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PSYCHOLOGY INTERNSHIP PROGRAM



Louis Stokes Cleveland
Veterans Affairs
Medical Center

Psychology Service 116B (W)
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Cleveland, Ohio 44106



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CLEVELAND LIVING

Cleveland and northeast Ohio are rich with cultural, educational, culinary, and recreational opportunities. Louis Stokes Cleveland VA is located in [University Circle](#), at edge of the [Rockefeller Cultural Gardens](#), along with such esteemed neighbors as Cleveland's renowned and newly expanded [Museum of Art](#), [Cleveland Botanical Gardens](#), [Museum of Natural History](#), [Western Reserve Historical Society](#), Case Western Reserve University, Cleveland Institute of Art, and Cleveland Institute of Music. Kent State University, Cleveland State University and the University of Akron are major educational institutions within easy driving distance.



View of downtown Cleveland
by Kristin Cassidy (with permission)

Severance Hall at University Circle is the winter home of the [Cleveland Orchestra](#), one of the world's finest. In the summer the orchestra plays at [Blossom Music Center](#), alternating with other popular music concerts. Cleveland's music scene stretches across a multitude of genres and venues including the [Rock and Roll Hall of Fame](#), [Cain Park Arts Center](#), [Beachland Ballroom](#), [House of Blues](#) and many other intimate nightclubs featuring big name acts. The [Scene Magazine](#) keeps the pulse of the local entertainment scene, reporting on venues and styles to suite many different tastes. [Playhouse Square](#) is the largest performing arts center outside of New York, and hosts dozens of productions yearly including Broadway greats and nationally touring celebrities.

Sports fans have their choice of excitement with the Cleveland [Browns](#), [Indians](#), and [Cavaliers](#), as well as numerous opportunities for other affordable second tier professional sports. Outdoor recreation opportunities abound including beaches and boating on Lake Erie, hiking, running, and biking in the [Cleveland Metropark's](#) "Emerald Necklace", [Cuyahoga Valley National Park](#), and numerous nearby state parks and recreational sites. There is a Nordic skiing center in the just east of Cleveland in the Metropark, four alpine ski areas within an hour's drive, and more alpine and Nordic skiing within three hours. Canoeing and kayaking have become increasingly popular, with several liveries around Cleveland.

History, diversity, and culinary delights are found in Cleveland neighborhoods such as Slavic Village, Detroit Shoreway, Warehouse District, Little Italy, Collinwood, Ohio City, Shaker Square, Stockyards, and Tremont. The diversity of ethnic groups established in the Cleveland area adds to the community's charm as well as to its culinary pleasures. These neighborhoods and the nearby suburban areas offer a



View of Cleveland Botanical Garden and Case Western Reserve
at University Circle

wide range of accommodations, including apartments, condominiums, and single-family dwellings. Many trainees have been pleasantly surprised by lower housing costs and living expenses than are found in many metropolitan areas, and have remained in the community to begin their professional careers.

NORTHEAST OHIO DIVERSITY

[Live Cleveland](#) stated it well: “The City of Cleveland is an exceptional Midwestern community . . . made up of many vibrant neighborhoods, each offering fantastic amenities and various lifestyle opportunities. Diversity is evident throughout, as Cleveland is home to more than 75 different nationalities and ethnic communities . . . Our wonderful neighborhoods are filled with engaging residents, a thriving business community with an energetic workforce, and an amazing collection of arts, culture, entertainment and recreational opportunities.”

Northeast Ohio suburbs lead state in ethnic diversity, census numbers show. By Dave Davis, *Cleveland Plain Dealer*, October 27, 2011.

“Northeast Ohio is hands-down the most ethnically diverse area in the state . . . Six of Ohio's seven most ethnically diverse cities were Cleveland-area suburbs - Solon, Brunswick, Parma, North Olmsted, Avon and Wadsworth. . . . The current challenge is to be American," said Kenneth Kovach, executive director of the International Community Council, an umbrella organization for the 117 ethnic groups that call northeast Ohio home. . . . Kovach added that the ethnic fabric remains strong . . . [through] cultural organizations [that] continue to teach the language and traditions of their homeland.” [PD Article](#)

The Medical Center is an HEI 2013 Leader in LGBT Healthcare Equality. Chaplain Service supports religious diversity with staff spiritual consultation in major religions and through community partnerships for religions not represented among staff. They have won a Best Practices Award in spiritual assessment.

The Cleveland-Akron-Elyria Metro area is the 18th largest urban area in the U.S. based on 2010 census data with 20.1% African-American, 4.7% Hispanic, 2.0% Asian, .2% American Indian/Native Alaskan, and 2.0% multiracial. Psychology Service staff consists of 30% ethnic minority, with approximately the same percentage among trainees. The Cleveland Cultural Gardens commemorate ethnic groups whose immigrants have contributed to national and local heritage. Festivals celebrating Cleveland diversity and inclusion include the Cleveland One World Festival (September), and Annual Latino Heritage Festival (Fall), and Freedom Festival.



Psychology Service sponsors the Diversity Committee whose aim is to develop, recruit, and promote diversity in the Psychology Department and in the training. We encourage people with disabilities and from other diverse backgrounds to apply. We do not discriminate based on disability. We provide reasonable accommodations as needed to people with disabilities. Our site is wheelchair accessible and ASL interpreters are available as needed. Our trainees and staff reflect a wide range of socioeconomic, cultural, and religious affiliations, including people with disabilities.



Dance Afrika performs the Samba at the Children's Games. With permission from Lynn Ischay, Plain Dealer

LOUIS STOKES CLEVELAND VA MEDICAL CENTER

The LSCVAMC is the third largest and diverse in the VA system, with a full array of services consolidated at our renovated and greatly expanded Wade Park Campus in University Circle. The hospital complex houses over 600 inpatient beds and provides comprehensive inpatient and outpatient care to medical and psychiatric patients. In spring 2012, an entirely new facility with comprehensive primary and specialty outpatient care services was opened in the nearby suburb of Parma. The Medical Center includes thirteen community-based satellite outpatient clinics situated across Northeast Ohio. Under the umbrella of one coordinated healthcare system, it provides comprehensive health care services to veterans and their families from a broad spectrum of socioeconomic and ethnic groups in this large catchment area. For mental health services alone, 20,000 veterans amass over 100,000 visits per year at our facility.



The Medical Center is heavily invested in training health care professionals and in basic and applied research, and supports several Centers of Excellence in healthcare. Residents and medical students from affiliated Case Western Reserve University School of Medicine train at the Medical Center in all major specialties. Affiliations are maintained with a large number of universities for professional training in a number of other health care disciplines including psychology, social work, nursing, dentistry, audiology and speech pathology, optometry, pharmacology, physical and occupational therapy, and nutrition. Over 1,000 health care profession students per year train at the Medical Center.

The VA is the largest provider of health care training in the United States, including the nation's most extensive psychology training program. VA medical facilities are teaching hospitals affiliated with 107 of the nation's 126 medical schools. Training programs address critical training needs for skilled health care professionals who serve the entire nation. In recent years, support for education increased greatly and new internship and residency training program positions have been created. These additional positions have encouraged innovation in education to improve patient care, promote interdisciplinary training, and incorporate state-of-the-art models of clinical care. These include emphasis on evidence based practices, quality improvement, patient safety programs, and an unparalleled electronic medical record system.

During Public Service Recognition Week our medical center Director and Chief of Staff noted that the LSCVAMC provided "excellent care to more than 112,000 Northeast Ohio Veterans . . . you place the mission first, caring for our nation's heroes. As a result of great, compassionate teamwork, Louis Stokes Cleveland VA:

- Has more Centers of Excellence in Care, Research and Education than any other VA;
- Cares for more than 5,500 unique Veterans each day;
- Maintains a 5 Star Quality Rating;
- Leads VHA in virtual/telehealth;
- Maintains the largest HBPC and MHICM programs;
- Is 1st VHA to receive Center of Excellence for ALS"

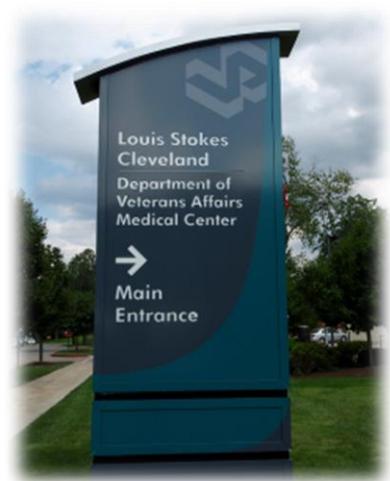
In 2016 surveyors from Joint Commission reviewed the outpatient and inpatient locations of care, made visits to Veteran's homes, and talked to many Veterans and staff. LSCVAMC was reviewed under four different Joint Commission Manuals: Hospital, Home Care, Behavioral Health, and Long Term Care. Together these four manuals encompass more than 1,200 elements of performance, and the only findings were a small number of easily correctable items. Each and every surveyor expressed their acknowledgement and sincere appreciation for the safe, quality and efficient care provided to veterans at the LSCVAMC.

Our research program is among the largest in the Department of Veterans Affairs, with clinical and basic researchers known nationally and internationally for their contributions to science. The total research budget from all sources is ten million dollars.

The Wade Park Campus is located five miles east of downtown Cleveland within University Circle, a major healthcare, educational, and cultural area of the city. Services include inpatient and partial hospitalization units treating serious mental illness and dual diagnosis conditions, a psychiatric emergency room, the Veterans Addiction Recovery Center - a comprehensive inpatient and outpatient substance abuse program including a national Gambling Addiction Program, our PTSD Clinical Team residential unit, acute and intermediate medicine, surgery, spinal cord injury, geriatrics, neurology, and physical medicine and rehabilitation. Outpatient services focus on mental health and on primary medical care with psychologists as full participants on these teams. Special clinical programs and services include a Pain Management Center, the Day Hospital partial hospitalization program, cardiothoracic surgery, a Women's Health Clinic, radiology service, and an innovative ambulatory surgery short stay unit. The Campus also includes the Community Living Center (our nursing home) and Domiciliary, both housed in newly constructed buildings. There are also two community-based Vet Centers which provide readjustment counseling for Vietnam, Korea, Desert Storm, and OEF/OIF veterans.

The Parma Campus is located southwest of Cleveland in an adjacent suburb. It provides comprehensive outpatient primary care, mental health, and substance abuse services, with psychologists involved in all of the programs. Specialized neuropsychological services are also available.

The community-based satellite outpatient clinics (CBOCs) including Akron, Canton, and Youngstown provide a range of outpatient medical, dental, mental health, and rehabilitation services to patients in those geographical areas. All locations are connected by high capacity broadband networking capable of providing real time conferencing and Clinical Video Telehealth (CVT) connections. Clinical Video Telehealth, Telemental Health, and Home Telehealth operations are being implemented across the system. Telehealth educational and evidence-based intervention practices are being implemented via CVT to better serve our rural and home-bound veterans, and to continue to provide services during unanticipated extreme weather events.



PSYCHOLOGY SERVICE

The Medical Center is organized around both service delivery and professional identity, with mental health programs in Outpatient Psychiatry, the Veterans Addiction Recovery Center, PTSD Clinical Team, Recovery Resource Center, Neuropsychology, General Medicine, Geriatrics, Cardiology, Pain Management, Spinal Cord Injury, Infectious Disease clinics, and Rehabilitation services. Over 60 psychologists in our service provide comprehensive services to patients and their families in these areas and other specialty clinics throughout the Medical Center. They serve as members of interdisciplinary treatment teams in psychiatric care, as consulting and unit psychologists in specialized medical units, and as coordinators or program managers of several patient care programs. In addition to clinical and administrative duties, psychologists are also actively involved in research and training. The variety of program involvement creates a wide range of professional activities in which an intern may engage, and a large, diverse, and experienced staff with whom to interact. Psychology Service is the direct administrative umbrella for most psychologists in the main medical centers. The Chief of Psychology Service is ultimately responsible for discipline-specific professional activity including hiring, credentialing and privileging, program assignments, performance and peer reviews, and training programs. The Director of Psychology Training manages the day-to-day operation of the Psychology Internship Program and Psychology Postdoctoral Residency Training Program.

The Louis Stokes Cleveland Veterans Affairs Medical Center (LSCVAMC) provides internship training in Professional Psychology and is fully accredited by the American Psychological Association. Qualified candidates who are enrolled in APA accredited doctoral programs in clinical or counseling psychology are eligible to apply at the doctoral level. Our internship provides a wide range of training opportunities because of the complexity of the Medical Center.



PSYCHOLOGY INTERNSHIP PROGRAM

MISSION

The mission of the LSCVAMC Psychology Training Programs is to provide the highest quality general, emphasis area, and specialty training to diverse cohorts of doctoral and postdoctoral psychology trainees to prepare them for independent professional practice.

VISION

Our programs will be recognized for their scope, depth, and quality by virtue of (1) achieving and maintaining APA Accredited status, (2) embodying and modeling leadership through the introduction and implementation of innovative and empirically validated treatments, and (3) acknowledgment by national, regional, and local administrative entities both within and outside the VA.

VALUES

Providing supervised clinical experiential training, the delivery of which serves the holistic needs of the diverse Veteran population, by (a) evaluating presenting issues with the most valid techniques, (b) preventing and ameliorating health care problems, (c) empowering Veterans with coping skills for behavior change, (d) providing person-centered care, and (e) fostering recovery. Developing, enhancing, and maximizing trainee competencies including diversity competence, appropriate to their program of study and level of training. Recruiting and selecting the highest quality trainees, emphasizing appointment of maximally diverse cohorts as a core value to provide multiple perspectives. Imparting knowledge to trainees in (a) the application of psychological science to practice, (b) professional comportment and decorum, and (c) ethically responsible judgment in decision-making. Maintaining and enhancing the competencies of supervisors through support of their continuing professional development.

Training Model

The Psychology Internship Program follows a practitioner-scholar model. With respect to the 'practitioner' aspect of the training model, we focus on the acquisition and extension of clinical skills; development of the intern's professional role, identity, and demeanor; and socialization into the health service delivery environment. This is actualized by the intern's participation in experiential learning on three rotations, an optional enrichment (if elected and approved by the Director of Training), and case presentations. With respect to the 'scholar' aspect of the model, we believe that sound practice is built on a foundation of psychological science, with the intern gaining systematic experience in the critical evaluation of clinical and research literature. Accordingly, interns participate in a monthly journal club presenting, discussing, and critically evaluating psychology literature. Scholarly research background is incorporated into case presentations when appropriate. Opportunities for clinical research are available including the possibility of developing outcome-based innovations in care and program development.

Goals

The overall goal of the Psychology Internship Program is to produce competent entry level professionals who are able to apply their knowledge of psychological science in a clinical context. Professional development is accomplished by facilitating the acquisition of foundational competencies, skills, attitudes, and behaviors consistent with the evidence base in psychological science. Specific objectives

are organized under the professional competency domains of the science of psychology, ethics, diversity, professionalism, interpersonal skills, assessment, intervention, supervision, and consultation.

The Psychology Internship Program is designed to provide a sound basis for career development whether that will be as a generalist practitioner in clinical or counseling psychology or through subsequent postdoctoral training and specialization. By the end of the internship, it is expected that the intern will be able to function at the beginning professional level in the psychologist's profession-wide foundational competencies, as well as demonstrate awareness of the strengths and limitations of the discipline's knowledge and techniques.

Training Assignments

Training opportunities in the areas of Clinical Psychology, Geropsychology, Clinical Health psychology, Clinical Neuropsychology, and Rehabilitation Psychology are offered. Rotation options within these areas enable the intern to gain experience in settings to which he or she has not been previously exposed. All rotations provide training in the core areas of assessment, individual, group, and/or family interventions, and staff consultation. The emphasis varies with specific assignments. Focused assessment, crisis intervention, brief therapeutic approaches, and consultation are more characteristic of the acute treatment settings, while therapeutic programming, psychosocial rehabilitation, behavioral and social learning approaches, reeducation and staff development are more characteristic of the extended care settings. To the extent possible, education and training in evidence-based techniques are incorporated into the rotation. An intern's individual internship program is formulated with consideration of information from the student and his or her university Director of Training. Experiences are designed to meet the intern's training needs, assure a breadth of experience, and encourage developing professional interests. The Director of Training and supervisors are available to discuss rotations and options in which the intern is interested. An overall individual program will consist of three assignments lasting four months each, with the option of supplemental experiences. Interns may be permitted to pursue an enrichment option during the year, once the intern has sufficiently familiarized him or herself with the range of training opportunities and demonstrated the basic required competencies.

STIPEND

Interns receive \$24,963 for the year. Interns are eligible for health and other benefits. Annual and sick leave are also accrued, and interns are not on duty for paid Federal holidays.

SUPERVISION

Our approach to supervision is by apprenticeship during which clinical experiential learning is acquired. The intern is assigned to one primary staff psychologist supervisor during each rotation. Supervision is individualized to meet the intern's needs and level of competency development. Throughout the internship, we strive to treat interns as emerging professionals and colleagues. Our half century tradition of internship training ensures ready acceptance of interns by Medical Center staff.

At the outset of each rotation, the intern and his or her supervisor establish the specific rotation competencies to be attained, which may include supplementary individual training objectives appropriate to the setting and the intern's individual needs.

Individual supervision is scheduled for at least two hours weekly to review the intern's work, and it is provided at other times as necessary for immediate issues and concerns. The total supervision provided among individual, curbside, group, umbrella, and case presentations totals four hours weekly. Ongoing feedback and observational learning throughout the workday are also afforded by the presence of the supervisor actively engaged in clinical work in the rotation setting. At mid-rotation, the intern and supervisor meet to discuss the intern's progress on the specific rotation competencies and to revise the goals as appropriate. A written mid-rotation evaluation is accomplished at that time.

Toward the end of the first two rotations, the intern makes a case presentation to a consultant, other interns, and staff to strengthen his or her ability to formulate cases clearly and develop appropriate interventions. At the conclusion of the rotation, the supervisor prepares a final written evaluation of the intern's performance, which is discussed with him or her before a copy is forwarded to the university Director of Training. The evaluation becomes part of the permanent record and is available to certifying agencies or prospective employers as appropriate. All training is under the supervision of a licensed psychologist and certified with the Ohio State Board of Psychology, as required by Ohio law.

EVALUATION

Successful completion of the internship program entails demonstrating competency attainment across nine domains of profession-wide foundational competencies. The following activities are required and evaluated:

- (1) Assessment Module. Each intern must write a satisfactory diagnostic report on an initial case.
- (2) Rotation Performance: The intern must satisfactorily complete the three clinical experiential rotations, and any supplemental Enrichment opportunity that is elected.
- (3) Case Presentations: The intern gives two Intern Case Presentations, at the conclusion of each of the first two rotations.
- (4) Journal Club Presentations: The intern must demonstrate satisfactory skill in presenting and moderating discussions of scholarly articles.
- (5) Oral Final Examination: During the third rotation, the intern must successfully pass a competency-based oral examination on a clinical case.

EDUCATIONAL CURRICULUM

Assessment

At the outset of the internship year, in addition to pursuing the first rotation, each intern must demonstrate beginning competence in diagnostic assessment, interpretation of psychological tests, and report writing. The intern interviews, tests, and evaluates a veteran, then writes a clinical report. If the report is deemed adequate, the intern has completed the requirement. Additional cases with supervision may be required until an acceptable assessment is completed.

Case Presentations

At the conclusion of each of the first two rotations, the intern must present a case study from that rotation. The case study must include at a minimum a basic developmental history, psychological testing, diagnosis, and treatment recommendations. The intern presents the case to other interns, the training director, and a consultant. After discussion the consultant provides evaluative feedback to the intern and training director.

Didactic Seminars

Two series of didactic presentations are offered on a weekly basis throughout the year, one emphasizing Health Psychology (Thursday mornings) and one emphasizing Mental Health topics (Friday afternoons). Taught by staff and consultants, these seminars are designed to educate interns about current developments in clinical practice and research. All interns are required to attend both seminars. The Health Psychology Seminars cover areas such as the use of medical chart review in differential diagnosis, consultation, neuropsychological assessment, management of chronic and terminal illness pain, geropsychology, use of psychotropic medication in the medical setting, eating disorders, and bioethics. The Mental Health Seminars address issues in substance abuse, post-traumatic stress, evaluation of suicide potential and dangerousness, current trends in conceptualization and treatment of schizophrenia, training in several evidence based intervention techniques, psychopharmacology, and professional issues. Intern input during the year permits addition of timely topics as training needs emerge.

Group Case Conference

Throughout the year, interns participate in a monthly Group Case Conference discussion with their peers. Interns are scheduled to present multiple times to allow for practice presenting a case focused on a specific treatment question. The group is moderated by our Postdoctoral Residents with umbrella supervision oversight from two staff psychologists.

Journal Club

Interns rotate leading a monthly 'brown-bag' style scholarly discussion of a research article. This affords the opportunity to summarize and critically evaluate the literature and to conduct and moderate a seminar experience.

Oral Examinations

Near the end of the internship year, interns are required to present a case study to a board of two psychologists. At the close of this examination, the intern must achieve a rating of being ready for independent practice of psychology. This follows the trend in psychology to eliminate the post-doctoral supervised year as a licensure requirement, making the internship the final supervised clinical experience before licensed independent practice. The Psychology Training Committee recognizes it has a responsibility to ensure that trainees are prepared for licensure by holding our program to high standards. It is expected that all interns will be able to pass this examination.

Psychology Service Events

Psychology Service annually sponsors Continuing Education events featuring nationally prominent presenters. These are offered for continuing education credits for several professions and are open both to VA and non-VA staff and students. In recent years, the following experts have presented workshops or lectures in this series:

- 2008 Morgan Sammons, M.D., Ph.D. on Prescriptive Authority for Psychologists
- 2009 William Miller, Ph.D. on Motivational Interviewing
James Prochaska, Ph.D. on Stages of Change
Stephen Behnke, J.D., Ph.D. on Multidisciplinary Professional Ethics
- 2010 Steven Hayes, Ph.D. on Acceptance and Commitment Therapy
Stephanie Covington, Ph.D. on Addiction and Trauma in Women
- 2013 Scott Stuart, M.D. on Interpersonal Psychotherapy
- 2014 Kenneth Adams, Ph.D. on Ethical Treatment Across the Lifespan
- 2014 Yossef Ben-Porath, Ph.D. on the MMPI-2-RF
- 2015 Bob Stinson, Psy.D., ABPP on Mandatory Reporting
- 2015 Frederick Leong, Ph.D., Cross Cultural Psychotherapy Part I
- 2016 Frederick Leong, Ph.D., Cross Cultural Psychotherapy Part II
- 2016 Melinda Moore, Ph.D. Collaborative Assessment and Management of Suicidality



INTERNSHIP EMPHASIS TRACKS and ROTATIONS

The Internship Emphasis Tracks described here provide the overall training framework within which specific training rotations are developed in accordance with training needs and interests. While the Emphasis Tracks are aligned with postdoctoral specializations, the program is committed to providing experiences that will assist the intern in developing profession-wide foundational competencies.

The training year is structured around three rotations that last four months. Two rotations are generally assigned in accord with the applicants' stated preferences or emphasis area. The third rotation may be assigned for breadth or complimentary training needs. LSCVAMC is dedicated to providing recovery oriented care for people with serious mental illness. When this experience is absent from an intern's background, the Training Committee will often assign a rotation where they will receive it.

The specific descriptions of the four-month rotations should be consulted when considering the model tracks. We make every effort to provide interns' with their initially assigned rotations, however training needs or unforeseen circumstances may necessitate rotation substitutions. The enrichments outlined below are ordinarily available each year. Updated information on availability, new rotations, and enrichment opportunities will be provided as it develops. The expected site of a training rotation is indicated as Parma or Wade Park, with some rotations organized across both hospital locations.

In our literature, the term **EMPHASIS TRACK** refers to the intern's overall focus of the year's study. APPIC refers to these as "Programs" on the applications. Applicants apply to a SINGLE Emphasis Track, i.e. one of the five overall focus areas: 1) Clinical Psychology, 2) Geropsychology, 3) Clinical Health Psychology, 4) Clinical Neuropsychology, or 5) Rehabilitation Psychology.

The term **ROTATION** refers to a clinical assignment lasting four-months. The sequence of rotations varies with the track, program location and demands, and availability of supervisors. Typically an intern completes two rotations in their primary Emphasis Track, with a third rotation determined by training needs and breadth of experience. Applicants should indicate in their cover letter their preferences for three rotations and an alternate (enrichments are determined on-site during the first rotation). The final determination of rotation sequences is made by the Training Committee.

An **ENRICHMENT** is a supplementary clinical assignment of up to 300 hours, usually pursued on a one-day per week basis over eight months, concurrent with the regular second and third rotations. Some Tracks specify potential Enrichments, as well as the basic three-rotation sequences. Enrichment placements are arranged by petition near the end of the first four-month rotation.



CLINICAL PSYCHOLOGY EMPHASIS TRACK

The Clinical Psychology Emphasis Track provides training in assessment and intervention with a wide variety of psychiatric, behavioral, and environmental problems. It is designed to enable the intern to develop adequate skills in the differential diagnosis of psychopathological disorders, and to develop and implement individualized treatment plans essential for successful intervention. Theoretical and therapeutic approaches will vary with the training setting and types of problems typically encountered, but most rotations provide experience in (1) psychological assessment, (2) individual interventions including psychotherapy, cognitive approaches, and evidence based practices, (3) group, marital, and/or family interventions, (4) case management, (5) vocational screening, (6) multidisciplinary treatment team planning, and (7) patient education. We prefer interns concentrate in areas in which they have not gained extensive prior experience to broaden the scope of their diagnostic and treatment skills. The Clinical Psychology Emphasis Track usually consists of two different rotations from the mental health area (Appendix A) that do not duplicate previous experience. The remaining assignment may be assigned or selected from among other rotations to assure a manageable schedule and breadth of experiences.

CLINICAL PSYCHOLOGY ROTATIONS

MENTAL HEALTH AMBULATORY CARE CLINIC (MHACC) SERVICES

Wade Park and Parma

Interns in the MHACC have opportunity to engage in group and individual psychotherapy with male and female veterans who have a wide array of presenting problems. Clinicians in the MHACC belong to multidisciplinary teams with psychologist, psychiatrist, and social work members. Patients may be assigned to any team regardless of diagnosis. The MHACC clinic members at both Wade Park and Parma have team members specializing in general outpatient work, psychosis spectrum disorders, OIF/OEF (Afghanistan and Iraq) veterans, Women's issues, geriatrics, and trauma issues including men and women with sexual trauma. All teams have patients with a range of ages, military eras, and diagnoses.

Interns assigned to one of the MHACC teams will focus on doing individual and group psychotherapy utilizing evidence based techniques and have the option to sharpen assessment skills. In addition to traditional CBT and psychodynamic approaches, we have staff training in evidenced-based therapies such as Acceptance and Commitment Therapy, Dialectical Behavior Therapy, Mindfulness-Based Cognitive Therapy, Cognitive Processing Therapy, Prolonged Exposure, and Cognitive Therapy for Insomnia, and Cognitive Behavior Therapy for Depression. There are groups that focus on PTSD and addiction (Seeking Safety modules), men with sexual trauma, depression, anxiety conditions, anger, and veterans in recovery from



serious mental illness and comorbid addictions.

There is the unique opportunity to work with patients at all stages of recovery: from initial contact to longer-term working-through, using short-term protocols (PE and CPT, CBT for depression) as well as other modes of psychotherapy. Many veterans have comorbid Axis I and Axis II diagnoses, and provide ample opportunity to work with complex cases. The intern will be encouraged to complete assessments, deepen abilities to make integrated case conceptualizations, develop and implement meaningful treatment plans, conduct individual psychotherapy, and function as a co-therapist in different group therapy formats.

PROGRAM FOR RECOVERY SKILLS

Wade Park

The *Program for Recovery Skills* is an intensive residential program for persons with severe mental illness (SMI). This is a comprehensive program that employs evidence-based strategies for this population, including illness management and recovery skills training, and an integrated dual disorder treatment component for those veterans with SMI and co-occurring addiction. The 20-bed general psychiatric *Psychosocial Residential Rehabilitation and Treatment Program (PRRTP)* is the residential unit that offers an enhanced rehabilitative milieu facilitating recovery for veterans with mental health and/or addiction rehabilitation goals. This model program applies stage-wise intervention strategies for addiction and illness management issues, with an emphasis on early engagement, individual values and goals, and motivational enhancement interventions. Primary professional training experiences include clinical interviewing and psychological assessment, treatment/rehabilitation planning, case coordination, and individual/group interventions with persons with severe mental illness. Each intern also has the option of participating in a program development project. Comprehensive, recovery-oriented psychosocial assessment, motivational enhancement, cognitive-behavioral psychotherapy, and group facilitation skills are emphasized.

PSYCHIATRY DAY HOSPITAL

Wade Park

The Psychiatry Day Hospital is a CARF Accredited partial hospitalization program for individuals with serious or severe mental illness (e.g., schizophrenia, bipolar or other mood disorders, severe anxiety disorders, or psychotic disorders) who need short term intensive outpatient care. The program is staffed by a multidisciplinary team including a psychologist coordinator, consulting medication provider, two clinical nurse specialists, and a social worker. The intern is considered a full member of the team, with responsibilities that include: individual therapy, treatment planning, discharge planning, crisis intervention, facilitation and co-facilitation of group therapy, consultation with inpatient wards, differential diagnosis via psychological evaluations and report writing, providing feedback to the team and patients on the results, as well as intake assessments.

The Day Hospital can accommodate a range of 10-16 patients at a time. The Day Hospital strives to help the severely mentally ill patient reduce the frequency of inpatient hospitalizations, decrease the length of stay on acute psychiatry wards, transition from inpatient to outpatient status, and improve compliance with medical interventions. Group therapies offered include: Cognitive-Behavioral Therapy

for the SMI (CBT), Bellack's Social Skills Training (SST), anger management, coping skills training, medication management, and stress management with relaxation skills training.

Psychology interns have an excellent opportunity to strengthen clinical skills while being exposed to a broad psychiatric population. Interns engage in program evaluation and development through the construction of a Stress Management and Relaxation Group, and have the opportunity to increase knowledge of psychotropic medications and interventions with individuals in active psychosis. Day Hospital is a flexible rotation offering opportunities for interns to select groups for co-facilitation and to incorporate new and previously utilized materials and interventions for group and individual therapy.

PSYCHIATRY UNIT Wade Park

The inpatient, locked acute psychiatric unit in the new Cares Tower serves both men and women veterans. It is part of the LSCVAMC continuum of care for veterans with psychiatric illnesses, and is the most restrictive environment of care. The goals of treatment on this unit are rapid diagnosis, stabilization, and treatment for veterans experiencing psychiatric crises. Therefore staff utilizes a medical model of care, while integrating some aspects of the Recovery Model. Acute schizophrenic episodes, drug-induced psychosis and/or mood disorders, major depressive episodes, manic episodes, underlying personality pathology, and suicidal behaviors are amongst the most frequently encountered admitting diagnoses. Upon admission to the inpatient unit, veterans are assigned to an interprofessional treatment team comprised of an attending psychiatrist, medical provider, pharmacist, social worker, nurse, and learners from each of those disciplines. The rotation supervisor is the only psychologist on the unit and functions as a consultant to the teams, unit as a whole, and veterans. Interns on this rotation function as integral members of the interprofessional teams and work with veterans from admission through discharge. By following a veteran's course of inpatient care, interns are able to observe and help veterans demonstrating symptom acuity atypical of most outpatient and even residential treatment settings, while also observing and being a part of treatment focused on symptom reduction and ultimately, a return to functioning.



Specific skills obtained by interns on this rotation include: 1) Functioning as a team member during rounds, frequently providing treatment recommendations specific to life after discharge and community inclusion, 2) Advancement of assessment skills with attention to how to differentially diagnose, develop skills for inquiring about psychotic symptoms, learn how to conduct assessments when an individual is experiencing significant problems in mood and/or thinking, judiciously use both objective and projective testing, and provide both the team and veteran with testing/diagnostic feedback and education, 3) Facilitate and create Recovery-focused process and psychoeducation groups for individuals who vary in their level of symptom management, and 4) Conduct time-limited and problem focused one-to-one interventions. Interns are also expected to attend scheduled didactics and clinical case observations offered to the other learners on the team, and present their own treatment focused lecture. Typically, there are also opportunities to attend family meetings and probate court hearings – both of which are conducted on the unit. Working on the inpatient unit affords the opportunity to observe services and treatments across the continuum of psychiatric care, including observation of the psychiatric emergency

room, attending a session of electroconvulsive therapy (ECT), and spending a half day in the PR RTP and Day Hospital.

PTSD CLINICAL TEAM

Wade Park and Parma

The PTSD Clinical Team (PCT) provides specialized, time-limited, evidenced based treatments for victims of trauma. Veterans working within the PCT have been referred by an outpatient provider in order to engage in trauma-processing treatment utilizing primarily Cognitive Processing Therapy (CPT), Prolonged Exposure for PTSD (PE) and Nightmare Resolution Therapy (NRT). The PCT treatment is provided on both an outpatient basis and through the eight-week Residential Treatment Program (RTP). Upon completion of trauma-processing work, veterans requiring ongoing mental health care are referred back to their MHACC provider. Psychological assessment and the delivery of evidence-based practices (in both group and individual therapy formats on outpatient and residential basis) are the focus of training in the PCT. Interns are expected to hone their skills as a practitioner-scholar by functioning as an informed consumer of relevant research and utilizing research to inform their clinical practice. Training is provided in various empirically-supported treatments for PTSD with veterans. Interns are supervised in incorporating elements of these treatments into their clinical practice to various degrees, depending upon their previous therapy experiences. Opportunities for program development and evaluation are also available to interns.

RECOVERY RESOURCE CENTER (PRRC)

7000 Euclid Ave

The Recovery Resource Center is a Psychosocial Rehabilitation and Recovery Center (PRRC) that offers intensive outpatient mental health services to veterans who experience serious and persistent mental illness. The PRRC is a transitional learning environment that is designed to empower veterans using an individualized, person-centered approach. The PRRC strives to support mental health recovery and integrate veterans into meaningful community roles. Our center is located in the Greater Cleveland community and provides a unique set of training experiences for interns and residents. For additional information on the program please visit the PRRC Website.

In this rotation, trainees will partner with a multidisciplinary team to provide a full range of psychological services to veterans with serious mental illness (Schizophrenia Spectrum Disorders, Severe PTSD, and Major Affective/Depressive Disorders) and co-occurring addictions. Individuals on this rotation will refine or further develop skills in clinical interviewing, psychological assessment, individual, group and family therapy, as well as psychosocial rehabilitation planning and care coordination. Trainees will learn how to effectively engage, assess, and intervene with clients in their natural environment. Trainees will have opportunities to participate and learn more about Telehealth services, Integrated Dual Diagnosis Treatment (IDDT), Motivational Interviewing, Equine (Horse) Assisted Psychotherapy, and a number of other evidenced based interventions to treat individuals who experience SMI. Finally, this rotation offers ample opportunity to gain experience with designing and implementing skills and/or psycho-educational groups, and participating in ongoing performance improvement and program evaluation projects.

The Recovery Resource Center (PRRC) also offers a number of “enrichment” opportunities (see “Enrichment Opportunities” section for explanation). As a program that is accredited by the Commission on Accreditation of Rehabilitation Facilities (CARF), the PRRC has ongoing projects in performance improvement and program evaluation. Interns would have the opportunity to develop, implement and evaluate a psycho-educational or skills-based group interventions. A program development enrichment would provide trainees who are interested in becoming program managers, team leaders or clinical directors with foundational experiences/skills that are critical to those positions. The PRRC also offers Family programming, IDDT, telehealth services and a variety of other specialized interventions that could be potential enrichment opportunities for trainees that have interests in those areas.

MARRIAGE AND FAMILY SERVICES

Wade Park

The Couples and Family program is an interprofessional training program comprised of practitioners and trainees from Psychology, Chaplain Service, and Social Work. The intern will participate in collaborative work across these disciplines including independent and conjoint treatments, therapy, pastoral counseling, family education and consultation to our Behavioral Health Interdisciplinary Program (BHIP) Teams, the Posttraumatic Stress Disorder (PTSD Clinical Team (PCT) and the Gerontology Team in the General Mental Health Clinic.

The training experience emphasizes systems and communication interventions designed for couples and families, as well as clinical pastoral counseling and family education within an interprofessional framework.

Training emphasis is given to evidence-based practices. Currently, our professionals include practitioners trained and practicing all of the VA endorsed evidence-based practices for families and couples: Behavioral Family Therapy (BFT), Integrated Behavioral Couples Therapy (IBCT), Family Education/Psychoeducation through Veterans Support and Family Education (VSAFE), and VA-NAMI Family to Family Education Program Partnership. Additionally, we offer other evidence-based couples interventions derived from the work of John Gottman, Strategic Family Therapy, Emotionally Focused Couples Therapy, and Warrior 2 Soulmate (W2SM) couples workshop.

Interventions are designed to assist veterans, their partners, and/or families through direct work on relationship struggles, as well as family and couples counseling that assists in managing factors that can significantly impact relationship dynamics and quality, such as serious mental illness (SMI) and Posttraumatic Stress Disorder (PTSD). The rotation is designed to allow for flexibility in experiences and attention to the service delivery over extended periods of time. Attention is also given to multicultural issues, including same-sex and transgendered relationships.



Souls Divided by Rosalie Diaz

ADDICTIVE DISORDER ROTATIONS

VETERANS ADDICTION RECOVERY CENTER

Wade Park

Substance abuse rotations are in the Veterans Addiction Recovery Center (VARC). VARC offers a variety of programs for veterans who have a substance dependence or impulse control disorder. Veterans participating in VARC programming complete an initial assessment tailored to the patients' needs, treatment recommendations, and subsequent treatment aligned with their assessment results. Treatment modes range from brief intervention to intensive residential programming. In addition to primary treatment for substance dependence, the VARC unit has specialized programs in Gambling Treatment, Opioid Substitution, and Women Veterans Addictive Behavioral Treatment program. Both residential and outpatient treatment are available, with ongoing aftercare following the initial intensive phase of treatment.

One of the largest and most comprehensive addiction treatment programs in the VA Healthcare System, The Veterans Addiction Recovery Center (VARC) offers a unique opportunity for psychology interns to work on one of a number of interprofessional teams made up of a psychologist, psychiatrist, physician, addiction therapist, licensed counselor, social work, nursing, recreation therapist, and chaplain. Interns have the opportunity to participate in screening, assessment, and group and individual evidenced based treatment of a wide range of substance and process addictions. The training offers experience with the full range of care as defined by the American Society of Addiction Medicine: brief intervention, outpatient, intensive outpatient, residential and inpatient care.

Specific training experiences include:

- The Men's Residential Treatment Programs (Wade Park),
- Men's Intensive Outpatient Treatment Programs (Wade Park and Parma)
- Women's Addiction Treatment Program (Wade Park; a program with a national referral base specifically designed for women), and
- Gambling Treatment Program (Wade Park; the first gambling program in the world, with a national referral base with focus on gambling and other process addictions).

The training program in VARC facilitates the learning of evidenced based treatment including Motivational Interviewing and Motivational Enhancement Therapy, Cognitive Behavioral Therapy, Mindfulness Based Relapse Prevention, 12-Step Facilitation, and Contingency Management. Intern responsibilities include group facilitation, individual interventions, diagnostic assessment, and treatment planning. The intern's learning plan is individualized keeping in mind the intern's needs and goals, allowing for involvement in program development, leadership, intensive assessments, measurement based care, and specialized trainings in addiction.

Enrichment opportunities include intensive training in Motivational Interviewing or Motivational Enhancement Therapies, and research participation.

WOMEN'S ADDICTION TREATMENT PROGRAM

Wade Park

Our Women's Addiction Treatment Program offers residential and outpatient treatment for female veterans nationwide diagnosed with drug or alcohol use disorders. The program places special emphasis on issues unique to women and concurrently offers treatment for comorbid disorders such as process and other addictions, mood disorders, anxiety disorders (predominantly Post Traumatic Stress Disorder), and personality disorders. Treatment staff includes clinicians in a variety of disciplines including psychology, psychiatry, mental health counseling, nursing, social work, internal medicine, recreational therapy, art therapy, occupational therapy, etc. The program has a six-month aftercare component, onsite women's twelve-step meetings, and strong linkages with other medical center programming for coordinated care of trauma and other related concerns. Therapeutic interventions consist of evidence-based treatments, including but not limited to motivational interviewing and enhancement, cognitive-behavioral techniques, skill-building and mindfulness enhancement strategies. The treatment program is implemented through the use of structured NIDA and MATRIX program materials and includes many gender-specific interventions. Intern responsibilities include group facilitation, individual patient interventions, diagnostic assessment, and treatment planning. Trainees may be involved in the treatment program's equine therapy component if interested. There are also opportunities to incorporate particular interest areas into the rotation, such as involvement in program development, participation in leadership opportunities, conducting personality assessments, and attending specialized trainings in substance use disorder treatment.



GAMBLING TREATMENT PROGRAM

Wade Park

Operating for over 40 years, this was the first program in the world addressing gambling as an addictive disorder, draws referrals nationally, including from the Department of Defense. It includes eight to ten residential rehabilitation beds with a 5-6 week length of stay, and includes aftercare and outpatient services. Programming follows a structured evidenced-base manual and incorporates peer support and Gamblers Anonymous. Interns serve as co-therapists in daily group psychotherapy and provide individual therapy according to veterans' needs. The program is headed by a psychologist and has its own program evaluation staff. The psychologist lead is a national trainer in motivational interviewing, a primary modality in individual intervention. Research and scholarly activity on gambling has been presented at national and international forums. Interns are encouraged to participate in research and program evaluation.

HEALTH PSYCHOLOGY EMPHASIS TRACK

The Health Psychology Track encompasses clinical health psychology applications and meets the Council of Directors of Health Psychology Training Programs requirements for health psychology internships. It offers training experiences in a variety of inpatient medical settings, including acute, intensive care, and rehabilitation units. In addition, participation in Primary Care Medical Clinics provides interns with broad experience in assessment and short and long-term care of medical outpatients and their families. Interns interested in this track must have adequate prior experience in mental health settings so that they will be able to recognize and manage common psychiatric syndromes, since they may coexist with medical problems. Emphasis areas are coping with illness as well as modifying health-related behaviors through direct and focused interventions. Depending upon the rotations chosen, training experiences may include the following: (1) differential diagnosis of functional and organic contributions to symptoms, (2) crisis intervention with patients and families, (3) consultation-liaison activities with multi-disciplinary staff, (4) pain and stress management, (5) counseling for adjustment to chronic disease and disability, (6) individual and marital therapy, and (7) group intervention aimed at primary and secondary prevention. Interns who elect the Health Psychology Track generally complete two rotations from the Health Psychology group (see Appendix A) and a third from the Mental Health group.

HEALTH PSYCHOLOGY ROTATIONS

CARDIOLOGY/ORGAN TRANSPLANT

Wade Park

The Cardiology rotation provides interns with a broad range of integrative healthcare experiences including the opportunity to work as a member of an interdisciplinary team with cardiologists, cardiology fellows/residents, nurse practitioners, social workers, and rehabilitation professionals. Interns on this rotation are encouraged to learn about both the psychological and medical aspects of illness by participating in inpatient cardiology rounds and outpatient heart failure shared medical clinics. Interns will address a variety of psychosocial issues including assessment and treatment of cardiac risk factors such as obesity and tobacco use, treatment of adherence problems, evaluation of cognition, behavioral management of delirium, and assessment of mental health issues that impede patient and clinical management of cardiac related health problems. The rotation also provides exposure to the problems of hospitalized, critically ill patients, and their families such as end of life issues and bereavement.



As members of the transplant and advanced heart failure teams, interns prepare comprehensive psychosocial evaluations of veterans referred for a ventricular assist device or solid organ transplant (heart, lung, liver, and kidney). The assessment focuses on factors affecting clinical outcomes such as coping/motivation, social support, mental health issues, and adherence to treatment regimens. The

intern presents the assessment during interdisciplinary selection committee meetings, co-lead a transplant specific substance abuse treatment group, and provide short-term individual psychotherapy that focuses on psychosocial issues impeding candidacy or adjustment pre/post-transplant. Interns also gain experience in objective assessment measures including the MMPI-2, MMPI-RF, Montreal Cognitive Assessment (MOCA), and Repeatable Battery for the Assessment of Neuropsychological Status (RBANS).

Research is required on the cardiology/transplant rotation and interns may elect to join other professionals on existing projects or choose to develop their own areas of scholarly interest.

ONCOLOGY/HOSPICE

Wade Park

As a member of the interdisciplinary oncology team, the psychologist receives referrals from numerous sources that include oncologists, general surgeons, oncology nurses, oncology dieticians, oncology social worker, and advanced practice nurses. As such, trainees have the opportunity to collaborate and interact with multiple disciplines to ensure that the psychosocial and psychological needs of the individual and family are addressed along with their medical needs. Interventions include group intervention, behavioral modalities such as relaxation training, stress management and mindfulness and cognitive-behavioral therapy to facilitate the adaptation and adjustment to new roles within the system. In addition, there may be the need to identify and process the grief that is inherent in losses associated with a major medical illness diagnosis.

Veterans and their families are followed in multiple settings including outpatient, infusion settings and inpatient hospital stays throughout the medical center. The intern will have the opportunity to participate in multiple weekly and bi-weekly interdisciplinary tumor boards that discuss evidenced based treatment for newly diagnosed gastrointestinal cancer, head and neck cancer and diverse cancers such as melanoma, lung, breast and prostate cancers.

Finally, there may be opportunities to conduct a Psychological Evaluation for a Bone Marrow Transplant Candidate. This evaluation requires gathering past and current family, psychiatric, medical, and substance use history in order to identify potential risk factors associated with maladaptive coping skills or the patients' available support systems during and post the transplant process.

Working in the Inpatient Hospice Unit the intern will serve as a member of an interdisciplinary team that includes the hospice social worker, nurse practitioner, pharmacist, dietician, chaplain, medical director, nursing staff, recreational therapists and art therapist. Within this setting there may be the opportunity to work with the family as well as to conduct individual therapy to facilitate the veteran's transition to this final developmental phase of the patient's life.

Learning objectives:

1. Interns will develop clinical skills and acumen needed to work with individuals through the continuum of diagnosis, treatment and survivorship with a major medical illness.
2. Interns will gain experience working with people at the end of life.
3. Interns will gain exposure to individuals as they transition through different stages in the end-of-life process.

PAIN MANAGEMENT CENTER

Wade Park

The Pain Management Center operates under Anesthesiology Service at the Wade Park medical facility. The Psychology Section of the program is typically comprised of two full time psychologists, one postdoctoral resident, and a predoctoral psychology intern. Trainees interact daily with health psychologists, Board certified anesthesiologists, physician extenders, and nurses with specialized training in pain management. Services are provided to outpatients with a variety of chronic pain disorders; co-morbid mood disorders and substance use disorders are common.

Although the model of the Center is primarily consultative, there is opportunity for the psychology intern to follow select patients on a time-limited basis for behavioral management of pain utilizing techniques such as relaxation training, biofeedback, cognitive-behavioral therapy, family counseling, and telehealth interventions. Interns will conduct behavioral/psychometric assessments of new patients for the purpose of evaluating potential contraindications for opioid analgesics, spinal cord stimulation, and other implantable devices. The intern will be involved in co-facilitating psychoeducation groups for shared medical appointments and for the CARF accredited Intensive Outpatient Program. Typical topics covered are the chronic pain cycle, cognitive restructuring, stress management, activity pacing, anger management, and effectively communicating with providers or family. Arrangements can be made for interns to observe invasive interventions, such as epidural steroid injections. Interns also have the opportunity to participate in the Cleveland VA's Pain Specialty Care Access Network (SCAN) team meetings. These weekly meetings, held via video conferencing technology, involve interdisciplinary presentations and case discussions that aim to educate primary care providers in rural settings to be more proficient in treating chronic pain conditions. The Pain Management Center rotation focuses on providing a variety of psychological services within a well-integrated multidisciplinary team.

PRIMARY CARE CLINICS

Wade Park

Psychologists serve as staff members in the Primary Care Clinics, an interdisciplinary, primary care, preventive health model. The psychology intern is instrumental in assessment and treatment of biobehavioral problems such as gastrointestinal disorders, tobacco abuse, obesity, impotence, somatoform disorders, and other psychological problems. The intern will be expected to apply behavioral health interventions such as motivational interviewing to enact health promotion and disease prevention, and to follow a small number of outpatients for short-term psychotherapy. Interns work very closely with medical attending physicians, residents, nurse practitioners, podiatry residents, and social workers. The intern participates as a facilitator in interdisciplinary Shared Medical Appointments for both hypertension and diabetes. There is also opportunity to participate in the Morbid Obesity Clinic (an interdisciplinary psychoeducational group for weight loss), Preventive Medicine Clinic (a resident teaching clinic where patients are assessed and treated for tobacco abuse, pre-diabetes, diabetes, obesity, and non-adherence), and evaluating potential candidates for bariatric surgery. Interns are also invited to attend various lectures, case conferences, and journal clubs sponsored by the Department of Medicine. Research is a requirement of the rotation.

GEROPSYCHOLOGY EMPHASIS TRACK

Interns in the Geropsychology Emphasis Track receive training experience that includes both specific geropsychological work and more general training appropriate to the doctoral level, following a Pike's Peak model of training using evidence-based interventions. The focus is on lifespan development, normative changes, and the interaction between the mental and physical problems which may occur in older persons. The intern will explore beliefs about aging, ethical issues related to this population, biology and the mind-body connection, and the social dynamics of aging. Methods of efficient yet thorough evaluation, testing, and intervention appropriate to this population will be applied with consideration of diversity issues. This will occur in several contexts, including membership in an interdisciplinary team in inpatient rehabilitation and outpatient medical settings, as well as in long-term care settings. The other rotations and enrichment experiences will be selected to insure breadth of training without duplicating previous experiences. Typical programmatic options would be: (1) rotations in Geropsychology, Neuropsychology or the Community Living Center, and a third rotation for breadth of training, or (2) Geropsychology, two additional rotations, and enrichment in Oncology and Hospice Care.

GEROPSYCHOLOGY ROTATIONS

GEROPSYCHOLOGY

Wade Park

Interns in the Geropsychology rotation gain experience in the assessment, care, and management of the elderly veteran, and provide services in varied settings as a valued member of the geriatric interdisciplinary treatment team. Services are provided in the Geriatric Outpatient Primary Care Medical Clinic and to an 8-bed inpatient Geriatric Evaluation and Management (GEM) Unit. Interns provide psychological assessment, cognitive assessment, and treatment interventions for patients. Individual, marital, and family therapy are frequently utilized to help veterans and their families cope with a wide variety of difficulties including medical, neurological, and psychiatric illness. Interns also help staff manage and treat patients more effectively by direct intervention or staff training. Interns are able to build and maintain therapeutic relationships with patients in this rotation. They learn to evaluate and address issues specific to the aging population, including issues such as capacity, placement, grief and loss, end-of-life issues, social dynamics, dementia, delirium, behavioral issues, loss of driving privileges, and psychosis. Interns gain understanding of medical conditions, procedures and medications, and the impact they have on elder patients' cognition and emotional status. Interns also explore issues of diversity and ethics related to this population and the resulting impact on treatment. Interns work directly with medical staff and various other disciplines on the treatment team, and learn to function as team members. Research opportunities are available and encouraged.

COMMUNITY LIVING CENTER

Wade Park

The rotation at the Community Living Center (CLC), our facility's nursing home unit, addresses mental, physical, cognitive and emotional issues as pertains to adults and older adults residing in a long term care community. Interns will learn to: (1) recognize age-related physical and psychosocial changes and stressors such as adjustment disorders, mood disorders, behavioral health, substance abuse, and serious mental illness, (2) describe the assessment of physical and psychosocial function in the older adult, (3) develop and implement behavioral plans and other long term care interventions, (4) identify factors that distinguish between reversible confusion and dementia, (5) recognize the altered effects of medication on the older adult population and the implications of care with regards to medical conditions and medical interventions, (6) learn principles of hospice and palliative care, and (7) conduct cognitive assessment and decision making capacity evaluations. In addition to individual and group interventions, the rotation also provides experience with techniques and coping skills for family caregivers who are going through life role transitions of their loved ones. Further, the intern will be a valued part of the interdisciplinary team and will have ample opportunity for staff consultation and training.



NEUROPSYCHOLOGY EMPHASIS TRACK

The Neuropsychology Track affords both general clinical training and preparation for subsequent specialization at a postdoctoral level. The program offered meets the Division 40 and International Neuropsychological Society criteria for doctoral Neuropsychology internships. Interns in the Neuropsychology Track are assigned rotations appropriate to prior training and experience. Typically an intern completes two Neuropsychology rotations with different supervisors and pursues a third rotation in one of the other emphasis areas for breadth of training. Occasionally, when the intern has a strong background in neuropsychology, the intern may substitute a Neuropsychology rotation for one in which there is substantial experience with neuropsychologically impaired populations, such as Geropsychology, Spinal Cord Injury Service, or the Pain Clinic.

NEUROPSYCHOLOGY ROTATIONS

Wade Park and Parma

Neuropsychology rotations are arranged at the Wade Park or Parma Campuses. At the Wade Park Campus the emphasis is on providing evaluations for Neurology, rehabilitation, and case management. At the Parma Campus there is greater emphasis on differential diagnosis in patients with a primary psychiatric diagnoses and comorbid neurological complications. On both rotations there is a substantial emphasis on required background readings in neuroscience and related fields as well as readings conceptually targeted to particular cases and their relevant differential diagnostic issues. Considerable time is spent delineating cognitive mechanisms underlying impaired performance and how this relates to neuroimaging, radiological, neurological and neuropsychiatric data. Research and specialized didactic opportunities such as Neurology Grand Rounds, brain cutting, and epilepsy case conferences are available at nearby Cleveland hospitals.

Neuropsychological referrals typically consist of questions concerning delineation of spared and impaired cognitive functions secondary to central nervous system dysfunction related to traumatic brain injury, stroke, differential diagnosis of depression and dementia, establishment of a neuropsychological baseline against which to monitor recovery or progression of central nervous system dysfunction, assessment of cognitive/behavioral functions to assist with rehabilitation, management strategies, and placement recommendations, and evaluation of cognitive status for capacity evaluation.

The Clinical Neuropsychology Emphasis Track operates in accordance with the INS-Division 40 guidelines and the goals espoused by the Houston conference. It is designed to provide interns with the didactic and experiential opportunities necessary to develop evidence-based neuropsychological assessment, clinical interpretative, and consultation skills. Interns are assigned research literature pertinent to issues related to the people they evaluate. In addition, specific training goals include active involvement in clinical research and relevant educational opportunities within the context of a nationally known tertiary medical center.

REHABILITATION PSYCHOLOGY EMPHASIS TRACK

The practice of Rehabilitation Psychology involves improving the quality of life and functioning of people with acquired disabilities. The Rehabilitation Psychology Emphasis Track provides interns with training to develop foundational and functional competencies for professional rehabilitation psychology practice consistent with the American Board of Rehabilitation Psychology (i.e., ABPP specialty certification in Rehabilitation Psychology). Interns will have the opportunity to learn about rehabilitation diagnoses including spinal cord injury, traumatic brain injury (TBI), amputation, stroke, multiple sclerosis, and orthopedic disorders. Interns provide assessment and intervention to veterans as well as consultation to members of the interdisciplinary rehabilitation team. Interns who elect the Rehabilitation Psychology Emphasis Track will complete the SCI rotation and a rotation from the Mental Health Group. They will have a choice of Pain Management, Neuropsychology, or Cares Tower Residential and Outpatient Rehabilitation. It is our goal to provide an engaging, educational, and enjoyable internship experience!

REHABILITATION ROTATIONS

SPINAL CORD INJURY AND DISORDERS UNIT (Required)

Wade Park

The Spinal Cord Unit is a designated Center of Excellence for comprehensive medical care and rehabilitation of veterans with spinal cord injuries (SCI). There is a forty-year history of intern training on the spinal cord unit. This rotation offers experience in providing psychological services to people with disabilities, including diagnostic evaluation, psychotherapy, group psychotherapy, and behavioral contracting. Interns will become familiar with the medical aspects of SCI as well as the acute and long-term psychological problems associated with this disability, such as depression, anxiety, and substance abuse. The rotation emphasizes working within an interdisciplinary team in order to promote positive treatment outcomes and program development. Our center has a 32 bed inpatient unit and an outpatient clinic that serves 500 veterans with SCI/D annually. Our inpatient acute rehabilitation program and outpatient rehabilitation program are both CARF accredited. The LSVAMC has one of the biggest VA SCI Telehealth programs in the country and interns may have opportunities to do telehealth. Primary supervisors on this rotation are Thomas Dixon, Ph.D., ABPP (Rp) and Angela Kuemmel, Ph.D., ABPP (Rp).

CARES TOWER-RESIDENTIAL AND OUTPATIENT REHABILITATION

Wade Park

In addition to Physical Medicine & Rehabilitation Services, the state of the art CARES Tower building enables the Cleveland VAMC to provide care to Veterans needing inpatient blind rehabilitation and long term spinal cord injury care. This rotation offers rehabilitation psychology trainees the opportunity to gain diverse residential and outpatient rehabilitation experience through participation in clinical

activities across 2 part-time clinics. The CARF accredited Cleveland Blind Rehabilitation Center (BRC) is 1 of 13 national inpatient VA centers that provide comprehensive rehabilitation services and skills training for management of visual impairment and blindness. The Cleveland BRC has 15 beds and an average admission lasts four to six weeks.

Trainees have the opportunity to develop skills in comprehensive biopsychosocial assessment and in use of screening measures for assessment of cognitive functioning. Recommendations stemming from these assessments are offered during weekly interdisciplinary team meetings. The trainee will gain experience with regular team consultation and care coordination that is provided on an as-needed basis, regarding behavioral management and management of mental health or cognitive issues. Trainees will provide short-term individual psychotherapy to address a wide range of mental health symptoms and disorders, individual adjustment to disability and chronic illness, and health behavior modification. There is opportunity for conjoint family member or caregiver sessions that emphasize adjustment to disability for the patient and the family. Trainees will also lead a weekly psychoeducational/support group that addresses adaptation to and management of visual impairment, disability, and social disability issues.

The Spinal Cord Injury Long Term Care (SCI LTC) Unit, is a 26 bed residential care facility addressing psychological needs for individuals with Spinal Cord Injury and neurological disorders such as multiple sclerosis and amyotrophic lateral sclerosis. Trainees will have the opportunity to evaluate and treat a variety of complex psychiatric concerns and adjustment concerns, as well as problematic health behaviors such as tobacco use and weight management. Rehabilitation psychology currently offers long-term individual psychotherapy, a weekly support/behavioral activation group, evaluation of all patients annually, and cognitive testing. Also serving as an active participant in weekly interdisciplinary teams, admission decisions, and administratively participates in development of policy.

OTHER ROTATION OPTIONS

PAIN MANAGEMENT CENTER

Wade Park

Please see the description under the Clinical Health Psychology Emphasis Track.

NEUROPSYCHOLOGY

Wade Park/ Parma

Please see the description under the Clinical Neuropsychology Emphasis Track.



ENRICHMENT OPPORTUNITIES

Interns may be permitted to pursue an internal or external enrichment. In addition to the three four-month rotations, enrichments are scheduled four to eight hours per week starting in the second rotation and continuing through the third rotation. Internal enrichments may be petitioned for in October of the training year, after the intern has sufficiently familiarized him or herself with the range of training opportunities. Many of the regular rotations can be pursued as an internal enrichment if the supervisor is available and agreeable to providing the training experience. External enrichment options are best negotiated during the application process so that suitable arrangements with other training sites can be completed. Applicants interested in pursuing external enrichment possibilities should provide their own liability insurance. In most instances, outside agencies are now requiring this as a condition of accepting any student from an outside program.

INTERNAL ENRICHMENT

Up to eight hours per week may be authorized for approved training with an appropriate staff member outside the current rotation. For example, interns who require experience in long-term therapy may see selected patients throughout the internship year through outpatient mental health or other settings. In recent training years, enrichments have been pursued in Acceptance-Based Psychotherapies and in Evidence-Based Psychotherapies for PTSD, as well as the Gambling Treatment Program, Palliative Care Team, Bariatric Surgery, Oncology/Hospice, Women Veterans PTSD Program, and Smoking Cessation Group.

EXTERNAL ENRICHMENT

Interns with a training need which will not otherwise be met in the remainder of their doctoral program may be placed in an external (non-VA) assignment. Up to 300 hours of such training at a designated community agency may be credited towards the intern's training year requirement.

DISSERTATION RESEARCH

Interns not utilizing another enrichment option may be authorized up to 300 internship hours for doctoral Dissertation research if that research involves the hospital's veteran population. A number of former interns have conducted their research at our facility, and the variety of settings and patients here facilitates data collection. Psychology Service maintains voluminous psychological testing archives in hard copy and electronic files, with a particularly large database available in the Veterans Addiction Recovery Center. Research projects are also active in Neuropsychology, General Medicine Clinic, and Psychiatry. Interns contemplating dissertation research should confer with the Director of Psychology Training immediately after the NMS APPIC Match, to facilitate timely implementation of a research proposal and plan and fulfill the needs of the local IRB approval process.

APPLIED CLINICAL RESEARCH

Research opportunities are available on most rotations. Interns may devote up to eight hours per week to developing and implementing a clinical research project pertinent to their assignment or to participating in ongoing research. Consultation and assistance are regularly available from the Psychology staff, a research psychologist at the Medical Center, and faculty from nearby affiliated universities. Outcomes for the research must be procedural and well defined. Major research areas include substance abuse, gambling disorders, pain management, chronic health care, shared medical appointments, tobacco abuse, spinal cord injury, cardiology, obesity, neuropsychology, schizophrenic cognition, and in geriatrics driving evaluation clinic.

ACCEPTANCE-BASED THERAPIES

Parma

Dr. Kevan McCutcheon is a national trainer in Acceptance and Commitment Therapy (ACT), and can provide training in acceptance-based approaches. The enrichment experience is aimed at advancing the intern's proficiency at conceptualizing patient functioning and intervening effectively. There is the opportunity to develop skills in Acceptance and Commitment Therapy (ACT), Dialectical Behavior Therapy (DBT), and Mindfulness-Based Cognitive Therapy (MBCT). Acceptance-based therapies seek to alter clients' relationships to and avoidance of internal experience as the central mechanisms of change, with a goal of enhancing quality of life through actively pursuing value-based actions. Interns may participate in both individual and group interventions including: ACT (1) clinical targets such as depression, anxiety, anger, and substance, (2) open-ended psychotherapy for Male Sexual Trauma integrating acceptance-based therapies, and (3) DBT program for Borderline Personality Disorder. Mindfulness interventions are an integral part of all groups.

BLIND REHABILITATION CENTER

Wade Park

The Cleveland Blind Rehabilitation Center (CBRC) was recently added as one of 14 VA inpatient treatment centers offering intensive blind rehabilitation training to Veterans with legal blindness or excess disability due to sight loss. The CBRC is a 14 bed residential treatment center that provides blind rehabilitation skills training to Veterans who are referred from 5 neighboring states. Patients range in age from the late 20s to mid-90s but the majority are in their 60s and 70s. Veterans who complete the full treatment program attend 5, 1 hour classes per week day. The training includes lessons in Orientation and Mobility, Living Skills, Manual Skills, Communication Skills, and Low Vision Skills, and will typically last from 4-6 weeks depending on the needs and abilities of the patient. This rotation offers experience in providing psychological services within a medical rehabilitation setting. The Psychologist assesses all new patients for psychosocial functioning, adjustment to disability, psychiatric status, and cognitive issues. Treatment plans are objectively data driven and are tailored to specific patient needs. Recommendations for adapting the rehabilitation program to adjust for patient limitations are offered. The Psychologist provides individual psychotherapy and psychoeducational groups to help with emotional adjustment to sight loss and facilitate rehabilitation gains. Family members are invited to participate in family education as well.

Interns will become familiar with common causes and presentations of visual impairment (e.g., Macular Degeneration, Retinitis Pigmentosa, Diabetic Retinopathy, Glaucoma, Cataracts, and Detached Retina due to trauma). The Intern will become knowledgeable about psychiatric conditions, medical conditions, and cognitive deficits which influence the patient's experience of vision impairment and can affect rehabilitation progress. The CBRC is an active medical rehabilitation setting that offers opportunity for enrichment in application of training related to general mental health, geropsychology, health psychology, and neuropsychology.

COGNITIVE PROCESSING THERAPY

Wade Park

Dr. Kerry Renner is a national trainer for Cognitive Processing Therapy (CPT) and works in conjunction with PTSD Clinical Team. For this enrichment, the intern will gain exposure to and training in CPT, an evidence-based approach to the treatment of PTSD. Training will be designed to start at the intern's experience level and advance their skills for conceptualizing patient functioning and intervening effectively. The enrichment begins with participation in a regional CPT workshop near the start of the training year, participation in CPT group, and individual work. If duties allow for all requirements to be completed, the intern can gain eligibility for VA provider status in CPT. Veterans and trauma history will be considered in assigning cases to the intern and include Vietnam and OEF/OIF/OND era veterans as well as combat, MST, CSA, and other trauma history. There may be opportunity to participate in other evidence-based work for PTSD such as assessment or Seeking Safety as part of this enrichment.

FAMILY AND COUPLES THERAPY

Wade Park

The Louis Stokes Cleveland VAMC offers family and couples therapy within the outpatient mental health clinic for veterans already enrolled in other individual mental health services. Providers privileged in couples and family work have a range of experience and training. ranges to over twenty years experience with a variety of approaches. Strategic Family Therapy addresses couples' specific problems through brief, pointed interventions for which the therapist has a directive role. Interventions and orientations also used are Behavioral Family Therapy (BFT), Integrated Behavioral Couples Therapy (IBCT), and the Gottman Method of couples therapy. BFT is a psychoeducation approach for veterans with an SMI diagnosis and their identified family member(s) to address relationship problems that co-occur with an SMI diagnosis. IBCT, developed by N. Jacobson and A. Christensen, focuses on the goal of behavioral change through the use of acceptance and accommodation of differences. The Gottman Method, developed by Drs. John and Julie Gottman, is an applied approach for helping couples develop better, more meaningful relationships by enhancing their engagement in seven areas thought to contribute to healthy marriages. This VA is also one of several VA facilities that provide the couples workshop, Warrior 2 Soulmate (W2SM), an intensive two-day workshop facilitated by an interprofessional team that focuses on enriching committed relationships through specific strategies for new approaches to problem solving and communication. In this enrichment experience, an intern will have the opportunity to work as a co-therapist with one to two couples or families (treatment dependent) for approximately nine months allowing for experience in engagement, evaluation, conceptualization, and treatment of couples with a variety of presenting concerns, including, PTSD, SMI, anxiety, personality disorders, or primary relationship concerns.

MILITARY SEXUAL TRAUMA AND INTIMATE PARTNER VIOLENCE (Wade Park)

The MST/IPV Enrichment offers the opportunity for specialized training in assessment, individual, and group psychotherapy with Veterans who have trauma related sequelae or whom are using or experiencing intimate partner violence. The enrichment is housed in outpatient Mental Health Ambulatory Care Clinic (MHACC) and the Women Veteran's Health Care Clinic (WHC) within a Patient Aligned Care Team (PACT.) Trainees in the WHC have the opportunity for experiences with comprehensive assessment, brief treatments within a primary care mental health integration (PC-MHI) model, and consultation to other providers within the medical center. In the MHACC trainees will have the opportunity to provide services as part of a women's intensive outpatient program for those who have experienced interpersonal trauma. This program integrates mindfulness, ACT, DBT skills, Cognitive Processing Therapy, and other cognitive behavioral interventions. If interested, trainees may receive supervision in Cognitive Processing Therapy and STAIR, and work on program development with the MST/IPV coordinator. Goals include gaining experience with group psychotherapy, consultation within a primary care mental health integration setting, intervention with trauma related sequelae and intimate partner violence, MST/IPV related program development, training, and outreach. A significant aspect of increasing your proficiency with this population involves a mindful awareness of countertransference, healthy boundary setting, and other aspects of self-care. An open dialogue about these issues will be critical to increasing your effectiveness with this population.

MOTIVATIONAL INTERVIEWING (Wade Park)

Dr. Heather Chapman is an international trainer in Motivational Interviewing. Enrichment opportunities include intensive training in Motivational Interviewing or Motivational Enhancement Therapies. Please see further description of addictions rotations in the Clinical Psychology Emphasis Area.



APPLICATION PROCEDURES

Eligibility: Applicants must be citizens of the United States who are performing satisfactorily in an APA accredited clinical or counseling psychology doctoral program. They must have at least 1,000 hours of supervised psychological experience beyond course practica.

Complete the APPIC application at the APPIC website: <http://www.appic.org/>

Internship programs and applicants must abide by the APPIC AAPI Online Supplemental Materials policy, which states that the only acceptable supplemental materials that may be submitted by internship applicants are (a) a treatment or case summary, and (b) a psychological evaluation report. Submitting a case summary or report is OPTIONAL.

In our literature, the term EMPHASIS TRACK refers to the intern's overall focus of the year's study, within which there are three rotations. APPIC refers to these as "Programs." Interns usually complete two rotations specific to their Track, and a third rotation that insures breadth of training. Final determinations are at the discretion of the Training Committee.

IN YOUR COVER LETTER

Indicate **ONE EMPHASIS TRACK to which you are applying:**

- 1) Clinical Psychology
- 2) Health Psychology
- 3) Geropsychology
- 4) Neuropsychology
- 5) Rehabilitation Psychology

Also indicate your preferences for three rotations and an alternate (enrichments are determined on-site during the first rotation).

EXAMPLE FOR COVER LETTER

I am applying to: Clinical Psychology Emphasis Track

My preferred rotations are:

1. Recovery Resource Center
 2. Women's VARC
 3. Primary Care Clinic
- Alternate: Mental Health Outpatient Clinic

APPLICATION DEADLINE: WEDNESDAY NOVEMBER 2nd, 2016

Applicant Interview and Open House Days

We will conduct visit days January 11, 12, and 13, 2017 for the purposes of interviewing and acquainting applicants with our facility and programming. There will be an emphasis area focus for each visit day, however prospective interns may schedule for any day available. The emphasis area for January 11, 12, and 13 will be Clinical Psychology, Health Psychology, and Neuropsychology/Rehabilitation Psychology respectively. Applicants whom we invite will be provided with further details and the opportunity to schedule a visit day. We do not require applicants to attend. As an alternative a phone interview may be arranged.

Requirements for Final Appointment

As is true at all VA internships, final appointment to the internship subsequent to the NMS APPIC Match is contingent upon passing a routine physical examination, background security check, a possible random drug screening, and standard employment forms OF 612 and OF 306. An oath of office is required at the beginning of the internship.

Questions regarding the accreditation of the internship may be addressed to:

Office of Program Consultation and Accreditation
American Psychological Association
750 First Street N.E.
Washington, D.C. 20002-4242
Phone: (202) 336-5979 Email: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

This internship site agrees to abide by the Association of Psychology Postdoctoral and Internship Centers (APPIC) policy that no person at this training site will solicit, accept, or use any ranking-related information from any intern applicant.

Telephone inquiries about our program are invited at (216) 791-3800, x6822. We encourage diversity among our applicants, including qualified ethnic minority group members. We participate in the current Association of Psychology Postdoctoral and Internship Centers Match Program and observe their policies, practices, and deadlines. We do not pre-allocate any internship positions to particular universities.

Program Address

Director of Psychology Training
Psychology Service 116B (W)
Louis Stokes Cleveland VAMC
10701 East Boulevard
Cleveland, OH 44106
216-791-3800 ext 6822



STAFF QUALIFICATIONS

AJAYI, William, Ph.D., Kent State University, 2014. Assignments: PTSD Clinical Team; PTSD/SUD Residential Treatment Program; Theoretical orientation: Integrative, primarily Cognitive Behavioral. Clinical specializations: Assessment, Individual /group psychotherapy, evidenced-based psychotherapeutic interventions. Publications and research interests: Personality Assessment, Scale development Clinical & forensic applications for personality measures, evidenced-based interventions. Professional organizations: American Psychological Association, Society for a Science of Clinical Psychology, Society for Personality Assessment. Teaching and supervision interests: Individual and group psychotherapy, assessment/treatment of PTSD and Substance Use Disorders.

ARONOFF, Julie Harmon, Ph.D., Wayne State University, 1992. Assignments: Associate Chief, Psychology Service; Local (Facility) Recovery Coordinator. Theoretical orientation: Cognitive-Behavioral. Clinical specializations: severe mental illness; psychosocial rehabilitation and recovery; psychological assessment for differential diagnosis, including projectives. Publications and research interests: program evaluation and outcomes monitoring. Professional organizations: Past President, State Board of Psychology of Ohio. Teaching and supervision interests: Psychological assessment; mental health recovery; professional ethics.

BARACH, Peter M., Ph.D., Case Western Reserve University, 1982. Assignments: Compensation & Pension examinations. Theoretical orientation: Psychodynamic, experiential, EMDR, eclectic. Clinical specializations: Dissociative disorders, PTSD, adult survivors of childhood sexual abuse. Academic Appointment: Senior Clinical Instructor in Psychiatry, Case Western Reserve University School of Medicine. Past President: International Society for the Study of Trauma & Dissociation. Ad hoc reviewer for several journals. Publications and research interests: Treatment guidelines for dissociative identity disorder; disordered attachment and chronic dissociation. Professional organizations: APA Division 56 (Trauma Psychology) Teaching and supervision interests: Dissociative disorders.

BERMAN, Susan P., Ph.D., University at Buffalo, 1991. Assignments: Oncology; Hospice; Palliative Care Team; Genitourinary. Theoretical orientation: Psychodynamic. Clinical specialization: Health psychology. Publications and research interests: Oncology and interprofessional care. Professional organizations: American Psychosocial Oncology Society. Teaching and supervision interests: Individual therapy, Life Review therapy and group therapy.

BIGGIE, Brigitte M., Ph.D. The University of Akron, 2012. Assignments: Mental Health Ambulatory Care Center (MHACC), Staff Psychologist. Theoretical orientation: Eclectic: CBT, IPT, MI, insight-oriented, and others. Clinical specializations: Individual psychotherapy, CBT I, group therapy, health psychology, assessment. Publications and research interests: Lexical impact on expectations about and intentions to seek psychological services. Professional organizations: Ohio Psychological Association; Hope Over Heroin Board Member. Teaching and research interests: Individual, group psychotherapy, spirituality.

BISCARO, Michael, J., Psy.D, ABPP, Xavier University, 2005. Assignments: Program Coordinator, Recovery Resource Center (PRRC); Major Preceptor, Community Inclusion & Serious Mental Illness (SMI); CARF Behavioral Health Continuous Readiness Committee Chair. Theoretical Orientation:

Integrative with emphasis on cognitive behavioral, dynamic, and systems theories. Clinical specializations: Board Certified (ABPP) in Forensic Psychology; Psychological Assessment; Psychosocial Rehabilitation; Serious and Persistent Mental Illness. Publications and Research Interests: Evidence-based practices in treating serious mental illness; process/outcomes in psychosocial rehabilitation and recovery, and identifying predictors for problem drinking. Professional Organizations: American Board of Professional Psychology, American Academy of Forensic Psychology. Teaching and Supervision Interests: Psychosocial rehabilitation and the recovery model; Evidence-based practices in treating SMI, Group and individual psychotherapy, Psychological assessment and forensic psychology; Program development, implementation, & evaluation.

BREGLIA, Daniel, Psy.D., Widener University, 2005. Assignment: Couples and Family Services Program at Wade Park. Theoretical Orientation: eclectic, cognitive-behavioral, experiential, and systems theory. Clinical Specialization: Sexual trauma & compulsivity; family & couples therapy; forensic psychology; general biofeedback. Research interests: emotion theory; process-experiential therapy; offender treatment outcomes. Supervision interests: psychotherapy, case conceptualization, and therapeutic alliance.

CHAPMAN, Heather A., Ph.D., Kent State University, 1997. Assignment: Deputy Director, Veterans Addiction Recovery Center; Director Gambling Treatment Program; Major Preceptor, Clinical Psychology Postdoctoral Residency Special Emphasis in Substance and Process Addictions. Theoretical Orientation: Eclectic: biopsychosocialspiritual model, utilizing cognitive-behavioral, motivational interviewing, mindfulness interventions. Clinical specialization: Gambling Disorder, process and substance addictions, dual-diagnosis, group and individual psychotherapy, and motivational interviewing, clinical training and clinical research. Publications: Addictions, Dual-Diagnosis, Depression, and Schizophrenia. Current research interests: Gambling disorder, treatment retention, integrated treatment, suicidality. Professional Organizations: International Certified Gambling Counselor and Board Certified Clinical Consultant with the National Council on Problem Gambling, Member/Trainer Motivational Interviewing Network of Trainers. Other professional activities outside VA: independent practice, national leader in professional training, consultation and supervision (gambling disorder, motivational interviewing and evidenced based addictions treatments, military and veteran culture). Teaching and supervision interests: Gambling disorder/Addictions, motivational interviewing, group dynamics, individual and group psychotherapy.

CHERNYK, Benita, Ph.D., Kent State University, 1990. M.S. Clinical Psychopharmacology, Fairleigh Dickenson University, 2012. Assignment: Mental Health Ambulatory Care Clinic. Theoretical orientation: Integrative eclectic. Clinical specializations: Female veterans, sexuality issues, CBT, DBT, SUD. Publications, presentations and research interests: Eating disorders, LGBT, program development and implementation, employee assistance and corporate consultation. Professional organizations: Ohio Psychological Association, Employee Assistance Professionals Association. Teaching and supervision interests: Individual and group psychotherapy.

DELAMATRE, James, Ph.D., University of Akron, 1995. Assignments: Director of Psychology Training Programs, Supervisory Psychologist. Theoretical orientation: Integrative eclectic. Clinical specializations: assessment, health psychology. Publications and research interests: clinical use, theoretical validity, and psychometric properties of assessment instruments. Professional organizations: American Psychological Association, APA Division 18, Association of VA Psychology Leaders, VA Training Council. Teaching and supervision interests: assessment and evaluation, individual and group psychotherapy.

DESMARAIS, Karen M., Ph.D., University of Akron, 1999. Assignment: Co-Chair, Coordinated Care Review Board, Wade Park Mental Health Ambulatory Care Clinic. Theoretical Orientation: eclectic, cognitive-behavioral. Clinical specialization: individual and group psychotherapy, women's issues, mood disorders, substance use issues. Professional organizations: American Psychological Association, Ohio Psychological Association. Teaching and supervision interests: individual and group psychotherapy, cognitive-behavioral interventions, substance use issues, professional issues and ethics.

DIAZ, Rosalie C., Psy.D., Adler School of Professional Psychology, 2004. Assignments: Primary Care-Mental Health Integration in Women's Veterans Health Clinic, G.I.V.E Clinic, and Mental Health Ambulatory Care Center. Theoretical Orientation: Integrative, Adlerian, Cognitive-Behavioral. Clinical Specializations: Primary Care/Health Psychology; Chronic Pain; Stress Management; iRest Yoga Nidra and Mindfulness. Research Interests: Psychological factors in the assessment and treatment of chronic pain, use of Yoga, Meditation and QiGong interventions, and Women's mental health issues. Professional Organizations: American Psychological Association. Teaching and supervision interests: Individual and group psychotherapy, somatic experiencing and mind-body interventions.

DILLON, Gina, Psy.D., Xavier University, 2010. Assignments: Parma Mental Health Ambulatory Care Center. Theoretical orientation: Eclectic, with emphasis on Acceptance and Commitment Therapy (ACT) and Evidence Based Treatments for PTSD. Clinical specializations: Treatment and assessment of PTSD; individual and group psychotherapy; provider status in Cognitive Processing Therapy for PTSD. Publications/research interests: PTSD; the role of supportive/adjunctive groups during intensive PTSD treatment; attitudes of providers working with the SMI population. Professional organizations: Ohio Psychological Association. Teaching and supervision interests: treatment and assessment of PTSD; individual and group psychotherapy; professional identity/development issues.

DIXON, Thomas, Ph.D., Case Western Reserve University, 1989. Diplomate – Rehabilitation Psychology (ABPP). Assignment: SCI Unit/General Rehabilitation; Rehabilitation Psychology Program Director. Theoretical orientation: Eclectic. Clinical specialization: Rehabilitation Psychology. Publications: traumatic brain injury, self-awareness. Research interests: community integration following disability, applied personality and social psychology. Professional organizations: Academy of Spinal Cord Injury Professionals, APA Division 22 (Rehabilitation Psychology), American Association of Spinal Cord Psychologists and Social Workers. Teaching and supervision interests: adaptation to disability, working on interdisciplinary teams, co-occurring SCI/TBI, and vocational rehabilitation.

DRAKE, Krystal, Ph.D., University of Cincinnati, 2010. Assignments: Pain Management Center. Theoretical orientation: Integrative with an emphasis on cognitive behavioral and person-centered theories. Clinical specializations: health psychology, rehabilitation psychology. Professional organizations: American Psychological Association, APA Division 22 (Rehabilitation Psychology). Teaching and supervision interests: Individual and group psychotherapy.

FLORES, Heather, Psy.D., La Salle University, 2007. Assignment: PTSD Clinical Team and Veterans Addiction Recovery Center; PTSD/SUD Services Coordinator. Theoretical orientation: Cognitive behavioral. Clinical specialization: PTSD assessment and treatment, substance use disorders, dialectical behavior therapy. Publication/research interests: PTSD, evidence based treatments, suicidology, resiliency, clinical program development. Professional membership: International Society for Traumatic Stress Studies; APA Division 56, Trauma Psychology. Training/supervision interests: Individual and group psychotherapy, treatment of PTSD, professional development/identity issues, vertical supervision.

GIDEON, Clare, Ph.D., Case Western Reserve University, 2007. Assignments: Outpatient Geriatrics Clinic, Hepatitis C Clinic, Sleep Disorders Clinic, Consult-Liaison Psychiatry. Theoretical Orientation: Cognitive Behavioral. Clinical Specializations: Assessment and treatment of psychological conditions in older adults; behavioral medicine; clinical supervision; capacity evaluations. Publications and research interests: Geriatric driving evaluations, dementia and sleep apnea, pharmacological intervention for dementia, Hep C treatment of veterans with psychiatric conditions. Professional organizations: American Psychological Association, Divisions: 122, 20, 38; Gerontological Society of America; National Register of Health Service Psychologists. Teaching and supervision interests: Capacity evaluation, group/umbrella supervision.

GOLDEN, Catherine, Ph.D., Ohio University, 2009. Assignments: Psychosocial Residential Rehabilitation Treatment Program (PRRTP). Theoretical Orientation: Cognitive Behavioral. Clinical Specializations: Severe mental illness; Psychosocial rehabilitation and recovery. Publications and research interests: Self-perception in people with mental illness; Program evaluation. Professional organizations: American Psychological Association; Ohio Psychological Association. Teaching and supervision interests: Differential diagnosis and treatment of severe mental illness; Recovery oriented systems based treatment.

HABERMAN, Jessica, Ph.D., Cleveland State University, 2013. Assignments: Geriatrics Outpatient Clinic, Consultation-Liaison Psychiatry. Theoretical orientation: Primarily Cognitive-Behavioral and Humanistic. Clinical specializations: Health psychology, assessment and treatment of psychological and neurocognitive disorders in older adults, capacity evaluations. Publications and research interests: Non-pharmacologic interventions for dementia, effective management of chronic illness, resiliency in late life, religiosity and successful aging, positive psychology. Professional organizations: American Psychological Association, Divisions 17, 20, 38; Ohio Psychological Association. Teaching and supervision interests: Geropsychology, capacity evaluation, behavioral medicine.

HARVEY, Daniel J., Ph.D., ABPP-CN. Nova Southeastern University, 2007. Assignments: Neuropsychology Section (Wade Park); Neuropsychology Representative to the Internship/Pre-Doctoral Training Subcommittee. Theoretical orientation: Disease impact/syndrome oriented approach employing fixed/flexible assessment strategies. Clinical specialization: Neuropsychological assessment of neurological disorders, geriatric/capacity assessment, polytrauma assessment. Research interests: Neuropsychology of mild traumatic brain injury and sports concussion, neurodegenerative disorders, epilepsy, HIV-related neurocognitive impairment, and normal aging; neurobehavioral basis of PTSD. Professional Organizations: American Academy of Clinical Neuropsychology – Full Member; Association for Internship Training in Clinical Neuropsychology (Site Representative). Teaching and supervision interests: Neuropsychological assessment, research supervision, neuropathology and functional neuroanatomy, statistical issues in assessment, cognitive screening in the hospital setting, psychological assessment.

HEINZ, Sara E., Psy.D., La Salle University, 2011. Assignments: Blind Rehabilitation Center, TBI/Polytrauma Program, and Outpatient Stroke Team--all of the Physical Medicine and Rehabilitation Service. Theoretical orientation: Cognitive -behavioral and Acceptance-based approaches though primarily integrative. Clinical specializations: Rehabilitation Psychology (individual and group psychotherapy that emphasize assessment of and treatments for adjustment to disability and management of chronic illness, and abbreviated neurocognitive assessment). Additional clinical

specializations in Cognitive Behavioral Therapy (CBT), Motivational Interviewing, grief/bereavement, obesity/weight loss, Problem-Solving Therapy, behavioral management for brain injury, supportive family/caregiver interventions for family adjustment to disability and caregiver support, CBT for chronic pain management, smoking cessation and use/prescription of Nicotine Replacement Therapies . Research interests: Neurocognitive assessment and neurorehabilitation following brain injury, and also response to disability and its effect on treatment adherence and clinical outcomes.

HOAG, Megan, Psy.D., Indiana University of Pennsylvania, 2012. Assignments: VARC Women's Treatment Program, Team Leader. Theoretical Orientation: Cognitive behavioral. Clinical Specializations: Substance use treatment, women's specific mental health treatment, health psychology. Publications and Research Interests: Body image and disordered eating, women's substance use treatment considerations, law enforcement selection. Professional organizations: American Psychological Association, Division 35 (Psychology of Women), Ohio Psychological Association. Teaching and supervision interests: Group dynamics and psychotherapy, motivation, substance use treatment for women, psychopharmacology.

HRITZ, Elizabeth, Ph.D., Duquesne University, 2011. Assignment: Primary Care Mental Health Integration, Parma clinic; Theoretical Orientation: Integrative humanistic and existential-phenomenological utilizing Acceptance and Commitment, mindfulness, cognitive-behavioral, and Motivational Interviewing methods. Clinical specialization: Diagnostic assessment; individual and group psychotherapy, particularly recovery for enhancing collaborative self-management of complex pain, metabolic, and sleep disorders within a rehabilitative model of care.

JOHNSON, Diane, Ph.D., University of North Carolina, 1994. Assignment: Supervisory Psychologist; Chair, Disruptive Behavior Board; Chair, Police Evaluation Committee. Theoretical orientation: Cognitive-Behavioral Therapy; Mindfulness-Based Cognitive Therapy. Clinical Specialization: Threat assessment and threat management; CBT for depression, dual diagnosis. Publications and research interests: Translating evidence-based treatment into the community; neuropsychological functioning in adults with ADHD; pharmacological and/or psychotherapy clinical trials. Teaching and supervision interests: Threat assessment/management; individual psychotherapy and assessment

JOLLY, Jacqueline, K. Ed.D., University of San Francisco, 2000. Assignment: Wade Park Mental Health Ambulatory Care Clinic. Theoretical orientation: Cognitive-Behavioral, Family and Organizational Systems, Brief Psychodynamic such as Time-Limited Dynamic Psychotherapy (TLDP). Clinical Specialization: Dual diagnosed and seriously mentally ill, assessment, psychotherapy with individual, family, couples and groups. Research: Nonverbal Creative Abilities in Cognition, outcomes research. Teaching and internship supervision interests: prevention, psychotherapy, counseling.

KNETIG, Jennifer , Ph.D. Fielding Graduate University, 2012. Assignment: Military Sexual Trauma Coordinator; Domestic Violence/Intimate Partner Violence Program Assistance Coordinator; Women's Health Clinic; Mental Health Ambulatory Care Center. Theoretical orientation: Psychodynamic. Clinical Specializations: Sexual Trauma; PTSD; Complex Trauma; Dialectical Behavioral Therapy; Cognitive Processing Therapy; Group Psychotherapy. Publications and Research Interests: Psychotherapy; Complex Trauma. Professional Organizations: American Psychological Association; Ohio Psychological Association (Advocacy Committee.)Teaching and Supervision Interests: Psychodynamic Psychotherapy.

KOWALSKI, Emily Ph.D., University of Toledo, 2008. Assignments: Supervisory Psychologist; Coordinator of Peer Support Services; Local Recovery Coordinator. Theoretical orientation: Integrated recovery-oriented cognitive-behavioral and psychodynamic. Clinical specializations: severe mental illness, psychosocial rehabilitation and recovery. Publications and research interests: Recovery in severe mental illness, Narrative therapeutic techniques. Teaching and supervision interests: Individual and group psychotherapy, Projective testing, Program Development, Peer Support.

KOZLOWSKI, Neal, Ph.D., Loyola University Chicago, 2003. Assignments: Team Leader - Parma Mental Health Ambulatory Care Clinic; National Training Consultant for Cognitive Behavioral Therapy for Depression Training Program. Theoretical orientation: Cognitive-behavioral, experiential. Clinical specialization: Serious mental illness, dual diagnosis, addictions. Publication and research interests: Management of confidentiality and HIV serostatus in psychotherapy, ethical issues in the training of psychology graduate students. Teaching and supervision interests: CBT case conceptualization, dual diagnosis treatment, social-cognitive rehabilitation of schizophrenia, management of mentally ill criminal offenders.

KRIEGER, Seth, Psy.D., Georgia School of Professional Psychology at Argosy University, 2004. Assignment: Home Based Primary Care. Theoretical Orientation: Eclectic, cognitive behavioral and psychodynamic. Clinical Specialization: Behavioral Medicine, compliance with medical care, relaxation training, biofeedback, pain management, treatment of psychological factors affecting physical health, treatment of sleep disorders and presurgical evaluation. Research interests: Ethical considerations affecting healthcare and quality of life, medication compliance, health psychology and relaxation training. Teaching and supervision interests: Ethics, sleep disorders, individual therapy, and health psychology.

KUEMMEL, Angela, Ph.D., ABPP, Nova Southeastern University, 2009. Diplomate – Rehabilitation Psychology (ABPP). Assignment: SCI Unit; Assistant Director of Psychology Training and Education, Program Director of Rehabilitation Psychology Internship Track, Diversity Committee Member. Theoretical orientation: Eclectic. Clinical specialization: Rehabilitation Psychology. Publications: Training and supervision, international accessibility, and abuse of people with disabilities. Research interests: Supervision of students with disabilities, abuse and caregiving of people with disabilities, adjustment to disability, and chronic pain management in patients with SCI. Professional Organization Leadership Roles: American Psychological Association, Division 22 (Rehabilitation Psychology), Awards Committee Chair, Past Co-Chair and Public Interest Representative on APA's Committee for Early Career Psychologists. Teaching and supervision interests: Supervision of students with disabilities, post-doctoral training guidelines for rehabilitation psychology.

LAMOUREUX, Brittain, Ph.D., Kent State University, 2011. Assignments: PTSD Clinical Team; PTSD/SUD Residential Treatment Program, Lead Therapist. Theoretical orientation: Integrative, evidence-based. Clinical specializations: the assessment and treatment of trauma-related psychological issues. Publications and research interests: developing and evaluating evidence-based interventions for addressing trauma-related issues, the impact of childhood trauma on functioning in adulthood, resilience, assessment of depression/suicide in primary care settings. Professional organizations: American Psychological Association, Ohio Psychological Association, International Society for Traumatic Stress Studies. Teaching and supervision interests: Assessment and treatment of PTSD and co-occurring disorders, individual and group psychotherapy.

LESLIE, Abigail L. Ph.D., West Virginia University Counseling Psychology Program, 2014. Assignment: Licensed Psychologist for Home-Based Primary Care (HBPC) in Canton and for the HBPC PACT team in Akron. Theoretical Orientation: eclectic, primarily cognitive-behavioral orientation. Clinical specialization: individual and group psychotherapy, family therapy, couples counseling, assessment, PTSD. Publications and Research Interests: Perceptions of social support in male victims of child sexual abuse (CSA), evidenced based applications of interventions. Teaching and supervision interests: individual and group psychotherapy.

MAZZEO, Corrie, Psy.D., The Chicago School of Professional Psychology, 2008. Assignment: Parma Mental Health Ambulatory Care Center, Parma Primary Care-Mental Health Integration. Theoretical Orientation: Eclectic with emphasis on Acceptance and Commitment Therapy (ACT). Clinical Specialization: Primary care-mental health integration, cognitive-behavioral therapy for insomnia, assessment and evidence based treatment of PTSD, individual psychotherapy, group psychotherapy. Research Interests: Primary care-mental health integration, OEF/OIF veteran population. Professional Organizations: Ohio Psychological Association. Teaching and supervision interests: Cognitive behavioral treatment for insomnia, evidence based treatment for PTSD, trauma focused therapy for OEF/OIF veterans, brief therapy in primary care setting, individual and group psychotherapy.

MCCUTCHEON, Kevan, Ph.D. University of Cincinnati, 1989. Assignments: Mental Health Ambulatory Care Center, Team Leader of Dialectical Behavior Therapy (DBT) program. Theoretical orientation: Acceptance-based approaches, psychodynamic. Clinical specializations: Acceptance and Commitment Therapy (ACT), Linehan-trained in DBT, application of mindfulness to individual and group psychotherapy, sexual trauma among men and women, Prolonged Exposure Therapy, couples therapy, addictions. Publications and research interests: none. Professional Organizations: Association for Contextual Behavioral Science, American Psychological Association. Teaching and supervision interests: Consultant/trainer for VA National Rollout of ACT, dynamic processes in supervision, ACT, DBT, MBCT, mindfulness and spiritual aspects of psychotherapy. Professional activities outside the VA: private practice.

MERBITZ (HANSEN), Nancy K., Ph.D., University of Notre Dame, 1993. Assignments: Spinal Cord Injury Long Term Care; Transitional Care Unit. Theoretical orientation: Integrative (humanistic-existential and behavioral). Clinical specialization: Rehabilitation Psychology, with emphasis on behavioral medicine, person-centered psychotherapy, geropsychology, and neuropsychology (assessment, monitoring and patient/team/family education regarding conditions with acute or chronic CNS effects). Publications: rehabilitation after critical illness and intensive care, adherence, benefits of assistance dogs, measurement of rehabilitation process and outcomes, quality improvement. Research interests: assistive technologies and access to digital communication, measurement and research design in rehabilitation interventions, the impact of diminished cognitive abilities on learning, coping and adherence. Professional organizations: APA Division 22: Rehabilitation Psychology (member Executive Board 2014 - present; member Strategic Planning Task Force 2015 - present), APA Division 38: Health Psychology (member APA Interdivisional Health Care Committee 2007-2012), Association of Spinal Cord Injury Professionals, Standard Celeration Society (Precision Teaching), Association for Behavior Analysis International. Teaching and supervision interests: adapted psychotherapy, team collaboration and education, assessing and responding to reduced cognitive abilities in medically-complex patients.

MULLEN, JAMES D., Ph.D., University of Akron, 1998. Assignments: Community Outpatient Services, Canton Outpatient Clinic. Theoretical Orientation: Cognitive-Behavioral. Clinical Specializations: Assessments, Individual and Group Psychotherapy, Consultation. Publications and

research interests: cognition and medical/surgical treatments, Personality assessment, PTSD and trauma, traumatic brain injury. Professional Organizations: American Psychological Association, Association for Psychological Science, International Neuropsychological Association, National Academy of Neuropsychology, Ohio Psychological Association. Teaching and supervision interests: Assessment, individual and group therapy, ethics and forensics.

NOCE, Maria, Psy.D., Wright State University, 2008. Diplomate - Clinical Psychology (ABPP). Assignment: Community Outpatient Services, National/Regional Trainer and Consultant for Motivational Interviewing (MI) and Motivational Enhancement Therapy (MET). Theoretical orientation: Cognitive-Behavioral, Humanistic, and MI. Clinical specializations and interests: Individual and group psychotherapy, PTSD, co-occurring PTSD and substance use disorder, provider of Cognitive Processing Therapy, Prolonged Exposure, MI and MET, measuring treatment outcomes, and common factors in psychotherapy. Professional organizations: APA, Division 56 (Trauma Psychology), Motivational Interviewing Network of Trainers (MINT). Teaching and supervision interests: Individual and group psychotherapy, motivational interviewing.

ORLASKY, Cindy L., Ph.D., Kent State University, 1979. Assignment: Home-based Primary Care for Parma, Akron and Canton territories. Theoretical Orientation: Cognitive behavioral with strong base in Rogerian conditions for effective therapy, and openness to new tools as appropriate for individual clients. Professional Organizations: American Psychological Association, Ohio Psychological Association. Specialized training: Hudson Institute Coach training in Santa Barbara, CA, and Exceptional Cancer Patient (ECap) certification developed by Bernie Siegel. Professional activities outside of the VA: private practice, provider in A Home Within from for youth in foster care

PADIN-RIVERA, Edgardo, Ph.D., Vanderbilt University, 1987. Assignment: Chief, Psychology Service, Clinical specialization: PTSD interventions; addiction rehabilitation counseling. Research interests: change and intervention variables in group processes; variables associated with addiction and compulsive behaviors; PTSD Interventions. Professional Associations: International Society for Traumatic Stress Studies (ISTSS). Teaching and supervision interests: PTSD treatment, group process; systems consultation; addiction and compulsive behaviors; alternative intervention paradigms.

PAINTER, Elizabeth, Psy.D., Xavier University, 2011. Assignments: Cardiology/Organ Transplant; Center of Excellence for Primary Care Education (TOPC CoEPCE), Psychology Associate Director. Theoretical Orientation: Integrative; cognitive-behavioral. Clinical Specialization: Health psychology with an emphasis on the role of psychological factors in inpatient cardiac care, interdisciplinary approaches to treatment, as well as the impact of psychosocial issues on organ transplant outcomes. Research Interests: Developing curriculum for medical trainees, primary care-mental health integration, adherence, and quality improvement in processes of medical care. Professional Organizations: American Psychological Association, Ohio Psychological Association, Society of Behavioral Medicine. Professional/Teaching/Supervision Interests: Behavioral medicine education and supervision, chronic care model, adherence, and interdisciplinary training.

PEREZ, Sara, Ph.D., Kent State University, 2008. Assignment: PTSD Clinical Team. Theoretical orientation: Cognitive-behavioral, integrative. Clinical specialization: Individual and group psychotherapy, assessment, women's mental health, trauma. Intensive training and experience in Dialectical Behavior Therapy (DBT), Prolonged Exposure (PE), Cognitive Processing Therapy (CPT), and Cognitive Behavioral Conjoint Therapy for PTSD (CBCT-P). Publications/Presentations: PTSD and intimate partner violence, cognitive behaviorally based treatments for PTSD secondary to intimate partner

violence, and empowerment as a resiliency factor in the face of traumatic events. Teaching and supervision interests: Empirically based treatments for PTSD, DBT, individual and couples therapy.

PRICE, Mark C., Psy.D. Xavier University, 2012. Assignments: Home Based Primary Care. Theoretical Orientation: Cognitive-behavioral. Clinical Specializations: Geropsychology; assessment and treatment of older adults; capacity evaluations; health psychology; interdisciplinary teams; motivational interviewing. Publications and Research: Obsessive-compulsive disorder in older adults; Geriatric driving evaluations; test construction. Professional Organizations: American Psychological Association, Division 12, Section II . Teaching and supervision interests: Geropsychology.

PRZYBYSZ, Jeff, Psy.D. Immaculata University, 2014. Assignments: Community Living Center, Mental Health Outpatient Clinic- Geriatrics, Rotation Supervisor. Theoretical Orientation: Integrative with emphasis on cognitive-behavioral and humanistic orientations. Clinical Specializations: Geropsychology, long term care psychology, capacity evaluation, individual and group psychotherapy with geriatric population, caregiver burden along with assessment and interventions, dementia education, neuropsychological assessment, personality assessment, and behavior management interventions for individuals with neurocognitive disorders. Publications and research interests: Older LGBT population, aging and subjective-wellbeing, caregiver burden assessment. Professional Organizations: Psychologists in Long Term Care. Teaching and supervision interests: individual psychotherapy, cognitive and personality assessment, and behavior management interventions.

PURDUM, Michael, Ph.D., ABPP, University of North Texas, 2010. Assignments: Primary Care Mental Health Integration (PCMHI). Theoretical orientation: CBT, brief problem-focused psychotherapy, health behavior change. Clinical specializations: Health psychology, primary care mental health, chronic disease management & health promotion, motivational interviewing, smoking cessation. Publications and research interests: Psychological factors that complicate chronic disease management, psychological factors that promote chronic disease self-management, PCMHI quality improvement & implementation, smoking cessation outcomes Professional organizations: American Psychological Association, Division 38, Division 38 Early Career Psychologist Council; American Board of Professional Psychology in Health Psychology. Teaching and supervision interests: Motivational interviewing, behavioral therapies for chronic disease, supervising trainees on developing the fundamental competencies (collaboration & MH integration) to succeed as a health care providers in primary care.

REED, Jamie, Psy.D., The Chicago School of Professional Psychology, 2010. Assignments: Domiciliary, Parma Outpatient Clinic. Theoretical orientation: Humanistic (Client-Centered). Clinical specializations: Couples and Family Therapy, trauma (CPT, EMDR). Publications and research interests: animal-assisted interventions, use of play in therapy/play therapy, veteran homelessness. Professional Organizations: American Psychological Association, Ohio Psychological Association. Teaching and supervision interests: Individual and family therapy, animal-assisted interventions.

RENNER, Kerry, Ph.D., Northern Illinois University, 2008. Assignments: Clinical Psychologist on the Posttraumatic Stress Disorder Clinical Team; Local Evidence-based Psychotherapy Coordinator; Regional Cognitive Processing Therapy Trainer/Consultant and National Consultant. Theoretical orientation: Cognitive-Behavioral integrated with Interpersonal. Clinical Specialization: Assessment and treatment of PTSD, Trauma, and Anxiety disorders; Evidence-Based Practice in general and the use/development of Evidence-Based Psychotherapies (e.g., CPT, PE, CBT-Insomnia, etc.), veteran reintegration/adjustment post-service, understanding the impact of moral injury on recovery. Publication/Research Interests: Effective treatments

for PTSD (Current research includes CERV-PTSD Study examining PE and CPT in veteran population; Local Site Investigator for this 17-site Cooperative Studies Program research), integrated treatments for PTSD/SUD, patient satisfaction & program development, integrated care for OEF/OIF veterans, persistent guilt/moral injury. Professional Membership: American Psychological Association, International Society for Traumatic Stress Studies. Training/Supervision Interests: Individual and group psychotherapy, evidence-based treatments for PTSD (CPT/PE), program development, evidence-based practice through an information scientist approach, diagnostic assessment.

RIDLEY, Josephine, Ph.D., Clinical Psychology, West Virginia University, 1997. Assignments: Program Manager, Psychiatry Day Hospital; Associate Professor, Dept. of Psychological Sciences, Case Western Reserve University; Chair, Psychology Service Diversity Committee; Program Director, Clinical Psychology Postdoctoral Residency; Major Preceptor, Psychosocial Rehabilitation for the Seriously Mentally Ill Residency; Member, LSCVAMC Institutional Review Board. Theoretical Orientation: Cognitive-Behavioral; Behavioral; Integrative. Clinical Specialization: Hospital Privileged in Nicotine Replacement Therapy; individual and group therapy with seriously mentally ill; CBT for Psychosis; Master Trainer for the Suicide Prevention Resource Center' Assessment and Management of Suicide Risk (AMSR) Workshop. Publications and Research Interest: Depression, Suicide, Anxiety Disorders, PTSD. Professional Organizations: Association of Black Psychologists (ABPsi); Ohio Suicide Prevention Foundation Advisory Committee. Teaching & Supervision Interests: Differential Diagnosis/Psychological Assessment; Assessment & Management of Suicide Risk; Cognitive-Behavioral Therapy (CBT); CBT for Psychosis; Individual and Group Psychotherapy.

ROUSH, Laura E., Ph.D., University of Cincinnati, 2008. Assignments: Polytrauma; Major Preceptor, Specialty Medicine Clinics Psychology Postdoctoral Fellowship; Co-chair, Cleveland VA Pain Care Advisory Board; health psychologist, Cleveland VA SCAN-ECHO Diabetes team. Theoretical Orientation: cognitive-behavioral. Clinical specialization: health psychology with emphasis in pain management, stress management, relaxation training, promotion of healthy behaviors, coping with chronic medical conditions, individual therapy, treatment of psychological factors affecting physical health, and biofeedback. Publications and research interests: psychological factors in the assessment and treatment of chronic pain, interdisciplinary treatment or training delivery formats including shared medical appointments and SCAN-ECHO. Professional organizations: Ohio Psychological Association, APA Division 38. Teaching and supervision interests: health psychology, individual psychotherapy, biofeedback, working with a multidisciplinary team, work-home life balance.

SCHAUB, Kimberley K., Ph.D., Indiana State University, 2003. Assignment: Cardiology, Advanced Heart Failure, and Solid Organ Transplant Teams. Theoretical orientation: Interpersonal Process Approach, Solution-Focused, Cognitive-behavioral. Clinical Specialization: Health psychology with an emphasis on the assessment and treatment of psychological factors associated with cardiac illnesses and organ transplantation. Clinical innovation and program development. SCAN-ECHO Heart Failure team member; a program designed to educate primary care physicians and VA professionals in the evidence-based management of heart failure. Research interests: Interdisciplinary integrative care, the role of shared medical clinics in health related outcomes and multidisciplinary training, skill-based education to improve chronic disease self-management. Professional Activities: Case Western Reserve University's National Heart Failure Training Program (NHeFT), VA based quality improvement research. Professional Organizations: American Psychological Association, Ohio Psychological Association. Professional Interests: Integrated care, shared medical clinics, and quality improvement.

SERNA, George S., Ph.D., University of Akron, 2004. Assignment: Parma Neuropsychology and Mental Health Ambulatory Care Center. Neuropsychological orientation: Disease Impact/Syndrome Oriented approach. Clinical Specialization: Neuropsychological assessment, geriatric/competency assessment, and Assessment of TBI. Research interests: Biological versus socially-influenced structure of personality, TBI and PTSD in OEF/OIF veterans exposed to blast wave injuries. Professional Organizations: American Psychological Association (Division 6 – Behavior Neuroscience and Comparative Psychology & Division 40 - Clinical Neuropsychology), International Neuropsychological Society, National Academy of Neuropsychology. Academic Appointment: Clinical Instructor in Psychiatry, Case Western Reserve University School of Medicine. Teaching and supervision interests: Cognitive/neuropsychological assessment with geriatric patients with comorbid psychiatric illness and/or dementia as well as individual and group therapy with this population.

SHARKANSKY, Erica J., Ph.D., Indiana University, 1995. Assignments: Employee Assistance Program, Compensation and Pension Examinations, PTSD Clinical Team. Theoretical orientation: Cognitive-behavioral and interpersonal. Clinical specializations: Individual and group psychotherapy, assessment, trauma. Intensive training and experience in Dialectical Behavior Therapy (DBT), Prolonged Exposure (PE) and Cognitive Processing Therapy (CPT). Publications/Presentations: Impact of mental illness on healthcare utilization, identification and management of sexual-trauma related disorders in the primary care setting, impact of coping on development of PTSD, PTSD and substance use comorbidity. Teaching and supervision interests: PTSD.

SLEPECKY, Rachel, Ph.D., University of Akron, 2007. Assignments: Inpatient Psychiatry (WCT6), ward psychologist; Mental Health Outpatient Clinic – individual and couples and family therapy; Major preceptor for Family and Couples Counseling Services Postdoctoral Residency. Theoretical Orientation: Integrative with components of cognitive-behavioral and humanistic orientations. Clinical Specializations: Individual, couples, and family therapy; diagnostic assessment; consultation; group psychotherapy. Publications and Research Interests: Severe Mental Illness (SMI); personality disorders; supervision. Professional Organizations: Ohio Psychological Association. Teaching and supervision interests: Group psychotherapy; interprofessional consultation; professional development issues.

STAFFORD, Kathleen P., Ph.D., Kent State University, 1977. Diplomate – Forensic Psychology (ABPP). **Assignments:** Wade Park Mental Health Ambulatory Care Clinic. Theoretical orientation: Cognitive-Behavioral. Clinical specializations: Assessment, individual/group psychotherapy, forensic psychology, addictions, risk assessment, evaluation of competencies. Academic appointment: Adjunct Associate Professor of Psychology, Kent State University. Publications and research interests: Chapters on civil commitment, mandated outpatient treatment, trial competency, criminal responsibility, psychological testing. Articles in refereed journals on mental health courts, symptom validity tests, and personality inventories. Professional organizations: American Psychological Association, Divisions 12 and 41; Past Chair, APA Ethics Committee; Past President - American Board of Forensic Psychology/ American Academy of Forensic Psychology. Teaching and supervision interests: Psychological assessment, forensic psychology, psychotherapy, risk assessment, professional standards and ethics.

STEPHENS, Nathan, Psy.D., Regent University, 2005. Assignments: Community Based Outpatient Clinic, Canton, Ohio, Mental Health; Theoretical orientation: Behavioral/ Cognitive-Behavioral. Clinical specializations: assessment, general psychotherapy, trauma therapy (Prolonged Exposure Therapy); certified by the VA in Acceptance and Commitment Therapy for Depression.

THOMAS, Farrah, Psy.D., Chicago School of Professional Psychology, 2005. Assignments: Physical Medicine & Rehabilitation Service – inpatient Acute Rehabilitation and Amputation System of Care (inpatient and outpatient) including Amputation Shared Medical Appointment; Primary Care - facilitator for Hypertension Shared Medical Appointment; Health Behavior Coordinator, Cleveland VA system; Co-Chair, Health Promotion Disease Prevention Committee; Assistant Clinical Professor of Medicine, Case Western Reserve University School of Medicine. Theoretical orientation: Behavioral and Cognitive Behavioral. Clinical specializations: health psychology/behavioral medicine and rehabilitation psychology; individual and group psychotherapy; coping with chronic medical conditions; stress management; relaxation training; adherence; self-management. Publications and research interests: caffeine use and epilepsy, self-management with the amputee population, coping and adjusting to chronic medical issues. Professional organizations: American Psychological Association, Division 38 – Health Psychology, Ohio Psychological Association, National Register for Health Service Providers in Psychology. Teaching and supervision interests: Motivational Interviewing and behavior change, coping and adjusting to chronic medical issues, working with multidisciplinary/interdisciplinary teams, the difficult patient, and professionalism.

VAN KEUREN, Cynthia, Psy.D., Xavier University 2003. Assignments: Pain Management Center, Clinical Director of the CARF accredited Pain Management Center's Intensive Outpatient Program, SCAN-ECHO pain psychology team lead and SCAN-ECHO pain medicine team member which involves training health care providers outside of Cleveland in the management of chronic pain. Theoretical orientation: cognitive behavioral. Clinical Specializations: assessment and management of psychological contributors to chronic pain, telemental health appointments with patients outside of the Cleveland area, biofeedback, individual, group and family therapy, stress management, relaxation techniques, program development, multidisciplinary teams and provider education. Research interests: effectiveness of interdisciplinary care, program outcomes. Professional organizations: American Psychological Association, Ohio Psychological Association committee member for Technology and Communications. Teaching interests: comprehensive pain assessment, mind-body interventions, individual and group therapies, biofeedback.

WHITE, Joshua, Psy.D. Indiana State University, 2009. Assignments: Team Leader - Veterans Addictions Recovery Center (VARC) - Men's Residential Treatment Program. Theoretical orientation: Cognitive-Behavioral/Integrative. Clinical specializations: Psychological Assessment; Group and Individual Psychotherapy; Addictions Treatment; VA certified provider of Motivational Enhancement Therapy (MET), consultant for local Motivational Interviewing/Enhancement Training. Publications and research interests: Addiction assessment/treatment, forensic psychology, motivational interviewing, Transtheoretical Model of Change. Teaching and supervision interests: Individual and group psychotherapy focused on treatment of addiction utilizing cognitive-behavioral, mindfulness, and motivational approaches; Early career professional issues; Screening, Brief Intervention, and Referral to Treatment (SBIRT).

WHITE, Karen P., Psy.D., Indiana State University in Clinical Psychology, 2009. Assignments: Geriatric Evaluation and Management Unit and Dementia Care Coordination Team, Rotation Supervisor and Pre-doctoral Training Committee Member, Major Preceptor for the geriatric fellowship and Post-doctoral Training Committee member, Member of the Bioethics Committee, Chair of the Geriatric Ethics Task Force- Subcommittee of the Louis Stokes Cleveland VA Bioethics Committee, Member of the Cleveland VA Dementia Committee, Member of the Psychology Professional Standards Board, Cuyahoga County Adult Protective Services Interdisciplinary Team and Steering Committee Member. Theoretical orientation: Integrative with emphasis on cognitive-behavioral, evidence based, and humanistic

orientations. Clinical Specializations: Geropsychology, Dementia Care and Education, long term care psychology, health/behavioral medicine, capacity evaluation, and coping with chronic illness. Publications and research interests: Dementia Care Coordination program evaluation. Professional organizations: American Psychological Association, Divisions 20 & 38. Teaching and supervision interests: Psychology training recruitment and selection, comprehensive geriatric care aligning with the Pike's Peak Model.

WOOD, Rita, Psy.D., Forest Institute of Professional Psychology, 2003. Assignment: Mental Health Manager for 12 outpatient clinics and Supervisory Psychologist for Community Based Outpatient Clinics; Akron Community Based Outpatient Clinic; Home-Based Primary Care program. Theoretical Orientation: eclectic, primarily cognitive-behavioral orientation. Clinical specialization: individual and group psychotherapy, seriously mentally ill, assessment, and substance abuse. Certified in prolonged exposure therapy and biofeedback. Professional organizations: American Psychological Association and Ohio Psychological Association. Teaching and supervision interests: individual and group psychotherapy, assessment, and evaluation. Research Interests: Effective treatments for PTSD; Current research includes CERV-PTSD Study examining PE and CPT in veteran population; Local Site Sub-Investigator for this 17-site Cooperative Studies Program research.

YAHNEY, Eric Ph.D., University of Akron, 1999. Assignment: Parma Veterans Addiction Recovery Center. Theoretical Orientation: Cognitive Behavioral Theory, Strategic & Social Learning Theory. Clinical specialization: individual, couples and group therapy, assessment, general addictions. External to the VA interests: private practice, vocational counseling, professional consultation, community outreach programming. Research and Publications: Instructional models of teaching and communication. Teaching and special interests: individual psychotherapy, brief & solution-focused therapy, addictions.

YAHNEY, L. Peach, Ph.D. University of Akron, 2004. Assignment: Canton Community Based Outpatient Clinic. Theoretical orientation: Cognitive-Behavioral. Clinical specialization: individual and group psychotherapy; assessment, psychological factors affecting physical health, promoting health behaviors, stress management and addiction. Professional organizations: American Psychological Association and Ohio Psychological Association. Teaching and supervision interests: individual and group psychotherapy, assessment, and evaluation.

YAMOKOSKI, Cynthia, Ph.D., University of Akron, 2006. Assignment: Team Leader, PTSD Clinical Team (outpatient and residential PTSD/SUD program); Supervisory Psychologist; National Center for PTSD mentor; VISN 10 PTSD community of practice workgroup lead; major preceptor of Clinical Psychology Postdoctoral Residency Special Emphasis in PTSD; Senior Clinical Instructor, Case Western Reserve University, School of Medicine. Theoretical orientation: integrative with predominant components of cognitive-behavioral and humanistic orientations. Clinical specialization: PTSD assessment and treatment, combat-related guilt and moral injury, suicidology. Publication/research interests: PTSD, moral injury, suicidal thoughts and behaviors, interaction of cognitive processes and affect/emotions in psychological disorders, therapist self-care. Training/supervision interests: individual and group psychotherapy, evidence-based practices, diagnostic assessment.

YELLAND, Sherry, Ph.D., Florida State University, 2014. Assignments: Specialty Mental Health Clinic; PTSD Clinical Team. Theoretical orientation: Eclectic, consisting mostly of Cognitive Behavioral. Clinical specializations: PTSD with TBI, Individual/group psychotherapy, evidenced-based psychotherapeutic intervention. Publications and research interests: Special considerations when treating PTSD combined

with TBI using evidence based treatment. Professional organizations: American Psychological Association, International Society for Traumatic Stress Studies. Teaching and supervision interests: Individual and group psychotherapy.

YOUNG, Graham D., Ph.D., University of Akron, 2003. Assignment: Team Leader, Veterans Addiction Recovery Center (VARC) EPIC Intensive Outpatient Program and the Day Track outpatient program. Member of the Psychology Professional Standards Board. Theoretical orientation: eclectic, contemporary psychodynamic, cognitive-behavioral. Clinical specialization: assessment (differential diagnosis, civil forensic evaluations, vocational assessment) and individual psychotherapy. Certified in the Clinical Practice of Cognitive Therapy from The Cleveland Center for Cognitive Therapy (2008). Trained in Motivational Enhancement Therapy (MET) (2015). Research and publications: Transtheoretical Model of Change, help-seeking behavior, vocational behavior, employability assessment. Teaching/Professional interests: professional issues (e.g., the empirically-supported treatment movement/controversy; the scientific status of psychology in general and psychological intervention in particular), individual psychotherapy, personality theory/research (the impact of personality on problems of everyday living and the expression of psychopathology; implications of personality for differential diagnosis), psychological assessment and psychopathology. Professional activities: private practice.

YOUNG, Kevin R., Ph.D., Central Michigan University, 2008. Assignment: Veterans Addiction Recovery Unit - Wade Park. Theoretical orientation: primarily cognitive-behavioral. Clinical specialization: assessment, individual psychotherapy, group psychotherapy. Current research: Psychometric properties of clinical assessment instruments, training outcomes measurement, Alexithymia reduction treatment, motivational interviewing (and permutations thereof), pathological gambling assessment and outcomes. Recent publications: psychometric properties of addictions assessment instruments, training outcomes measurement, risk management, diabetic treatment outcomes. Teaching interests: psychometrics and statistics, integration of research into clinical practice, substance abuse treatment modalities, clinical assessment.