feedback mechanisms utilized during the therapeutic process.
  - Identifying and processing one's own emotions as part of the therapeutic process.
  - Awareness of cause and effect relationships between one's behavior and change in a patient.
  - Ability to predict the consequences of one's specific intervention, comment, or behavior.

- Timing of a specific intervention, comment, or behavior.
- Awareness of boundaries with a given patient.
- The presentation of clear and consistent messages to a given patient along with the avoidance of mixed or inconsistent messages.
- Recognition when therapy has been completed or has become counterproductive.
- Awareness of and ability to articulate when and how a relationship is therapeutic or not therapeutic in nature.

- Termination. There are various, acceptable reasons for termination of a case. Each intern is required to demonstrate the ability to terminate cases appropriately.

Diversity/Multicultural

Each intern is required to demonstrate competence in providing psychological services to individuals from diverse backgrounds: different ethnic histories, gender issues, sexual orientation issues, disabilities, unique experiences of veterans, etc.

Science and Practice

We are a rather fast paced patient care oriented setting. Consequently, our internship program has a practice focus. However, research influences practice and practice influences science. The use of relevant literature is an integral part of each rotation. As part of a given rotation, each intern is required to demonstrate and ability to use a quality literature base and apply it to professional practice through one or more of the following.

- Completion of a literature search on a specific subject and applying the knowledge during the rotation.
- Reading current literature on a subject related to the rotation and applying the knowledge.
- Participation in ongoing research.

Completion

Completion of the internship program is conditional upon an intern meeting the stated objectives along with professional behavior that meets or exceeds competencies. No partial credit is granted regarding the internship. Successful completion of the internship is an all-or-none decision.

Requirements for Successful Completion of the Internship

1. Diversity special emphasis including completion of:

a. Diversity Project: Place yourself in an environment where you are the minority. Situations might include a religious ceremony that is different from your own, a particular social event that you are not used to being a part of. Think about diversity in

terms of: ethnicity, SES, religion, sexual orientation, education, disability, age. Write a reaction paper based on this experience. This is to be completed by the end of January and will be discussed in the diversity seminar.

b. Family Origin Rules & Expectations: Investigate the cultural influences of your development. How does your family's ethnic, religious, SES, sexual orientation, etc., help form your sense about what is acceptable and not acceptable. Discuss this topic with at least one parent or grandparent to seek slues to particular cultural influences. Submit a summary about what you have learned. To be completed by the end of June and process with your supervisor.

c. Diversity Seminar: Every other month we will process diversity issues in a group format—This will be scheduled as part of two diversity related journal presentations, one intern discussion of the diversity project, and three diversity related case presentations (each intern will present one diversity case, and participate in discussion of the others) during the 9:00am supervision meetings.

2. Case conceptualization and presentation

a. Present two case studies in a didactic presentation, which employs your theoretical orientation including evidence based treatment. Explain your conceptualization of patient's symptoms and diagnosis based on your orientation. You are to include audio or video-taped parts of sessions. This will occur over the course of six, 9:00am group supervision meetings.

3. Caseload sufficient that a minimum of 10 client hours/week face-to-face direct service is provided.

a. During the year services must be provided to a minimum of 5 veterans with serious and persistent mental illness.

b. Within the first month of internship, students are encouraged to contact their respective licensing board to ascertain if this requirement will fulfill their state licensing requirement.

4. 12 comprehensive assessments that respond to the referral question and integrate appropriate data to provide diagnostic and/or treatment recommendations.

a. This would include neuropsych, transplant, mental health, PTSD, substance abuse

5. Lead or Co-lead at least 2 psychotherapy (either psycho-educational or process-oriented) groups with a minimum of 6 sessions each

6. Video or audio-tape sessions or be involved in "live" supervision.

a. A sampling of assessment and/or therapy sessions at the beginning of the rotation will be observed by the rotation supervisor either via means of audio/video recording or through live observation. Recording or live observation throughout the duration of the rotation will be left up to the discretion of the rotation supervisor who will base their decision on intern needs, interest, and time availability/practical logisitcs.

b. have tape ready for supervision

c. provide information for case conceptualization (see #2)

7. Attend all intern didactics unless on Leave Status

8. Attend 1 Grand-Round, either medical or psychiatric, per month, which you will log in the intern log booklet located in the MHC

9. Be prepared for and attend 3 hours of supervision per week
a. 1 hour per week with MH Clinic
b. 1 hour per week with rotation
c. 1 hour per week in group supervision

10. Participate in Umbrella Supervision of Practicum Students, based on student availability and supervisor involvement in practicum training.

11. Write a brief paper (2-5 pages) identifying your conceptualization of the Process of Change in Psychotherapy. This will be turned in by the end of June to your MHC supervisor, processed, and then shared in group supervision with your intern class. 4/1/2008 9:38 AM4/1/2008 9:38 AM

12. Attend one didactic seminar on consultation

13. Complete training log

Evaluation

Evaluations are an integral component of the internship training process and occur throughout the internship year. At the beginning of each rotation there is a general assessment of an intern's professional skills. There is an informal assessment of competencies about half way through a rotation and a formal assessment at end of each rotation. At the end of each rotation, the intern completes a competency form on the supervisor. Also, at the end of the internship year each intern completes formal evaluations of the program.

ROTATION FORMAT AND ASSIGNMENT

The basic rotation structure is three four month rotations with each intern spending one day per week in the Mental Health Clinic for the entire internship year. Any group of three rotations plus the one day per week in the Mental Health Clinic is consistent with our objectives/competencies. The one day per week in the Mental Health Clinic does not preclude a four month rotation in Mental Health. In other words, one may do both. However, based upon feedback from prior interns, we have learned that the one day per week in the Mental Health Clinic is sufficient for training purposes. Interns who desire a full rotation in Mental Health are assigned to the Inpatient Mental Health/Emergency Room.

Consistent with the updated guidelines and principles of accreditation, there will be contact between the training committee and an intern's graduate program prior to the onset of the internship year. Also, there will be interactions between the internship program and the interns. The goal is to have rotation structure in place prior to the beginning of the internship year.

We recognize that after arrival and familiarization with the setting, an intern may wish to change a rotation and/or the sequence of rotations. Also, professional development plans can, and do, change. Our preference is for such changes to take place early during the internship year (the first month) in order to maximize predictability for all parties concerned.

Based upon feedback from prior interns, the Psychology Training Committee decided to adopt a 6-2-4 structure for individuals who have a well organized professional development plan that includes emphasis or specialization. The decision is made on a case by case basis and we anticipate meeting such requests.

ROTATIONS AND CONCEPTUALIZATION STATEMENTS OF TRAINING SUPERVISORS

Please be advised that the rotation offerings in this brochure may change based on supervisor availability or other factors. Please check the website periodically for updates. Specifically, a PTSD rotation is not currently available for training year 2009-2010, but again this may change based on supervisor availability.

Training supervisors are psychologist whose responsibilities include the provision of supervision for the purpose of training. The statements are similar to the conceptualization statements written by applicants with an orientation toward the setting in which the supervisor engages in the practice and training of professional psychology.

Health Psychology

Description

The rotation in health psychology emphasizes the provision of psychological services in the medical primary care clinics at the medical center. Such services include: assessment of patients referred for a variety of issues – most commonly depression, anxiety, substance abuse, nonadherence to indicated treatment regimens, adjustment to medical conditions/disabilities, psychological factors impacting presentation of medical symptoms, and stress management. Interventions offered to primary care patients typically include brief, time limited treatments as well as psychoeducational activities such as health education groups. Each intern will become involved with the primary care team that consists of physicians, nurses, a psychologist, physician assistants, dieticians, a social worker, a pharmacist, and administrative associates.

Psychologists assigned to health psychology provide a range of other services. Such services include programs for chronic pain management, weight management, smoking cessation, and problems in sexual health. Consultation services are provided to specialty clinics and inpatient wards: cardiology, infectious disease, neurology, oncology, surgery, and rehabilitation. Also, health psychology is responsible for conducting evaluations of patients who are candidates for an organ transplant and bariatric surgery.

While many of the training activities and professional responsibilities are established as part of the routine program, the rotation is designed with an orientation toward flexibility to meet an intern's specific professional interests and needs. One of the explicit competencies in all rotations is the provision of consistent messages to patients. An intern can anticipate an exploration of his/her personal behavior patterns (e.g., use of nicotine products) relative to behavior patterns that maximize good health and quality of life.

Conceptualization Statements

Amy Burleson, Psy.D.

One of my more difficult tasks as a psychologist is defining my clinical conceptualization and perspective. I can certainly tell you what my specialty areas are and the people and places who have impacted my thinking and development as a psychologist; however, a general conceptualization is difficult because each individual is just that: a unique, diverse and complicated person. Therefore it is with this in mind that I tailor my treatment towards the individual's treatment goals and functioning, while also providing guidance and growth as we make discoveries and progress together.

I am a health psychologist who specializes in psychological factors affecting chronic pain, medical diseases, and disorders. I recently completed a 2-year fellowship at The Cleveland Clinic and trained amongst leaders in the field of chronic pain (Edward Covington, MD), psychogenic non-epileptic seizures (Isabel Schuermeyer, MD) and consultation-liaison medical-psychiatry team. My training has taught me that in both pain management and consultation-liaison work, strong psychogenic explanations are available for many of our patients. In the pain population, once an individual has worked through their unconscious or conscious fears, wants and needs, they begin to more effectively manage their pain, leading to more functional lives.

My research is also important to me. I recently won a national award on my research entitled "The Immediate and Long-Term Benefits of Physical Conditioning in Patients with Chronic Pain." Further, my research "Treatment Recommendations and Adherence after diagnosis of Psychogenic Non-Epileptiform Seizures," was also awarded distinction. I recognize the importance of integrating research into our treatment models and in contributing to the development of literature. Therefore, I find it imperative to continue providing research to better our organization and profession.

Central to me is my self-image and personality as an athlete. I played Division I basketball and my fiancée Division I football and therefore believe strongly in the "athlete personality." In this, I mean hard work, dedication, and mind-over-matter. As Einstein recognizes, "Success is 99% perspiration and 1% inspiration." This becomes important also in my treatment of patients and supervision of students. I do expect this type of mindset. I have trained at the nation's largest and most comprehensive sports psychology center, The United States Military Academy at West Point. Here I learned how to help individuals meet their peak performance. Goal setting, visualization and conquering challenges were important there and continue to contribute to my treatment of individuals.

Through my personal morals, values, and clinical work experiences I have a deep respect for individuals in need. This has carried into my clinical training and I find it a distinct honor and a privilege to work so intimately with individuals in need.

I have trained with some remarkable supervisors who have taught me a great deal about patients, disease-models, conceptualization, balance, and most importantly about myself as a psychologist and how my role affects those that come to depend on us so much. I am deeply appreciative of the training that I have received at the Cleveland Clinic, The University of Cincinnati, and West Point. Because of such significant mentors I have a strong interest in teaching and supervising and giving back what has been given to me. I am especially interested in those who are willing to work hard, function at a level of independence and strive to succeed.

Frederick Peterson, Psy.D.

My conceptualization statement addresses two overlapping areas of my clinical activity within the field of health psychology, sex therapy and tobacco use treatment. When assisting people in need, I find it impossible to exclude the numerous influences on the formation of my professional perspective on human nature and the practice of psychology. Certainly the teachings of James, Maslow, Rogers, Adler, Albee, Ellis, and Perls come to mind.

The three most influential people in my professional life happen to be my former supervisors. I've been fortunate to have studied with three people I consider leaders of their field, if not pioneers. They are Dr. Ron Fox, past president of APA; Dr. William Masters, pioneer sex researcher and co-founder of the Masters and Johnson Institute, and Dr. Judy Seifer, past president of the American Association of Sex Educators, Counselors and Therapists (ASSECT).

As founding dean of the School of Professional Psychology at Wright State University, Dr. Fox taught me the importance of getting psychology "out of the box" of just having people coming to me in my office and doing traditional talk therapies. I see my calling in psychology, especially health psychology, as integrating psychologically sound principles and practices into all slices of normative life, such as child birthing, the

transition into parenthood and becoming a family. Psychology should not be restricted and conceptually segregated from everyday life, just "on call" for those experiencing crisis in their life. When I am doing talk therapies, I find myself being as much of a health educator as I am a psychologist. Also, I tend to use what works in therapy with a particular client (eclectic pragmatism), whether that involves movement, trying to solve a riddle or singing.

My theoretical emphasis on the teachings of George Albee and Ron Fox lead me to be active in teaching and prevention work. Much of that is done outside the Department of Veteran Affairs, particularly at Wright State University, University of Dayton and other hospitals. At the VA, my interest in prevention led me to start the smoking cessation education classes seventeen years ago. Today, smoking is widely accepted as the number one preventable cause of death in the country and smoking cessation is considered the "gold standard" of cost/benefit ratios within all of medicine and healthcare. Ironically, applied psychology as a whole has little involvement with smoking cessation relative to other healthcare professions.

For two years, I chaired a group a statewide group of smoking cessation specialists which developed a "best practice model" within the Department of Veteran Affairs. The interventions within the best practice model are based upon a strong theoretical foundation of three interlocking models. The first is the Nicotine Addiction Model, developed by many but championed by Alan Lesher (the former Director of National Institutes of Health), which basically perceives nicotine dependence as a brain disease within a social context. Secondly, Prochaska and DiClemente's Transtheorectical Model of Change is emphasized and applied to smoking cessation, as it has been applied to about every other form of human behavior. Finally, a Three-Factor Model developed by Gary DeNelsky at the Cleveland Clinic was incorporated into the best practice model. This Three-Factor Model addresses nicotine addiction, behavioral associations or "linkages" to smoking and a special set of "psychological meanings" tobacco use has for the smoker.

My work with Drs. Seifer and Masters occurred during my increasing observations about how sexual concerns so often occurred in therapy yet there where so few means of competently addressing these concerns within the teachings of traditional psychology. In my opinion, this state of affairs continues today as reflected by the divisional organization of APA, which has nearly sixty professional divisions but not one committed to sexual health.

The term "Sexual Health" is defined as the integration of the physical, emotional, intellectual and social aspects of sexual being, in ways that are positively enriching and enhance personality, communication and love (World Health Organization, 1992). The concept of sexual health developed from the writings of the sexosophers of the 19th century (such as Freud, Ellis, Van de Velde) and the sexologists of the 20th century (especially Kinsey, Masters and Johnson, Kaplan, Bancroft and Money). This collective body of writing provided the theoretical foundation to the development of an entirely new health profession - sexual health.

Sexual health is a multidisciplinary field that includes sex education and sex therapy. It conceptualizes sexual functioning as a natural state and disruptions to sexual functioning as typically multicausal and needing intervention on multiple levels for optimal treatment outcome. The field of sexual health and sex therapy is regulated through a code of ethics developed by a professional body called the American Association of Sex Educators, Counselors and Therapists (AASECT).

Contingent upon this theoretical foundation, the Sexual Health Clinic at the VA Medical Center addresses the concerns of male and female veterans and their partners, which include, but are not limited to, sexual dysfunction, sexual trauma, sexual compulsiveness, gender dysphoria disorders and issues of sexual orientation.

Ramon Verdaguer, Ph.D., ABPP (Clinical Health Psychology)

It is now well understood that many chronic medical illnesses such as coronary artery disease, diabetes, and hypertension, whose causes include strong behavioral components, are readily preventable. As a result we are gradually experiencing a shift in focus from treatment of disease to illness prevention. This is especially so in the VA Healthcare system where much attention is given to primary care programs and primary care based interventions. Counseling about the health risks of smoking, and alcohol use as well as the benefits of exercise, seat belt use, and a healthy diet, is now commonly integrated into routine primary care visits.

One of the roles of a psychologist in the primary care setting is to facilitate change in people who have identified the implementation of healthy behaviors as an effective mean to prevent and/or manage chronic illness and are prepared to embark in such a change. The Transtheoretical Model (Prochaska & DiClemente), a process theory of change, is a useful construct in determining who may be ready to embark in that change and to which interventions they may be more receptive.

Although skill acquisition and enlargement is an objective, the underlying goal is to assist in the development of a self-regulatory mechanism that can maintain and drive those positive behaviors on a long-term basis in the face of occasional lapses, frustrations, and lack of concrete positive feedback and reinforcement. The concept of *integration*, as defined by Deci et al. (1994) in the Self-Determination Theory perspective, in which a behavior is “volitional” and “emanates from oneself” and results in self-determined behavior seems to capture the essence of this aim. A combination of psycho-educational strategies, client-centered and cognitive-behavioral therapeutic interventions are useful in enabling individuals to attain this level of integration.

Yet, we also know that availability of information and education about the consequences of high-risk behaviors and the availability of alternative health behaviors does not always translate into positive behavior change. In that light, another role of the psychologist is to promote behavior change with those people who may not be necessarily ready or prepared to undertake such a change. In this case, it is important

to acknowledge that people may not be ready to change for a variety of reasons. Some of these reasons may be the result of intrapersonal issues such as perceived susceptibility, low self-efficacy, ability, and outcome expectations. Environmental issues can also impact the decision to change and may include situational barriers or lack or resources and demographic or sociological variables. Clearly, the nature and severity of the illness can also impact on decision to change. The biopsychosocial model is, therefore, a useful umbrella framework through which we can conceptualize the individual and the factors influencing readiness to change. It lays out an outline for inquiry that can lead to an actionable roadmap for intervention.

In general, the orienting principle of my work is to assist people to act in ways that are consistent with their life values and goals. As such, I conceptualize my work as involving 2 phases. The first phase moves forward the process of value elucidation, goal determination, and choice clarification. Cognitive, emotive, and experiential strategies tend to be most effective in this phase. This process leads to the second phase, which involves facilitating decision making and actions that are consistent with attainment of the goals. Behavioral strategies tend to have a good response during this phase.

This process implicitly accepts that some people's values and goals are not necessarily congruent with the majority's values and that not everyone can, will, or should change. This may at times be incongruent with the institutional goals but its acceptance is crucial if one is to respect the individual and if one is to remain vitally committed to good patient care without losing oneself in the process.

Mental Health

Description

The program is structured such that, regardless of rotation setting, each intern spends one day per week in the Mental Health Clinic setting for the entire internship year. The arrangement is intended to provide interns with the opportunity to follow patients for the purpose of therapy on a more long term basis. Our experience has been that one day per week in this setting is sufficient for the purpose of learning.

When an intern selects a four month rotation in Mental Health the emphasis will be on provision of outpatient mental health interventions from an Integrative Cognitive Behavioral model, incorporating aspects of Dialectical Behavior Therapy, ACT (Acceptance and Commitment Therapy) and Motivational Enhancement Therapy. A major emphasis on this rotation is placed upon delivering treatment in a group format. There is also opportunity, however, for application of these models in an individual psychotherapy format.

Conceptualization Statements

Arthur Aaronson, Psy.D.

I learned in graduate school that the goal of psychotherapy is to make the unconscious, conscious. I don¹t know too may therapists that do that these days, certainly not I. I have come to the realization that the goal of psychotherapy is to reduce the level of discomfort that a client/patient is experiencing. Make a patient more comfortable often means that the therapist reduce symptoms, improve relationships, change lifestyles and/or help the patient accept their unique circumstances.

If pressed to define the way I perform psychotherapy, I tell people that I am eclectic with a dynamic bias. In reality, therapy for me is like reading a Sherlock Holmes novel (or more topically, Johithan Kellerman or Steven White). Often we will just talk about what has been problematic for them during the time between the sessions. Sometimes, when we do a history, the patient might notice parallels in the behavior of other member of their family and their behavior.

I spend a lot of time with assessment and using tests like the Minnesota Multiphasic Personality Inventory--2 to help the patient/client see themselves like they are seen by others. This view is often the beginning of the trail to find out how the patient/client developed.

Rebecca Graham, Ph.D.

My clinical practice within the Mental Health Care takes place in two settings: the Acute Inpatient Mental Health Unit and the Outpatient Mental Health Clinic. I view human behavior as being multi-determined, with assessment and interventions needing to be multi-dimensional and functional, in nature.

The goal of acute inpatient mental health treatment is to return the patient to baseline behavior and functioning as rapidly as possible. Because of that, on our unit there is a heavy reliance upon biological treatments but psychological and environmental interventions are not neglected. As I psychologist, I use primarily interpersonal and cognitive-behavioral perspectives to guide me in designing and implementing circumscribed psychological interventions. Essentially, I ask myself, “What needs to change psychologically or environmentally to help this patient return to her or his pre-hospitalization level of functioning?” Sometimes this involves helping the patient negotiate a difficult life transition. Sometimes it involves teaching skills to cope better with one’s own emotions or situations. Sometimes, it involves a marital or family intervention.

In outpatient settings, I use an Integrative Cognitive Behavioral model with particular emphasis on Dialectical Behavior Therapy, ACT (Acceptance and Commitment Therapy), Motivational Enhancement Therapy approaches. Currently, I’m working on developing a standardized Life Values intervention to assist patients in clarification of their own Life Values hierarchy and examination of the congruence (or lack of congruence) between their actual behavior and what they say they value. The goal of such an intervention is to increase awareness of any discrepancy between attitudinal values and behavioral valuing and, then to utilize awareness of this discrepancy to

motivate self-determined change in the patient's behavior. The hypothesis, is that such an intervention will enhance patient readiness and willingness to change. In addition to individual therapy, I utilize group skills training in Mindfulness, Emotion Regulation, Distress Tolerance, and Interpersonal Effectiveness to enhance the Action phase of change.

Emmanuel Papadakis, Psy. D.

I utilize brief therapy, cognitive- behavioral, interpersonal and systems approaches in assessing and treating veterans at the Dayton VA Medical Center.

Understanding how aging, medical illness effect the individual's ability to function at home, work and community is of utmost importance. Cost-effective assessment of problems and working with in the medical center and community systems - in order to help the veteran and his family to cope with stress is essential.

Neuropsychology

Description

The purpose of clinical neuropsychology is the assessment of brain-behavior relationships. The relationships are examined through a variety of measures utilizing a flexible procedure approach. Each examination assists in identifying the etiology, brain region, and extent of impaired functions along with well preserved abilities. Assessments are requested from disciplines across the full spectrum of patient care providers for an equally full range of purposes. The nature of a given assessment can range from a brief interview to a very involved series of tests and procedures. Throughout the rotation there is a series of readings on various topics (mental status, neurology, attention, executive functions, etc.) along with regular supervision meetings to discuss them. Additional learning experiences are obtained through contact with Radiology, brain cuttings, Neurology Clinics, quarterly peer review meetings, and state neuropsychology meetings.

Within the overall programmatic structure of the internship program, there is a strong apprenticeship approach with the neuropsychology rotation. The general structure is for the supervisor to begin with a directive style and move toward a consultant, or even independent, role relative to a given professional skill as a intern demonstrates competence consistently in that particular skill. Initially, direct observation of the supervisor is the modal style. Almost simultaneously, there is training in the various tests and procedures used customarily in a neuropsychological assessment. The nature of the relationship evolves to the supervisor observing the intern administer tests along with a careful review of all protocols. Usually, report writing begins with the administration of one's first series of tests. There is considerable structure so the process is more of a "filling in the blanks." Eventually, the intern brings in a completed protocol and report for review. Rather quickly the number of assessments by an intern becomes a minimum of two per week. The usual schedule is face to face testing during

the morning and writeup during the afternoon. Such a structure serves to maximize the experiential learning component. During the initial learning phases, the supervisor will adopt a directive role in report writing in order to insure timely completion of documentation. Although there is a large amount of structure on which to base the learning process, the development of individual style is encouraged and supported once an intern has demonstrated competence in the basic processes of an assessment.

Progress through the rotation is measured both quantitatively and qualitatively: more assessments, more complex assessments, less direct supervision, more independence with the process, faster completion of full reports, more sophisticated tests/procedures, etc.

Although the basic training structure remains the same, training is oriented to two different tracks. One is for an intern who wishes a workable knowledge of neuropsychology within the context of a well rounded internship experience. Any intern is considered qualified for the track. The other is for an intern who has aspirations of becoming a clinical neuropsychologist through a two year post doctoral training experience. Customarily, the latter opts for a 6-2-4 structure – though it is not required. Competency levels have higher thresholds since a superlative letter of recommendation from the supervisor is required and the supervisor prefers to adhere to Division 40 Guidelines. Acceptance into the track is not automatic and is at the discretion of the supervisor. If you have aspirations for a post doctoral position in clinical neuropsychology, be sure to make such intentions clear as part of your application.

Conceptualization Statements

Anthony Byrd, Psy. D.

The practice of clinical neuropsychology involves the quantitative and qualitative evaluation of brain functions by measuring and assessing their cognitive and behavioral correlates. These are assessed with regard to an individual's relative cognitive strengths and weaknesses, and within the historical context of the myriad means by which brain damage and its consequent cognitive-behavioral dysfunction may occur. While there are various approaches or schools of thought by which neuropsychological assessment may be competently accomplished, I believe the most efficacious means of doing so is first and foremost through possession of a broad and deep foundational knowledge base, and in the use of a flexible approach to neurocognitive evaluation.

A sound foundational knowledge base, to include an understanding of so-called "normal" cognition and behavior, cognitive dysfunction and psychopathology as defined by validated diagnostic nomenclatures, knowledge of neuroanatomy and function, common neurological disorders and their manifestations, as well as the risk factors for susceptibility to brain dysfunction and the devices and normative data used to assess these, are absolute necessities.

Given that our national population is rapidly aging with many living longer, the likelihood of greater numbers of individuals who will, at some point, need an evaluation of their competence to live independently and to competently adapt to their environments, make decisions, or who will require confirmation of the need for prescriptive intervention or evidence of its efficacy, will only increase. I have certainly found this to be true with this VA population, for whom I have provided neuropsychological services over the last years.

With these facts in mind, knowledge of the diseases and conditions often or exclusively associated with aging that adversely affect adaptive functioning, such as Mild Cognitive Impairment due to cardiac arrest , for example, or Alzheimer's Dementia, Stroke or Vascular Dementia is imperative for any neuropsychological practitioner. Furthermore, as brain disease and injury are not the exclusive domain of the aged, one must be versed and experienced in the following common central nervous system problems, including but not limited to: Transient Ischemic Attacks, Parkinson's' Disease, Multiple Sclerosis, Transient Global Amnesia, Alcoholic Dementia, Korsakoff's Disease, neurosurgical intervention sequelae, seizure disorder effects, chronic, severe mental illness, iatrogenic difficulties associated with long-term psychoactive medications, and of course Traumatic Brain Injury. Such a breadth of knowledge is imperative, in that it is within the context of the history and known course of these disease processes, conditions, injuries and illnesses (along with familiarity with neuroanatomical structure and function), in confluence with attendant risk factors for brain dysfunction, that an evaluation must be interpreted in order to be effective. It is my firm belief that a neuropsychological evaluation must demonstrate the neuropsychologist's THINKING and her/his conceptualization of the patient's performance and conditions affecting performance, rather than a written narrative of often minimally useful and potentially confusing array of age-scaled scores, standard scores, percentages and ranges of performance.

In accomplishing such a task, I have found the most effective means within this VA medical setting and patient population to be the use of a "core" group of neuropsychological measures, along with the use of additional measures as indicated by the explicitly determined purpose of the evaluation, the clinical/collateral interview findings, and the individual's ongoing performance and reaction to the testing process. While this approach requires a comprehensive knowledge base and relies on qualitative aspects as well as the quantitative patient performance, it allows (and demands) that the practitioner generate active clinical hypotheses, make in vivo evaluation judgments and instrument selections, and it affords more specific clarification of cognitive findings and diagnoses. I have also found this flexible approach to evaluation to support more parsimonious use of clinical time and, more importantly, it prevents subjecting the patient to unnecessarily lengthy testing sessions and procedures. The latter is especially true and pragmatic with the most aged and debilitated of patients, often having multiple co-morbidities. This non-fixed battery process as described, I feel, allows for a richer neuropsychological profile that, at the same time, is better fashioned to respond to the specifics of the reason(s) for referral over a more "fixed" battery approach to assessment or a "screening only" approach to neurocognitive evaluation.

While the practice of clinical neuropsychology will continue to evolve over time due to: the necessity for increasingly ecologically valid, meaningful and efficient appraisals of the brain-behavior interface, the changing scope and footprint of managed care practices, the advent of new and more incisive (functional) imagining devices, a solid foundation in brain-behavior functions and structure, normality and dysfunction, illness and injury, psychopathological conditions and proper test selection required to validly and reliably assess these, will always be a necessary aspect of a comprehensive assessment of individual human cognitive capacities.

Special Emphasis Programs

Description

This rotation involves the provision of psychological services to veterans in the following programs: Polysubstance Rehabilitation, Dual Diagnosis, Health Care for Homeless Veterans, Domiciliary Care for Homeless Veterans, Psychosocial Rehabilitation, and PTSD Day Treatment. Services typically include assessment, individual psychotherapy, group psychotherapy, psychoeducational groups, and psychosocial skills training. The majority of these services are provided in the internal programs with the option to continue treatment on an outpatient basis once veterans are discharged from their respective programs.

The Special Emphasis Programs rotation allows for a considerable amount of flexibility to meet an intern's specific professional interests and needs. Interns have the opportunity to work with complex patients whose diagnoses include, but are not limited to, the following: substance-related disorders, psychotic disorders, mood disorders, anxiety disorders, sleep disorders, impulse control disorders, adjustment disorders, and personality disorders. The majority of veterans receiving treatment in these programs have substance-related disorders. Consequently, considerable emphasis is placed on the assessment and treatment of substance abuse/dependence.

Interns in this rotation also have the opportunity to participate in a treatment program co-developed by Drs. Graham and Gustin entitled, Life Skills Training and Coaching. This program incorporates a week-long Values Group (two hours per day for five days) followed by a week-long Goals Group (two hours per day for five days). The Values and the Goals Groups utilize a positive psychology approach that affirms individuals where they are. The groups were developed to help veterans have increased hope, a sense of purpose and valued direction in life, and a realistic and achievable plan for recovery.

The Values Group includes a standardized assessment based on a validated theory of universal values (Schwartz, 1991) that assists individuals in clarifying their Values hierarchy (i.e. what is important to them). Through a combination of assessment, psychoeducation, and experiential exercises, the individuals learn about their values

and examine how they have put their values into action. Participants learn that congruence between their values and behaviors contributes to an increased sense of well-being while incongruence between values and behaviors leads to cognitive dissonance and decreased well-being. Finally, they learn how to examine the effectiveness of their behaviors and consider some healthy ways to put their values into action.

The Goals Group helps the individuals to put their values into action effectively. Participants determine what they want to have in their lives, choose a goal, and learn effective goal-setting strategies through a combination of psychoeducation, worksheets, and group discussions. They are taught how to put the power of their minds to work for them in achieving their goals through the use of guided imagery and visualization. Finally, participants create an action plan, detailing exactly what they need to do in order to achieve their goals.

Conceptualization Statement

Nancy Gustin, Psy.D.

My work in the Special Emphasis Programs affords me the opportunity to serve the following patient populations: substance dependent; dually diagnosed; homeless; severely mentally ill; and combat veterans with co-morbid substance abuse/dependence and Posttraumatic Stress Disorder.

Although the presenting problems may appear very different, one common theme that I have found with these populations is a tendency to avoid unpleasant subjective experiences, whether due to the negative affect associated with painful life experiences, physical pain, or the natural consequences of their behaviors. This tendency, coupled with a lack of healthy coping strategies, often leads these populations to turn to substances as a way to self-medicate. Consequently, one of my goals is to facilitate change by providing psychosocial skills training (intrapersonal and interpersonal) including mindfulness, emotion regulation, distress tolerance, stress management, anger management, and interpersonal effectiveness.

Although my training has encompassed Cognitive Behavioral Therapy, Humanistic/Existential, Psychodynamic Self-Psychology, Strategic, and Family Therapies, I consider my theoretical orientation to be integrated, with primary emphasis on the Cognitive Behavioral Therapies. In working with the substance dependent (which includes the majority of the above mentioned populations), I have been trained in the use of Motivational Interviewing/ Motivational Enhancement Therapy (Miller & Rollnick, 2002), 12-Step Oriented Treatment, Harm Reduction (Marlatt, 1998), Relapse Prevention (Marlatt & Donovan, 2005), and the Transtheoretical Model (Prochaska & DiClemente).

I conceptualize individuals using the biopsychosocial model while taking into consideration their stages of change with regard to recovery. I tend to use a Positive

Psychology approach and incorporate Motivational Enhancement Therapy to facilitate movement from the pre-contemplation, contemplation, or preparation stages of change to the action stage of change. In regards to psychosocial skills training, I draw predominately from CBT, Dialectical Behavior Therapy (Linehan, 1993), Relapse Prevention (Marlatt & Donovan, 2005), and Seeking Safety (Najavits, 2002) for co-morbid PTSD and substance abuse/dependence.

In addition to the evidence-based practices mentioned above, I have co-authored a Life Skills Training and Coaching Program with Rebecca Graham, Ph.D. This program incorporates a week-long Values Group (two hours per day for five days) followed by a week-long Goals Group (two hours per day for five days). The Values and the Goals Groups utilize a positive psychology approach that affirms individuals where they are. The groups were developed to help veterans have increased hope, a sense of purpose and valued direction in life, and a realistic and achievable plan for recovery.

Geropsychology Supplementary Experience

Description

The Geropsychology rotation incorporates a variety of clinical work with an inpatient elderly population. Geropsychological services are provided to multiple units on the medical center campus: Hospice/Palliative Care, Rehabilitation, and five Nursing Home Care units (including skilled care and a secured dementia unit). The rotation offers the intern a wide variety of assessment, intervention, and consultative experiences involving the care and treatment of geriatric patients within the context of an interdisciplinary team approach. Specific intern activities will be determined by intern-supervisor goals, the intern's interests, and prior level of experience, as well as rotation competency requirements. Previous geropsychology and neuropsychology experience are not prerequisites for the rotation. Examples of professional psychology activities include: individual, group, and family therapy; psychological/emotional, grief, decisional capacity, and cognitive assessments; and attendance at family and treatment team meetings. The intern will work with the rotation supervisor in responding to consultation requests and providing pertinent oral and written feedback to staff, as well as to patients and families, as indicated. The rotation provides a unique opportunity for the intern to acquire an appreciation of issues impacting an aging population, such as: dementia, delirium, cognitive assessments, death and dying, psychology and spirituality, adjustment to physical and mental decline, and elder psychiatric conditions. The acquisition of this knowledge can come from multiple sources including didactics with the rotation supervisor, VHA medical center sponsored seminars, readings, interactions with experienced interdisciplinary team members, and clinical work. In addition to clinical duties, the intern is required to complete assigned readings and attend regularly scheduled supervision meetings. Supervisor: Dr. Nicole Best

**Although a full Geropsychology rotation is not being offered at this time, certain learning aspects of the rotation will be made available to interns as a supplement to another major rotation.

Conceptualization Statement

Nicole A. Best, PsyD

Although true with clients of any age, culture, gender, or health status, it is especially important when working with geriatric and medically ill individuals that a bio-psycho-social-spiritual model be the foundation of any theoretical conceptualization. We are all spiritual, physical, mental, and social beings who are constantly and simultaneously functioning at each of these levels.

Over and above this basic foundation, an appreciation for the role of grief becomes essential when working with a geriatric population. Whether terminally ill, residing in a nursing home, or continuing to function in the community, aging brings multiple losses and raises core existential questions. It is a time when many individuals have a need to review the story of their life, and to find meaning in past trials and triumphs, as well as in current illnesses and suffering. It is for some, the first and last time they will contemplate their place in the universe, a relationship with a Higher Power, their life's mission, and whether they believe they have reached a satisfactory conclusion.

Issues of faith and spirituality are often at the forefront of my patients' minds and consequently, often take center stage in therapy sessions. In addition to an ever-present vigilance regarding boundaries of professional competence (i.e. knowing when to involve a chaplain), a psychologist must be equally aware of the fact that some patients do not feel comfortable talking to a clergy person, that most ministers are not trained counselors, and that the role a properly educated psychologist can play in this area can be pivotal in the lives of the patient and their family.

Working with individuals at this stage of their life's journey necessitates a solid common factors approach, grief work, and an ability to be flexible (eclectic) in interventions based on the client's presenting issues, personality, belief system, cultural background, cognitive abilities, and readiness for change.

Although continually evolving, much of my inspiration at this point in my own professional development, comes from the works of countless psychologists, physicians, philosophers, and theologians who are dedicated to the research, exploration, and integration of psychology and spirituality (e.g. Harold Koenig, Robert Roberts, Paul Vitz), the grief and end-of-life literature (e.g. J. William Worden), the Common Factors data (e.g. Hubble, Duncan, Miller); as well as my own faith, and lessons learned from the best teachers of all – dying patients whom I have had the privilege to know.

Family Services Supplementary Experience

Description

The Family Services rotation provides the opportunity to engage in family focused evidenced-based practice for the treatment of the seriously mentally ill. It is grounded in the Behavioral Family Therapy (BFT) model (Mueser & Glynn, 1999). This rotation includes opportunities to provide a variety of services to meet the needs of families to promote improved management of the mental illness and overall family functioning. Interventions include family crisis management, family consultation (education about mental illness, accessing care, obtaining support, goal setting, safety planning for what to do in a crisis), Support And Family Education (SAFE) programming for loved ones, short- and long-term psychoeducation based family therapy, and educational workshops. Skills emphasized will be engagement and assessment with the identified patient and family members, providing education to the family about mental illness, improving communication skills in the family, and teaching effective problem-solving strategies.

In addition to regular supervision on site, this rotation includes the opportunity to participate in national Family Psychoeducation conference calls and telephone supervision meetings with Shirley Glynn (co-author of Behavioral Family Therapy for Psychiatric Disorders). Family Services provides the opportunity to interface with multiple interdisciplinary treatment providers from various programs to facilitate improved treatment planning and patient compliance.

Specific intern activities will be determined by intern-supervisor goals, the intern's interests, and prior level of experience, as well as rotation competency requirements. Previous family therapy experience is not required for the rotation. The rotation provides a unique opportunity for the intern to acquire an appreciation of family systems issues that directly impact the successful management of a mental illness. The acquisition of this knowledge can come from multiple sources including didactics with the rotation supervisor, VHA medical center sponsored seminars, readings, interactions with experienced interdisciplinary team members, and clinical work. In addition to clinical duties, the intern is required to complete assigned readings and attend regularly scheduled supervision meetings. Supervisor: Dr. Kristin Rodzinka

**Although a full Family Services rotation is not being offered at this time, certain learning aspects of the rotation will be made available to interns as a supplement to another major rotation.

Conceptualization Statement

Kristin Rodzinka, Ph.D.

My role at the VA is to serve as a Family Psychoeducation Advocate in a developing and expanding Family Services program for the seriously mentally ill and to provide outpatient psychological services in the Mental Health Clinic. This position provides me with the opportunity to work with individuals with a wide range of functioning levels, diagnoses, and mental health needs. My patient population includes veterans with psychotic disorders, mood disorders, anxiety disorders, traumatic brain injury, personality disorders, substance abuse and medical health issues.

My professional development really began when, as an undergraduate, I was compelled to change my Business major to Psychology and Women's Studies. I found that a compassionate and humanistic approach, validating diverse experiences, resonated with my values. I became involved in a domestic violence project and continued my own sexual assault trauma research in graduate school. I have made multiple presentations at national APA and AABT/ABCT conventions and had opportunities to interface with leaders in Cognitive and Cognitive-Behavioral therapy and research, particularly in relation to trauma and mood dysfunction (Foa, Resick, Beck, Ellis).

Prior to coming to the VA, I had seven years of experience working in community mental health with a diverse, complex, and high acuity patient population. I believe in a recovery based approach and evidence based practice. I have a strong Cognitive-Behavioral theoretical orientation that influences my case conceptualization and treatment interventions. That stated, my opportunities to treat straightforward problems with manualized treatments have been limited. Particularly when working with individuals with extensive trauma histories and complicated mental and medical health issues, comprehensive and ongoing case conceptualization and multifaceted treatment approaches are a necessity.

I believe that change requires motivation, skills, and support. I use an interpersonal approach and value nurturing positive therapeutic relationships to create opportunities for implementing effective interventions. Much of my current approach to treatment is influenced by my experience using the DBT model (Linehan, 1993). I have witnessed remarkable transformations in people who other providers had deemed unmanageable and untreatable.

Particularly when working with folks with lower functioning levels, I find that thoughtful modeling of and self disclosure about coping strategies and interpersonal skills is very useful. I have extensive group therapy experience (I stopped counting after 1000) and have found it can be as effective as or more effective than individual therapy for some people as groups offer opportunities for validation and normalization that a therapist alone can not provide.

I work to maintain a mindfulness-oriented approach to psychotherapy as well as life in general. I use a biopsychosocial model to inform my case conceptualization. I believe in striking a therapeutic balance between acceptance and change oriented

interventions. I am very open to borrowing techniques from multiple approaches and adopt a “do what works” attitude when working with patients. I have found that when using evidenced based treatments it is imperative to remember that one size does not fit all and creativity and flexibility are necessary to meet patients where they are at.

I think that case consultation and supervision (both formal and informal) are essential for developing good clinical skills. This is a process I greatly enjoy and look forward to.

ADDITIONAL TRAINING EXPERIENCES AND SUPPORT

Training Seminars

There is an ongoing didactic series throughout the internship year. The meeting time is each Wednesday, 1000 – 1200. The subjects and presenters are quite varied. Attendance is mandatory. We have been a process of sharing didactics and resources with two other psychology internship programs in the immediate area. The arrangement provides breadth and depth to the training experiences.

Group Supervision

Each Wednesday, 0900 – 1000, is group supervision. The general approach is to augment supervision taking place in other settings and to provide a venue in which interns can support their mutual professional development. Specific subjects are quite varied: case presentations, mandatory medical center training, practice oral defense of dissertation, administration of internship program, concepts/theories, etc. Attendance is mandatory.

Testing Laboratory

Medical records are totally computerized – to include a wide variety of personality inventories, self rating forms, etc. We maintain and update regularly an extensive selection of noncomputerized psychological tests and neuropsychological instruments.

Library

The Health Sciences Library houses many volumes of professional books and subscribes to over 300 professional journals. Staff are experts in completing literature searches and obtaining copies of articles and borrowing books from other institutions. Also, the library has an extensive collection of audio, video, and microfilm holdings.

Medical Media

Medical Media is available to assist the hospital staff with a variety of services including photographs, graphic art, and video production. The staff are quite helpful with teaching and the development of presentations.

Professional Development

An intern will be given 24 total hours of authorized absence during the training year. This time can be used to attend professional presentations, conferences, workshops, and organizational meetings that are consistent with professional development plans. This time can also be applied in support of dissertation related activities such as trips to the university, oral defense, etc In addition, if appropriate, an intern may select a four hour block of time each week for the purpose of dissertation work or other approved scholarly work. Finally, each intern is encouraged to make use of the many educational presentations within the medical center and the surrounding academic community.

PHYSICAL SETTING AND SUPPORT

Primary intern offices are located in 9D-132 of Building 330 (the Patient Tower). Each intern has an individual office along with a workstation (computer connected to the mainframe) along with a telephone that has voice mail. Two psychologists are located in the suite. Two conference/multipurpose rooms are part of the suite as well. Mental Health Clinic offices and Inpatient Mental Health are located on the 7th floor of the Patient Tower. There is an office, along with a workstation, in Mental Health Clinic for the interns. The Post Traumatic Stress Disorder Program and Substance Abuse Treatment Program each has an office, along with workstation, for an intern.

Medical records are electronic and almost all of the professional activities are accomplished through use of various computer programs. The first week of the academic year is devoted almost entirely to training in the various computer programs so that within a few days each intern has access to all the computer programs and is, therefore, able to engage in the full range of psychological services. The standard programs are the Computerized Patient Record System (CPRS) which exists in a dual form (Graphic User Interface and List Serve – the latter is a more DOS based system which is being phased out), psychological tests, Microsoft Outlook, Microsoft Word, Microsoft Windows 2000, Excel, Power Point, and Internet.

APPLICATION

Eligibility

It is important to note that a **CERTIFICATION OF REGISTRATION STATUS, CERTIFICATION OF U.S. CITIZENSHIP, and DRUG SCREENING** are required to become a VA intern. The Federal Government requires that male applicants to VA positions who were born after 12/31/59 must sign a Pre-appointment Certification Statement for Selective Service Registration before they are employed. It is not

necessary to submit this form with the application, but if you are selected for this internship and fit the above criteria, you will have to sign it. All interns will have to complete a Certification of Citizenship in the United States prior to beginning the internship. We will not consider applications from anyone who is not currently a U.S. citizen. The VA conducts drug screening exams on randomly selected personnel as well as new employees. Interns are not required to be tested prior to beginning work, but once on staff they are subject to random selection as are other staff.

In addition, an applicant must be enrolled in a clinical or counseling psychology graduate program that is accredited by the American Psychological Association. We require that all academic requirements, other than dissertation, be completed prior to the beginning of the internship year. We strongly desire that a prospective applicant be sufficiently advanced with the dissertation so that completion can be anticipated by the end of the internship year.

The VHA Medical Center, Dayton, Ohio maintains a policy of equal employment opportunity in intern recruitment and retention. All recruitment processes are consistent with existing federal laws, guidelines, and policies.

Appointment and Benefits

Technically, each intern receives a one to three year temporary appointment per Department of Veterans Affairs regulations. The type of appointment translates to an actual one year plus one day appointment. There is a specific reason for such technicalities. The arrangement allows us to provide the benefits provided to any regular employee such as health insurance.

The internship year will begin on Monday, August 24, 2009. The total number of hours is 2,088 to include established holiday leave, annual leave, and sick leave. Annual leave and sick leave are accrued at a rate of four hours per pay period. We are not authorized funds to purchase unused annual leave. Sick leave can be accrued and maintained “on the books” indefinitely and used if one should become a federal employee at some time in the future. For the purpose of state licensure, our procedure is to verify the usual and customary 2,000 hour internship/internship. The pay is $23,164 for the year to be paid in equal installments over 26 biweekly pay periods.

As a federal employee, drug screens and background checks are routine. Prior to the actual appointment, a matched applicant must complete the appropriate paperwork and complete a physical examination that certifies s/he is capable of the duties required. The Department of Veterans Affairs, and consequently this medical center, adheres to the Americans With Disabilities Act and will provide reasonable accommodations for an individual who informs us that s/he has a disability.

The official appointment as a Psychology Intern is contingent upon successful completion of practica and academic requirements (other than dissertation) along with continued professional conduct consistent with quality practice of psychology.

Dissemination of information about the Psychology Internship Program is designed to be consistent with the concept of informed consent. We take care to ensure that each applicant, and especially each who is invited for an interview, receives considerable information so that s/he can make high quality informed decisions about our site relative to his/her professional development plans. Decisions on our part regarding an applicant are based upon the assumption of informed consent. We require accurate and complete factual information, as well as complete empirically based qualitative judgments, in order to make informed professional decisions that are of high quality regarding each applicant, intern, or graduate. The requirement supercedes any and all prior decisions, nondisclosure agreements or judgments, and/or similar arrangements whether formal, informal, tacit, and/or passive in nature. The requirement does not include the usual and customary professional development struggles or issues. Our overwhelming experience has been that provision of accurate and complete factual information, along with empirically based qualitative judgments, consistent with the concept of informed consent is routine – though exceptions occur. Acquisition of knowledge that there were one or more apparent and noteworthy acts of omission and/or commission that misled us significantly in professional decision making processes is likely to be considered by the training committee as justification to reevaluate the status of an applicant, intern, or graduate**.** Feel free to contact us if you have any questions.

Application Procedures

We use the uniform application and add a sheet unique to our internship program. The additional sheet is included with this brochure. We adhere to the Association of Psychology Postdoctoral and Internship Centers (APPIC) guidelines for the recruitment and selection of psychology interns including the policy that no person at this training facility will solicit, accept, or use any ranking related information form any applicant prior to Uniform Notification Day.

We need the following documents

APPIC Uniform Application: available on the Internet at www.appic.org

A resume or curriculum vita.

Official transcripts of graduate work. The transcripts should cover all post baccalaureate course work.

Three letters of recommendation from professionals who are familiar with your academic and professional competencies.

Completed Interview Dates / Rotation Preference Form (unique to our site).

The deadline for receipt of application materials is November 10, 2008. Our preference is that all the materials be included in a single, large envelope. We do not require it, however. Please insure that letters of recommendation, the verification form, and transcripts are enclosed in appropriately sealed envelopes.

Our procedure is to review each application in detail and invite 25-28 applicants for interviews. The customary agenda is for the applicants to meet with the Professional Chief and Directors of Training as a group. Each applicant meets with three different supervisors who are chosen based upon rotation preferences. Applicants meet with current interns as a group in a totally nonevaluative information sharing meeting. Finally, there is a general meeting among all applicants, supervisors, and current interns. We encourage applicants to become familiar with our staff and setting to assist in the decision making process. We try to schedule seven applicants per interview day. We do not schedule more than eight on a given day as a greater number overtaxes our resources. Our practice is to make the applicants, who are invited for interviews, our pool for the purpose of match day. That is, further reductions in the pool of applicants are unlikely. However, those who do not present to the interview will not be considered for match day.

If you are unable to be present for a scheduled interview date, we may be able to accommodate on site interviews on other than the specified dates provided that they do not interfere with patient care duties. We regret that we do not provide phone interviews.

Scheduled interview dates are:

Monday, January 5, 2009, 0800 – 1215

Friday, January 9, 2009, 0800 – 1215

Tuesday, January 13, 2009, 1200 – 0415

Thursday, January 15, 2009, 1200 – 0415

DIRECTIONS TO THE VHA MEDICAL CENTER, DAYTON, OHIO

Interstate Road 70 runs east-west a few miles north of Dayton. Interstate road 75 bisects Dayton in a north-south direction and US 35 bisects Dayton in an east-west direction. The VHA Medical Center is on the west side of Dayton. Visitors are advised to use US 35 west from the Interstate Road 75 / US 35 interchange. Take US 35 west to Liscum Drive (second traffic light). The medical center is on the right. The Patient Tower is the only nine story building in the area. If you need further directions, lodging information, or have other questions, please feel free to contact use using telephone or email. Also, a map is part of the Dayton VHA Medical Center Web Site at www.dayton.med.va.gov

Our main offices are located on the 9th Floor, Room 9D-132 of the Patient Tower (Building 330). Parking is free throughout the medical center and ample parking is available on the south and west sides of the Patient Tower – though please be prepared to walk a distance.

MATCH DAY

The official dates for the 2009 – 2010 academic year are as follows:

- Wednesday, February 4, 2009: Deadline for submission of Rank Order Lists.
- Friday, February 20, 2009: Applicants informed as to whether or not they were matched.
- Monday, February 23, 2009: APPIC Match Day.

Immediately after learning the names of applicants with whom we have been matched, a CoDirector of Training will contact each through email and/or telephone. Also, s/he will be mailed two signed copies of a letter confirming the match. Each applicant is to return one copy of the letter after signing it.

PSYCHOLOGY TRAINING COMMITTEE

Aaronson, Arthur L.

Psy.D., Clinical, 1988, Wright State University School of Professional Psychology.
Staff Psychologist, Mental HealthCare Line.
At VHAMC-Dayton since 1988.
Licensed Psychologist, State of Ohio.
Professional Organizations: American Psychological Association (APA), Divisions 12-Clinical Psychology, 18-Psychologists in Public Service, 41-American Psychology-Law Society.
Research Interests: MMPI/MMPI-2 and using assessment instruments to predict outcome success.
Clinical Interests: assessment, psychopharmacology.

Best, Nicole

Psy.D., Clinical, 1997, Wright State University School of Professional Psychology
Staff Psychologist, Geriatric Extended Care Line
At VHAMC-Dayton since 1999
Licensed Psychologist, State of Ohio
Professional Organizations: American Psychological Association (APA), Ohio Psychological Association.
Research Interests: psychoneuroimmunology, cancer, psychology and spirituality, sports psychology and performance enhancement
Clinical Interests: geropsychology, psychological interventions with terminally ill patients, grief work, end of life issues, neuropsychology, health psychology, psycho-education, narrative therapy.
Theoretical Orientation: eclectic (common factors, cognitive-behavioral, existential, and psychodynamic conceptualizations)

Burleson, Amy

Psy.D. Clinical, 2005, Argosy University-Atlanta
Primary Care/Health Psychology
Cleveland Clinic Pain Management and Consultation-Liaison Fellowship 2005-2007
At VHAMC-Dayton since 2007.
Licensed Psychologist, State of Ohio.
Professional Organizations: American Academy of Pain Medicine; American Pain Society; Academy of Psychosomatic Medicine; Cleveland Consultation-Liaison Society; Midwest Pain Society; American Psychological Association Div. 38 & Early Career; Ohio Psychological Association.
Research Interests: Pain Medicine; Exercise Benefits; Psychogenic Non-Epiliptiform Seizures
Clinical Interests: Wellness and health promotion, Pain Medicine, Adjustment to Chronic Conditions, Coping skills, Obesity
Theoretical Orientation: Integrative and Cognitive-Behavioral.

Byrd, Anthony

Psy.D., Clinical, 1989, Wright State University School of Professional Psychology
Clinical Neuropsychologist, Mental Health Care Line.
At VHAMC-Dayton since 1992.
Licensed Psychologist, State of Ohio & Arizona
Professional Organizations: American Psychological Association (APA), Division 40, National Academy of Neuropsychology.
Clinical Interests: neuropsychology, dementia, psychopharmacology.
Theoretical Orientation: Eclectic

DeShetler, Linda A.

Ph.D. Clinical, 2005, Fielding Graduate University
Staff Psychologist, Home Based Primary Care
At VHAMC-Dayton since 2007

Licensed Psychologist, State of Ohio
Professional Organizations: American Psychological Association, (APA), Ohio Psychological Association (OPA), Dayton Area Psychological Association (DAPA).
Clinical Interests: health psychology, geropsychology, disability, terminal illness/end of life, grief/loss, faith, and resilience.
Theoretical Orientation: cognitive behavioral, biopsychosocial, Adlerian

Drown, Eric

Psy.D., Clinical, Wright State University School of Professional Psychology
Staff Psychologist, PTSD Clinical Team
At VAMC-Dayton since 2006
Professional Organizations: APA, INS, DAPA
Clinical Interests: Dual diagnosis population, special needs of elderly, PTSD, mental health services in primary care
Theoretical orientation: Cognitive-behavioral with appreciation for insight oriented interventions.

Graham, Rebecca L.

Ph.D., Clinical, 1991, University of Louisville.
Staff Psychologist, Inpatient Mental Health/Emergency.
At VHAMC-Dayton since 1991.
Licensed Psychologist, State of Ohio.
Professional Organizations: Society for Personality Assessment.
Clinical Interests: personality assessment; brief psychodynamic psychotherapy; group therapy.
Theoretical Orientation: interpersonal/psychodynamic.

Gustin, Nancy

Psy.D., Clinical, 2005, Wright State University School of Professional Psychology
Staff Psychologist, Mental Health Care Line
At VAMC Dayton since 2005.
Licensed Psychologist, State of Ohio
Professional Organizations: APA
Research Interests: Evaluating the effectiveness of treatment interventions such as values clarification and goal-setting for veterans with complex problems (e.g., substance dependence, dually diagnosed, PTSD, and homelessness)
Theoretical orientation: Integrative (primarily Cognitive Behavioral but also incorporating other evidence-based practices such as Dialectical Behavior Therapy, Stages of Change, and Motivational Enhancement Therapy)

Herr, Peter

Ph.D., Clinical, 2001, University of Cincinnati
Staff Psychologist, Mental Health Care Line
At VAMC Dayton since 2007.
Licensed Psychologist, State of Ohio
Professional Organizations:
Research Interests: Substance dependence, chronic mental illness, group processes, attribution process
Theoretical Orientation: Cognitive-Behavioral, Psychodynamic

O'Brien, William F.

Ph.D., Counseling, 1975, Ohio State University.
Manager, Mental Health Care Line. Lead Psychologist.
At VHAMC-Dayton since 1984.
Licensed Psychologist, State of Michigan.

Professional Organizations: American Psychological Association (APA), Division 18-Psychologists in Public Service (officer); Association of VA Chiefs of Psychology (officer).
Research Interests: substance abuse; PTSD.
Clinical Interests: substance abuse; PTSD.
Theoretical Orientation: eclectic - client centered.

Papadakis, Emanuel A.

Psy.D., Clinical, 1987, Wright State University School of Professional Psychology.
Staff Psychologist, Mental Health Care Line.
At VHAMC-Dayton since 1992.
Licensed Psychologist, States of Ohio and Indiana.
Professional Organizations: American Psychological Association (APA).
Research Interests: chronic illness; primary prevention.
Theoretical Orientation: biopsychosocial model; systems theory; solutions orientation.

Peterson, Frederick L. Jr.

Psy.D., Clinical, 1985, Wright State University School of Professional Psychology.
Staff Psychologist, Primary Care / Health Psychology.
At VHAMC-Dayton since 1985
Licensed Psychologist, State of Ohio.
Professional Organizations: AIDS Foundation of Miami Valley, American Association of Sex Educators, Counselors, and Therapists, American Board of Sexology, American Psychological Association (Div 51), American Lung Association.
Research Interests: Smoking cessation, organizational assessment and consultation, gender and management, HIV and volunteerism, sex education and therapy, sexual trauma, men's studies.
Clinical Interests: clinical sexuality, smoking cessation, health psychology, primary prevention in psychology, getting psychology out of the box.
Theoretical Orientation: psychological pragmatism.

Rodzinka, Kristin JP

Ph.D. Clinical 2005, Univesity of Arkansas
Staff Psychologist, Family Psychoeducation Advocate/Mental Health Clinic
At VHAMC-Dayton since 2007
Licensed Psychologist, State of Indiana
Prfessional Organizatrions: APA, ABCT, DAPA
Research Interests: Sexual Trauma; PTSD; access to and continuum of family therapy services.
Clinical Interests: treatment for anxiety, depression, personality disorders, and serious mental illness; group psychotherapy; family therapy
Theoretical Orientation: Mindfulness based Cognitive-Behavioral

Verdaguer, Ramon

Ph.D. Clinical, 1990, Loyola University of Chicago.
ABPP 2004, Clinical Health Psychology
Co-Director of Training, Staff Psychologist, Primary Care/Health Psychology
At VHAMC-Dayton since 1996.
Licensed Psychologist, State of Ohio and Illinois (inactive).
Professional Organizations: Div. 38, APA.
Research Interests: Positive psychology.
Clinical Interests: Wellness and health promotion, pre-surgical psychological evaluations
Theoretical Orientation: Cognitive-Behavioral.

INTERVIEW DATES AND ROTATION PREFERENCES[1]

Interview Dates

Please rank your preferred interview dates. We will contact you to arrange an interview.

	Morning	Afternoon
Monday, January 5, 2009	_____	
Friday, January 9, 2009	_____	
Tuesday, January 13, 2009		_____
Thursday, January 15, 2009		_____

Rotation Preferences

Please rank order your three rotation preferences. Remember that, regardless of rotation, each intern spends one day per week in the Mental Health Clinic setting.

Health Psychology	_____	
Mental Health	_____	
Neuropsychology	_____	
PTSD Outpatient Program	_N/A_	
Special Programs	_____	
Geropsychology Supplementary Experience	Yes	No
Family Services Supplementary Experience	Yes	No

If you wish a six month rotation, please note it below.

_____
(Applicant's name)

[1] Pleased be advised that, for a number of reasons, we are in the process of redeveloping some of the rotations. We will try to update the brochure regularly.