

James H. Quillen VA Medical Center APA-Approved Psychology Internship Program



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Department of Veterans Affairs
James H. Quillen VA Medical Center
Johnson City
Mountain Home, TN 37684

August 6, 2007

In Reply Refer To:

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Prospective Applicants:

We would like to thank you for your interest in the Psychology Internship Program at the James H. Quillen VA Medical Center. Our faculty members are delighted to have you review our training program for predoctoral psychology.

Our faculty members adhere to a generalist model of education and training. Graduating interns are trained to think critically in the integration of scientific knowledge with current practice and to function competently as generalists in the evolving professional world of psychology. We believe that this training model is an effective one for training interns and for promoting the advancement of psychology as a profession.

In reviewing the material for our Psychology Internship Program, you will find that faculty members place a high emphasis on providing quality supervision and training to interns. Our energy and effort are devoted to making this an excellent internship training experience.

We would encourage you to review these materials to determine how well the training opportunities available to interns at this site will serve your career goals and professional training needs. If you have any questions that our faculty members might answer about our internship program, please feel free to contact us.

Respectfully,



JERRY V. BUCHANAN, Ph.D.
Director of Training



PATRICK SLOAN, Ph.D.
Chief, Psychology Service

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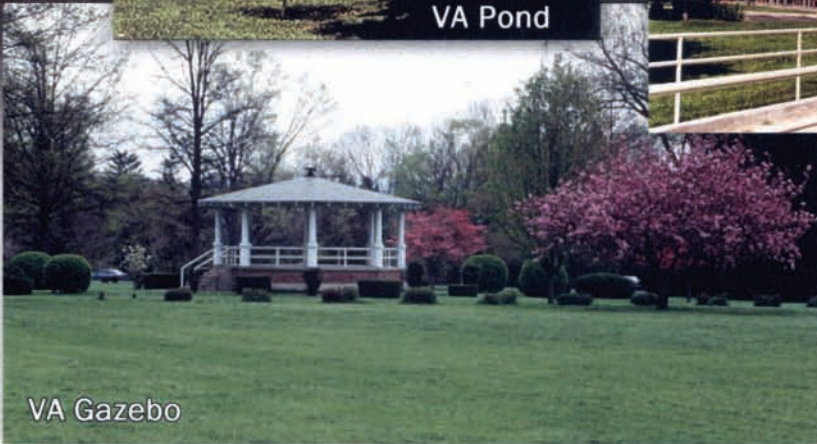
VA Domicillary



VA Pond



VA Nursing Home



VA Gazebo



VA Hospital

BACKGROUND

History

From its creation as a National Home for Volunteer Soldiers in 1903, the James H. Quillen VA Medical Center at Mountain Home, Tennessee, continues to grow and flourish. Initially designed as a domicile for veterans with disabilities, the site was then about 1.8 miles from the Johnson City, Tennessee city limits. The facility later became a National Sanatorium during the 1920's to deal with the casualties of World War I, the influenza epidemic, and tuberculosis. With this change in treatment emphasis and the addition of new medical facilities, the staff began to give more attention to the medical needs of veterans. As its operations have grown and expanded, the medical center shifted from an essentially long-term care facility to a modern hospital setting with a focus on outpatient primary care. It now operates a nursing home, a domiciliary, an acute hospital, and outpatient clinics with primary care and specialty services. It is an established teaching hospital affiliated with the James H. Quillen College of Medicine.

The Hospital and Psychology Service

Located on a park-like campus of more than 200 acres in Johnson City, Tennessee, the James H. Quillen Veterans Affairs Medical Center (VAMC) at Mountain Home is the primary medical and surgical teaching hospital for the James H. Quillen College of Medicine at East Tennessee State University (ETSU). Physician residency training programs in surgery, medicine, family medicine and psychiatry are actively involved in health care delivery, as are ETSU

training programs in nursing and other health care professions. The various clinical departments in the hospital have long track records of commitment to training and to the promotion of an atmosphere conducive to interdisciplinary exchange and development.

The James H. Quillen VAMC Psychology Service comprises 12 doctoral psychologists (11 clinical, one counseling), one doctoral readjustment counseling therapist, and 27 subdoctoral staff who serve patients in all areas of the 111-bed acute-care hospital, 295-bed domiciliary and 120-bed nursing home. Each of the 12 psychologists has a primary assignment to a specific program, such as primary care, homeless initiative program, mental health clinic, substance abuse treatment unit, post-traumatic stress program, etc. Nearly all are involved in other pursuits like teaching, research or administrative duties. Monthly training sessions and business meetings help to promote a professional solidarity among this large and decentralized psychology staff.

The Psychology Service was fully involved when this VA Medical Center affiliated with the College of Medicine. This involvement remains strong. Most psychologists hold clinical faculty appointments with one or more departments of the medical school. We have trained medical students, residents, and predoctoral psychology students for more than 21 years. Our service also has arrangements with Southwestern Virginia Mental Health Institute, a psychiatric and forensic inpatient facility; Greene Valley Developmental Center, a developmental disabilities treatment facility; The University Counseling Center at East Tennessee State University; and the medical

school's Family Medicine Clinic. These arrangements allow additional training opportunities in a non-VA setting.

The Community

The James H. Quillen VAMC is located in Johnson City, Tennessee (pop. 57,800), and with neighboring cities Bristol and Kingsport, comprises a metropolitan area of 0.5 million people known as the Tri-Cities. Johnson City is a thriving university town with a commercial emphasis on management, professional, and service occupations. Service and retail industries predominate the local economy. Low crime rates, moderate climate, ease of commuting, low cost of living, scenic beauty, and a friendly small-town ambiance are all desirable factors reported by those who have been attracted here. The surrounding area is rural, mountainous, and beautiful, with a rich historical past, a vibrant Appalachian culture, and exceptional outdoor recreation opportunities. Five TVA lakes, 10 ski slopes, whitewater rafting, and the Appalachian Trail are less than an hour away by car. Smoky Mountain National Park is within two hours' drive. The immediate area also provides symphony orchestras, community theater, ballet, numerous Appalachian folk festivals, and a surprising abundance of restaurants and retail shopping. The VA Medical Center is located approximately 100 miles from Knoxville, Tennessee, and approximately 65 miles from Asheville, North Carolina.

The Patient Population

The patient population at the James H. Quillen VAMC reflects the diversity of our community. There is a

balance between urban and rural patients. The rural population is mainly Southern Appalachian, but Johnson City's growth in the health and education fields has drawn new settlers from all over the country, creating a more metropolitan atmosphere. The large Domiciliary draws veterans of differing backgrounds from a wide geographic area. The city and its surrounding mountains have become favorite retirement places for middle- and upper-income people and have therefore provided a growing senior citizen patient pool. The VA has been increasing its numbers of female patients and the range of services offered to them. The non-VA facilities involved in the elective rotations also serve women, adolescents, and children. There are African American, Native American and Hispanic patients represented among our veterans. Overall, there is a good mix of different veterans groups served that yields a balanced patient population.

A psychology intern at the James H. Quillen VAMC will find that exposure to culturally diverse groups is both possible and encouraged. The medical center is an equal opportunity health care provider with a variety of social, ethnic, and cultural groups represented in the patient population because the catchment area includes 186,000 veterans. An increasing number of gay and lesbian patients are being served, along with more patients openly concerned with their treatment as individuals with disabilities. The psychology internship prepares trainees for the culturally diverse work world of clinical practice in several specific ways: 1) The faculty includes 13 female professionals, one multiethnic psychologist, one GLBT psychologist, an African-American psychologist, and six Appalachian psychologists. Interns

Blue Ridge Mountains



Women Veteran's Health Care



Local Orchestra at VA Theatre



Skiing on Roan Mountain



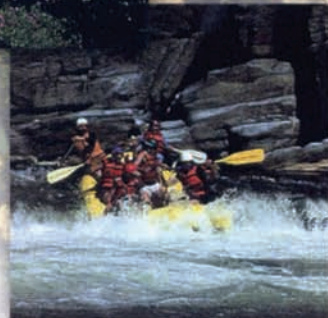
College of Medicine Administration Office



Rural Scene



Roan Mountain



Nolichucky River

gain perspectives on diversity through supervision and training with these practitioners. 2) We strive to recruit a culturally diverse group of interns each year, so that trainees' tolerance for and sensitivity to diversity can be heightened via peer group affiliation over a year's time. 3) Because of our program's location, the faculty pay special attention to training interns in providing psychological services within the rural Appalachian culture. 4) Our didactic seminar series includes sessions focusing on cultural diversity, rural Appalachian culture, minority issues, and gender issues in the practice of psychology.

PROGRAM DESCRIPTION

Training Goals and Philosophy

The Psychology Internship Program adheres to a generalist model of education and training. The internship faculty provides an intensive training experience to predoctoral psychology interns. We train interns to think critically in the integration of scientific knowledge with current practice and to function competently as generalists in the evolving professional world of psychology.

In all experiential activities in our training program, we promote the development of a strong, professional identity that incorporates critical thinking, ethical practice, and multicultural sensitivity. We believe that sound clinical practice develops from an understanding of empirical knowledge and critical, scientific thinking. We want to encourage interns to develop professional attitudes and skills that will enable them to help effectively those whom they serve and to do so in an

ethical manner. We desire to promote competency in dealing with issues of individual and cultural diversity. The essential characteristics of this model involve development of interlocking skills to foster a career-long process of psychological service, scientific inquiry, professional behavior, and sensitivity to diversity.

We believe this generalist model to be an effective one for training interns and for promoting the advancement of psychology as a profession. The goals of our training program are in keeping with this generalist training orientation. They are as follows:

Goal 1. Interns will develop the clinical and professional skills to practice psychology competently as a generalist.

Goal 2. Interns will obtain a diverse range of clinical training experiences to enable them to function competently as generalists.

Goal 3. Interns will demonstrate competent skills in scientific inquiry, in critical thinking, and in integrating scientific knowledge into current practice situations.

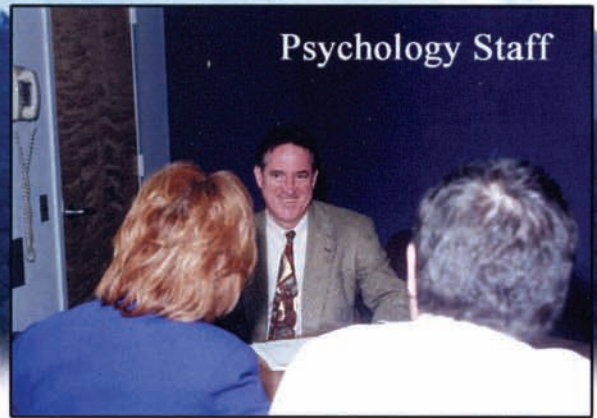
Goal 4. Interns will develop competent skills in professional behavior and ethical practice.

Goal 5. Interns will demonstrate professionally competent behavior in dealing with individual and cultural diversity.

VA Nursing Home



Psychology Presentation



Psychology Staff



VA Theatre

Core Competencies and Skills

The faculty selected seven core competencies that define psychological skills that interns learn in our generalist model of training. These areas are a) psychological assessment, (b) psychological intervention, (c) consultation/liaison, (d) teaching/education, (e) scientific inquiry/critical thinking, (f) professional behavior/ethical practice, and (g) individual and cultural diversity. The first four core competencies represent basic psychological skills that are taught as part of the generalist model. The latter three core competencies are supraordinate abilities that apply across the practice of the other basic skill areas. Alternatively, critical thinking, ethical practice, and sensitivity to diversity can be considered as attitudinal frameworks that apply to all practice situations and that must be incorporated within the process of all psychological interventions. These competencies are taught not in the abstract but rather as they apply to specific problems encountered in psychological practice. See Table 1 for a description of the seven core competency areas and skills.

Program Organization

The internship program is administered through the Psychology Service at James H. Quillen VAMC. A Training Committee, chaired by the Psychology Training Director, oversees admissions and evaluation procedures, training policy, rotation selections, and training goals for interns. The Committee meets monthly to execute administrative duties, set policy, monitor program developments, and facilitate a smooth and effective internship of the highest quality possible for each intern.

General meetings of the Committee are open to interns. Special meetings involving evaluation or disciplinary action are not open.

The internship requires a minimum of 2,080 training hours, carries a stipend of \$22,898, and comprises one calendar year, plus one day, beginning around July 1st. To provide a well integrated model of predoctoral internship training, our program features:

1. A rotational system of major and minor training experiences during which interns receive balanced exposure to outpatient and consultative settings, with some inpatient exposure. Specific rotations are chosen by each intern in conjunction with internship faculty and recommendations from the parent university.
2. A year-long seminar series that combines didactic and clinical case material. Attendance is required.
3. A full-time psychologist as primary supervisor for the intern at each rotation in order to allow close monitoring and consultation that maximize the learning experience. In addition, interns are encouraged to establish training relationships with faculty out of their assigned rotations, using case supervision of a small number of long-term psychotherapy cases as the format.
4. Opportunities made available for professional and personal growth via such endeavors as teaching, workshop presentations, supervision of students, research, and participation in professional conferences, workshop presentations, supervision of students, research, and participation in professional

conferences.

Listed below are the various core rotations and minor rotations, all of which have been carefully designed by the Psychology Training Committee.

- Spinal Cord Injury Clinic
- Substance Abuse Treatment Program
- University Counseling Center (ETSU)

Major Rotations

- Geropsychology Program
- Outpatient Mental Health and PTSD Clinics
- Primary Care
- Psychology Consultation-Liaison Program
- Substance Abuse Treatment Program

Minor Rotations

- Child Consultation (ETSU)
- Clinical Research (VAMC, ETSU)
- Developmental Disabilities (Greene Valley Developmental Center)
- Family Medicine (College of Medicine, ETSU)
- Forensic and Adolescent Psychology (Southwestern Virginia Mental Health Institute)
- Homeless Veterans Program (VAMC)
- Psychology Leadership/ Management/ Administration (VAMC)

All interns complete three four-month placements from the preceding list of major rotations. Interns will also have the opportunity to elect two placements from the list of minor rotations. These minor rotations, some of which are located at non-VA sites, will require participation approximately one day per week for six months. See Figure 1 for a visual representation of the Psychology Internship Rotations Schedule. Although every attempt is made to match individual interests with available training opportunities, a perfect match may be impossible for every intern. The training staff assigns rotations on the basis of the intern's interests and goals, the parent university's recommendations regarding the intern's needs, and VA funding requirements.

On all rotations, every effort will be made to provide a well-planned sequence of assessment and therapy experiences with graduated difficulty.

Table 1

Core Competency	Skills
Psychological Assessment	Ability to discern referral question, implement appropriate assessment, use interview techniques, perform test administration, interpret assessment findings, write reports, and give feedback to patient/referral source.
Psychological Intervention	Ability to do appropriate goal setting, develop a formulation of the case, select an intervention strategy, handle therapy content, handle therapy process, and demonstrate case management skills.
Consultation / Liaison	Ability to discern referral question, develop a formulation of the case/situation, choose an appropriate strategy, implement interventions, make appropriate documentation, give feedback to referral source, and participate in ward/clinic activities.
Training / Education	Ability to demonstrate knowledge of teaching/supervisory methods, develop teaching/supervisory goals, apply teaching/supervisory skills, show knowledge of content area(s), make professional presentations, and assess teaching/supervisory outcomes.
Scientific Inquiry / Critical Thinking	Ability to conceptualize cases/situations, demonstrate knowledge of different theoretical perspectives, use critical evaluation of empirical research in specific areas of training, show awareness of potential sources of bias, integrate research knowledge into practice, design and implement clinical interventions, design and implement programmatic interventions, evaluate clinical outcome data, and evaluate program outcome data.
Professional Behavior / Ethical Practices	Ability to accept supervision, follow supervisory directions, show a positive professional attitude toward assignments, develop good relationships with professionals/peers/ patients, demonstrate clear and direct oral/written expression, exhibit professionalism (i.e., dependability, timeliness, judgment, poise, etc.), describe professional strengths and weaknesses accurately, recognize and articulate ethical dilemmas, seek supervision and consultation in problem situations, adhere to professional ethics, and maintain professional boundaries.
Individual and Cultural Diversity	Develop awareness of assumptions, values, and biases of one's own culture, race, and ethnicity, recognize limitations in awareness and seek consultation, articulate a clear understanding of the different world views of others, demonstrate knowledge of diversity issues and their impact upon the provision of psychological services, relate effectively with persons in situations that involve individual and cultural diversity, design and implement assessment and intervention strategies that integrate relevant factors of individual and cultural diversity, and promote and advocate for multicultural sensitivity within the institutional setting and the community.

Training Opportunities

Seminars

Seminars will be held on a weekly basis throughout the internship year. The topics are divided into seven series. The specific seminar topics are as follows:

- Psychological Assessment
- Time-limited Dynamic Psychotherapy
- Cognitive Therapy
- Health Psychology
- Professional Practice
- Special Populations
- Forensic Psychology

Interns are required to attend and participate in the seminars. Seminar sessions will combine didactic material with a focus on specific case illustrations. Some faculty will present their own clinical cases for discussion.

Additional Training

Other training opportunities afforded the interns are monthly Psychology In-Service presentations, Grand Rounds (in Medicine, Gerontology and Psychiatry), and seminars with Psychiatry residents. Interns may participate in additional optional seminars or professional presentations, as agreed upon by their rotation supervisors and the Psychology Training Director. Each intern presents a topic of scholarly work or research at one of the monthly Psychology In-Services during the internship year.

The faculty in the Psychology Internship Program offer training to psychology interns in eight empirically supported treatment models. These models are taught within the context of the intern seminar series, rotation assignments, and individual supervision. Interns will make clinical case presentations in the Time-Limited Dynamic Psychotherapy and Cognitive Therapy Seminars.

Along with the focus on special populations within the Intern Seminar Series, interns attend a series of seminars in culturally competent psychotherapy. Interns may also participate in the Multicultural Diversity Committee to evaluate, plan, implement, and monitor our efforts to become a more culturally competent organization.

The medical center is affiliated with the James H. Quillen College of Medicine at East Tennessee State University. Interns have full access to the libraries at all three facilities and to other academic collections through interlibrary loan agreements. Computers in our VA medical library and in the intern and faculty offices support PsyINFO, CINAHL, and MedLine.

Supervision

Frequent formal supervision is a high priority of the James H. Quillen VAMC internship program. Each intern should receive a minimum of four hours per week of regularly scheduled supervision, of which three hours are on an individual basis. Some faculty will also supervise via a "hands on" approach of having interns collaborate in their clinical sessions. All internship faculty are expected to be flexible enough with their time to allow for unscheduled,

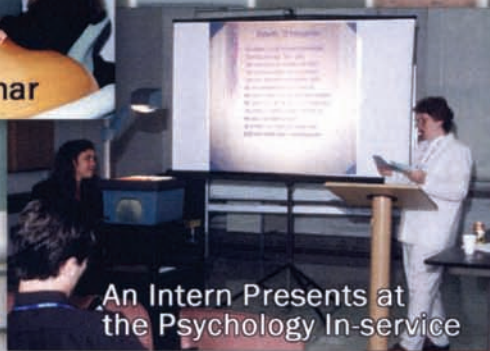
East Tennessee State University
Library



Research Activities



Intern Seminar



An Intern Presents at
the Psychology In-service



informal supervision opportunities.

In the context of their rotation assignments, interns regularly integrate scientific knowledge with clinical practice in the application of specific treatment procedures with different client populations. We expect interns to become familiar with the research in the areas of practice relating to the specific rotation and populations with which they work and train. They are expected to become familiar with the treatment literature relating to assigned cases and to know what are the current standards for treatment in a given problem area. We train interns to apply these treatment procedures in an ethical and professional manner. We provide supervision during these rotations in the application of the procedures to serve individuals from unique ethnic and cultural populations.

As supervisors, we are increasingly cognizant that the provision of psychological services requires an understanding and appreciation of cultural and ethnic diversity. Several faculty have specific skills in working with diverse cultural/ethnic backgrounds and special populations, skills that they incorporate into supervision and training experiences. Because of our program's location, the faculty pay special attention to the provisions of psychological services within the rural Appalachian culture. Our setting in East Tennessee provides opportunities for interns to learn about the unique cultural, social, and religious features of this region. Because rural Appalachians constitute the predominant cultural group in our patient population, all of our internship rotations offer opportunities to work with patients from this background.

In the supervision of interns, the faculty believes that an intern's awareness and use of self are important

professional tools for facilitating interpersonal interactions. We believe that forming a positive working alliance is an indispensable ingredient in any helping relationship. We encourage interns to explore and understand those qualities and characteristics that they bring to each interpersonal encounter. We want interns to recognize, improve, and employ personal qualities that will assist them in forming effective working relationships with patients, peers, faculty, staff, and other members of the community. This aspect of supervision is evaluative and educational in nature.

The faculty are committed to promoting intern development, respecting intern privacy, and avoiding the misuse of power that can accompany dual roles. Towards these ends, the faculty supervisors respect the ability of interns to choose what personal information is appropriate for disclosure to faculty. There are exceptions to this general rule. In some situations, it is necessary for faculty to evaluate or obtain assistance for interns whose personal problems prevent them from performing their training activities or professional duties in a competent manner or whose behavior may pose a threat to self or others. In these situations, the faculty may ask for personal information in order to make a responsible decision. In so doing, the faculty members will follow guidelines for remediation and due process described in the program manual. Although the faculty recognizes that interns may need or benefit from psychotherapy, supervisors do not establish therapy relationships with interns, or for that matter, anyone with whom such an arrangement would constitute a dual relationship.

Time Allocation

Interns should expect to spend 50% of their time, or 1,040 hours, providing patient related services. These activities include direct patient contact, case management, chart documentation, treatment meetings, informal supervision, etc. A minimum of 25% of the intern’s time, or 520 hours, must involve direct patient contact.

Formal supervision will account for at least 200 hours of the training experience, but possibly as much as 300 hours (approximately 15%). This will entail a minimum of four hours of formal supervision per week. The allocation of formal supervision time is as follows:

- 2 hrs. per week Individual Supervision (Major Rotation)
- 1 hr. per week Individual Supervision (Minor Rotation)
- 1 hr. per week Administrative / Supportive Group Supervision

Additional hours per week are arranged for long-term psychotherapy case supervision and peer supervision.

Another 250 hours should be devoted to didactic training (12%). Research/reading, staff meetings, and administrative duties may comprise 250 hours (12%) of the interns’ time. Administrative duties unrelated to patient care are not generally assigned to interns. The amount of time spent on department-related administrative tasks is small. Holidays and leave hours make up the remainder of the time.

INTERNSHIP ROTATIONS

MAJOR ROTATIONS

Geropsychology Program

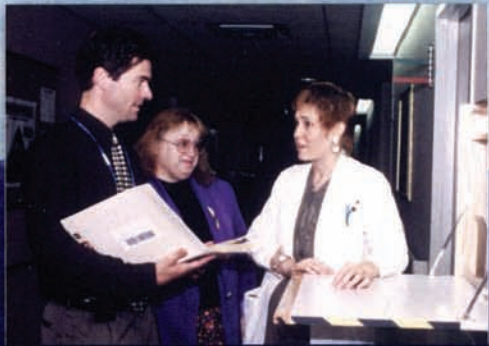
(Supervisors: Dr. Adler, with Drs. Buchanan and Glover)

A clinical/health psychologist coordinates the Geropsychology Program, with support from two other staff psychologists. Extended Care Service includes the 120-bed Nursing Home Care Unit, the 295-bed Domiciliary, and outpatient Geriatric Primary Care clinics. Under direct supervision, the intern can expect to conduct psychological assessments of mood, personality, and decisional capacity, as well as providing therapy to geriatric patients and their family members. Additional clinical activities include on-ward consultations, attending medical rounds, and participating in weekly multidisciplinary meetings. The intern will also participate in Geriatric Primary Care clinics, where they may be consulted regarding issues of mood or behavior.

Outpatient Mental Health and PTSD Clinics

(Supervisors: Drs. Sharkey and Auerbach)

A full-time psychologist is assigned to each of these autonomously functioning outpatient clinics. On approval of the Training Committee, interns may arrange this rotation to involve participation either in both of these clinics or in only one of them.



Primary Care - Consultation
with Physician



Neuropsychology



Geropsychology



Primary Care - Consultation
with Dietician

The Mental Health Clinic serves outpatients with a broad range of psychiatric disorders. An interdisciplinary team provides initial assessments, pharmacotherapy, and various psychotherapeutic interventions. Weekly team meetings provide a forum for case discussion among professional staff, interns, and other trainees.

The Post-Traumatic Stress Program (PTSP) is an outpatient specialty clinic devoted to the evaluation and treatment of posttraumatic stress disorder. The PTSP comprises a small, well-integrated, interdisciplinary staff providing direct care to veterans and significant others. Program staff also provide consultation to other programs within the VAMC, as well as to Vet Centers in Johnson City and Knoxville. In the PTSP rotation, the intern can expect to conduct interview assessments; administer and interpret psychological testing; write intake and psychological testing reports; provide long-term individual therapy, short-term individual psychotherapy, couples therapy, and family therapy; colead psychotherapy groups; take part in psychoeducation with veterans; and participate in interdisciplinary treatment team meetings.

Primary Care - VAMC

(Supervisor: Dr. Elder)

The Primary Care Clinic is a multidisciplinary medical outpatient clinic serving more than 30,000 male and female veterans (and some wives of veterans). An intern on this rotation will liaison with primary care providers regarding the psychological needs of the veterans, providing comprehensive assessment and treatment for veterans and their families. Interns receive

consultation requests, complete initial intakes and assessments, provide feedback and consultation to other team members, and, when possible, maintain an ongoing caseload of outpatient psychotherapy clients. An intern can expect to deal with psychological issues (e.g., anxiety, depression) that may exacerbate medical conditions, as well as to help patients with the psychological sequelae of medical problems like hypertension, diabetes, coronary artery disease, chronic obstructive pulmonary disease, etc. An opportunity to shadow primary care providers will be offered on this rotation.

Psychology Consultation–Liaison Program

(Supervisors: Drs. Adler, Hughes and Sloan)

Three clinical psychologists provide supervision of interns' consultation to the 111-bed hospital, which includes acute, intermediate, and nursing care beds. Psychological and neuropsychological services are provided to the medical-surgical, psychiatric, and extended care wards, and outpatient clinics on an on-call basis. Dr. Hughes, in collaboration with Ms. Linda Arsenault, Neuropsychology Clinic Coordinator, and with support from Dr. Sloan, leads the Clinical Neuropsychology Program and consults primarily with the Medical Service, Primary Care, Extended Care, and Psychiatry. Dr. Adler specializes in Health Psychology and End of Life Care, and consults with Medical, Extended, Ambulatory, and Primary Care Clinics. The intern can create a rotation assignment that emphasizes one or more of the specialized services on this rotation (e.g., neuropsychology, oncology, etc.) or focus on particular

populations of inpatients and outpatients (e.g., infectious disease, cancer, pain, etc.). The intern's duties include consultation with patients, families and staff; psychological, behavioral, and neuropsychological assessment; crisis intervention, short-term psychotherapeutic treatment, and multi-disciplinary treatment and program planning. The intern may choose to work with either Dr. Adler or Drs. Hughes, Sloan and Ms. Arsenault in the C&L rotation, or design a combined rotation with the psychologist supervisors' concurrence.

Substance Abuse Treatment Program (SATP)

(Supervisors: Dr. Cook/Dr. Mosier)

The Substance Abuse Treatment Program (SATP) offers comprehensive training for a variety of populations suffering from substance use disorders. SATP is a multidisciplinary intensive outpatient treatment program for veterans with substance use disorders. SATP, under the supervision of Dr. Cook, comprises three phases. Treatment interventions in Phase I are based on empirically supported treatments developed and tested during Project MATCH for the National Institute of Alcohol Abuse and Alcoholism. Cognitive-Behavioral Coping Skills structured group therapy presents treatment based on identification and practice of cognitive and behavioral changes that will facilitate sobriety. Twelve-Step facilitation structured group therapy emphasizes familiarization with twelve-step recovery program principles and participation in Alcoholics Anonymous/Narcotics Anonymous as the treatment

goal. In addition, group lectures provide information to patients on a wide variety of issues relevant to addiction. Phase II begins a transitional aftercare phase in which patients meet once weekly to address substance abuse issues while integrating a recovery program with work therapy and individual or group psychotherapy as needed. Phase III is an opportunity for long-term aftercare that facilitates continuity of treatment and assists patients in integrating the values of treatment into a personal lifestyle. Duties will include group and individual therapy, screening, diagnostic assessment and psychological testing, readings/self-study, and case consultation. Dr. Mosier will supervise interns in the Omega Substance Abuse Treatment Program, designed to assist patients who have had multiple treatment experiences, by providing a residential treatment setting where patients identify causes of prior relapse and work with staff to develop a recovery program to overcome these difficulties. Interns may participate in this program through a minor rotation or incorporate exposure to this population through the SATP major rotation.

MINOR ROTATIONS

Child Consultation - ETSU Center of Excellence for Children in State Custody (COE)

(Supervisor: Dr. Moser)

The ETSU COE is a TennCare grant funded organization that provides consultative and direct services for children with complex physical and mental health needs who are in state custody or at risk of state custody. The

COE offers brief consultations, multidisciplinary comprehensive consultation conferences, and interdisciplinary comprehensive assessments for children and adolescents in custody and at risk of custody. The psychologist's role includes: completing comprehensive record reviews; participating in brief consultations to Department of Children's Services Staff (DCS); participating along with the COE child and adolescent psychiatrist in providing comprehensive consultations in the context of a multidisciplinary staffing that may include DCS staff, foster parents, biological parents, school personnel, court personnel, therapeutic services providers, and others; and participating as part of a multidisciplinary evaluation team performing clinical interviews and targeted psychological assessment procedures as indicated. Interns on this rotation can expect to be exposed to the complex systems that serve children and participate in the consultative activities of the COE. Additionally, the intern will be exposed to COE multisystem projects that target development of training collaboratives to train frontline service providers with specialized interventions for treatment of trauma and attachment problems in children.

Clinical Research - VAMC or ETSU

(Supervisor: As arranged, from faculty listing)

Internship faculty are involved in research programs, in areas like post-traumatic stress, substance abuse, physiologic measures of stress, object relations, suicide, family conflict, psychotherapy outcome, dementia, and geriatric care. Intern duties will vary on this rotation, according to the needs of

the given intern and the specific research program. Duties may include literature review, design input, running subjects, data analysis, or drafting articles for journal submission. It is the opinion of the internship faculty that interns should not be tackling new research projects until they have completed research for their dissertations. Therefore, this rotation may become an avenue through which an intern works to complete his or her dissertation research with the support and supervision of a qualified internship faculty member.

Developmental Disabilities–Greene Valley Developmental Center

(Supervisor: Dr. Terry)

This program serves approximately 275 adults with intellectual and developmental disabilities of whom about 30% have additional mental disorders. The habilitation needs of this population encompass all aspects of self-care and independence, physical and social skills, and treatment for psychiatric and behavior disorders. For most residents, the ultimate habilitation goal is community placement. The Psychology Department contains three sections: Assessment (evaluation of cognitive and developmental functioning); Mental Health (diagnosis and treatment of mental illness); and Behavior Medicine (chronic pain assessment, relaxation and desensitization procedures, light therapy, etc.). Psychology Staff also includes professionals who are certified to conduct sexuality and forensic assessment and education. We work in collaboration with residential and other professionals to provide holistic, individualized treatment plans. The

intern has a choice of training options based upon his/her skill level, clinical needs, and professional interest. He/she can expect to participate in the assessment and treatment process, including interdisciplinary meetings and case referrals. Our objective is to provide the intern with increased knowledge and skills in serving the needs of persons with developmental disabilities.

Family Medicine - College of Medicine, ETSU

(Supervisors: Drs. Floyd and Kemp)

This diverse program, facilitated by two psychologists, offers a wide range of patients and training opportunities within a highly integrated interdisciplinary practice setting. Interns may elect to participate in one or more of the following areas: education, consultation, clinical services, and/or research. The ETSU Family Medicine Department emphasizes the development of patient-centered clinical interviewing skills. Depending on the overall internship rotation schedule, interns may participate in communication skills workshops for teachers and/or co-teach these skills to residents and medical students. Other teaching opportunities include hospital and clinic consultation with medical students, residents, and faculty as well as small group facilitation with medical students in a case oriented learning class. Consultation with medical staff relating psychosocial factors to illness and patient care is a primary focus. Individual psychotherapy is offered using behavioral medicine, cognitive-behavioral, family systems, and hypnotherapy approaches. Interns can expect to participate in both consultation

and treatment, with regard to clinical problems such as substance abuse, HIV/AIDS, patient adherence to medical treatment recommendations, pain and stress management, and chronic illness, as well as depression, anxiety, grief, and other mental problems presented within primary care medical settings. Interns will also have the opportunity to participate in group medical visits, and at the Bristol site, conduct brief cognitive screenings using the Repeatable Battery of Assessment of Neuropsychological Status. Supervisors at our sites have the capability to videotape psychotherapy sessions conducted by the intern, so that supervision can be provided in the form of videotape review and feedback. If interns have completed their dissertation research, they may also engage in ongoing research projects.

Forensic and Adolescent Psychology - Southwestern Virginia Mental Health Institute

(Supervisor: Dr. Barrom)

There are approximately 35 to 40 forensic status patients (at any given time) located in a 164-bed hospital. Types of forensic patients include "Not Guilty by Reason of Insanity" acquittees, restoration to competency, mandatory parolees from the Department of Corrections, jail transfers for treatment, and evaluations for competency and mental status at the time of the offense. There is a strong emphasis on preparing risk assessments for the courts as well as for community involvement. In addition, psychologists provide most of the court testimony and evaluate patients at more secure hospitals. Interns are included in all of the evaluations and treatment during the

rotation. Time will be spent on forensic course readings and instruction. The adolescent program consists of a 16-bed unit for ages 13 through 17. There is a school for individualized instruction with seven staff members. The school is in session for six hours per day, except for weekends. Recreation activities are provided in the evening and on weekends. Interns provide initial psychological assessments (including assessments for the court), conduct individual psychotherapy and group therapy, and participate in team conferences and family conferences. Accommodations for overnight stay are available.

Homeless Veterans Program

(Supervisor: Dr. Buchanan)

This program's mission is to address homelessness, maximize independent living, and enhance the quality of veterans' lives. The clinic offers assessment and intervention services for veterans who are homeless or at risk for becoming homeless. A multidisciplinary treatment team addresses physical and mental health, substance abuse, vocational needs, social support, housing, and other concerns related to homelessness. The psychologist's role on this team includes the provision of psychological assessment, consultation services, individual psychotherapy, group psychotherapy, and program development. Treatment efforts in the Homeless Veterans Program utilize crisis intervention; supportive, skill-building strategies; integrative psychotherapy; and community-based interventions. Interns on this rotation conduct psychological assessments,

provide individual and group psychotherapy, participate in staff meetings as a member of the treatment team, and obtain exposure to some community work to address homeless issues.

Psychology Leadership/Management/ Administration – VAMC

(Supervisor: Dr. Sloan)

The intern will work in a preceptor relationship with the Chief of Psychology, and selectively with other leaders in administrative roles, learning and developing specific leadership, communication, and administrative skills, and interacting with top managers and other staff. The rotation is 6 hours per week for 6 months, including 1-2 hours per week face-to-face supervision with the Chief throughout the rotation. Part of the rotation involves the intern "shadowing" top managers (i.e., working directly and individually with each for several hours across 1-2 weeks), including the Medical Center Director, Associate Directors, and Chief of Staff. This experience exposes the intern to different leadership/management styles, philosophies and experiences. The intern can expect to participate in intra- and inter-disciplinary strategic planning sessions (e.g., Mental Health Council, Clinical Executive Board), complete assigned readings, participate in relevant meetings and discussions in regards to program development, implementation and functioning in a complex, affiliated medical setting.

Spinal Cord Injury Clinic Minor Rotation

(Supervisor: Dr. Mosier)

The James H. Quillen Veterans Affairs Medical Center Spinal Cord Injury (SCI) Clinic is an approved support clinic of the tertiary SCI clinic in Augusta, Georgia and is the only Augusta support clinic approved by the National SCI Program to provide complete annual evaluations for SCI veterans. The SCI Clinic is a multidisciplinary clinic staffed by a social worker (coordinator), nurse practitioner, physician, dietitian, kinesiologist, psychologist, and nursing staff and supported by other services including urology and radiology. The Clinic serves over 130 veterans with spinal cord conditions including SCI, MS and ALS. The psychologist assigned to the Spinal Cord Clinic serves as a team member and direct service provider. Interns selecting this rotation will have opportunities to complete annual outpatient psychosocial evaluations, inpatient NHCU evaluations, and regular NHCU rounds, as well as individual and couples psychotherapy. Opportunities to shadow other SCI providers may be available. Educational opportunities include assigned readings and occasional in-services and teleconferences.

Substance Abuse Treatment Program

(Supervisor: Dr. Cook)

See description of this rotation on page 18.

APPLICATION AND SELECTION PROCES-

University Counseling Center – ETSU

(Supervisors: Drs. Brown, Henley, and Smith)

The ETSU Counseling Center is the primary mental health resource for ETSU students and provides a full range of mental health services including short-term individual, couples, and group counseling; career assessment and counseling; personality assessment; psychiatric consultation services; crisis intervention – which includes 24 hour on-call coverage; psychological consultation; and outreach programming to students and the university community. Interns at the Counseling Center will have the opportunity to work with a widely diverse student population (i.e. gender, socioeconomic status, cultural and ethnic background, sexual orientation and age). Interns will provide psychotherapy services and may have the option of providing outreach, group counseling, and assessment services for students. In addition, each intern, with input from Counseling Center and VA staff, will select one area of emphasis. This will allow interns to develop specialized skills and experience in one of the following areas: clinical supervision, clinical hypnosis, couples counseling, teaching a proactive psycho-educational course, or career counseling and assessment.

APPLICATION & SELECTION PROCEDURES

Application Process

Applicants must be U.S. citizens in good standing with and recommended for internship by an APA-approved Ph.D. or Psy.D. program in clinical or

counseling psychology, and they must have completed three full years of graduate study leading to the doctorate. (Less than three years may be acceptable with special recommendation by the sponsoring university). The applicant's pre-internship training must include completed coursework and formally supervised applied training in the provision of psychological services to include assessment and psychotherapy. The applicant must demonstrate interests and goals that are consistent with the internship program, the ability to apply assessment and intervention knowledge in clinical areas, appropriate ethical conduct, the interpersonal skills necessary for the professional practice of psychology, and sufficient research skills as evidenced by dissertation progress.

Applications are accepted through November 15. The James H. Quillen VAMC is an equal opportunity employer; minority, physically disabled, and female students are encouraged to apply.

This internship program will be participating in the Matching Program administered by National Matching Services Inc. (NMS) on behalf of the Association of Psychology Postdoctoral and Internship Centers (APPIC). Only those applicants who participate in the Match can be matched to our internship program. All applicants must obtain an applicant agreement package from NMS and register for the Match in order to be eligible to match. Applicants can request an applicant agreement package from NMS through their web site at www.natmatch.com/psychint or by e-mail at: psychint@natmatch.com. Applicants may contact NMS at either of the following addresses:

National Matching Services Inc.
20 Holly Street, Suite 301
Toronto, Ontario
Canada, M4S 3B1
Telephone: (416) 977-3431
Fax: (416) 977-5020

OR

National Matching Services Inc.
P.O. Box 1208
Lewiston, NY 14092-8208
Telephone: (716) 282-4013
Fax: (716) 282-0611

Acceptances and notification procedures follow the Association of Psychology Postdoctoral and Internship Centers (APPIC) Match Policies. This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant. APPIC Match Policies are available on the APPIC web site: <http://www.appic.org>.

Each applicant is required to submit a complete set of application materials, including the following:

1. A completed APPIC application form.
2. Curriculum Vitae.
3. Three letters of evaluation from individuals familiar with recent academic and clinical performance. At least one letter of evaluation should be from a clinical supervisor with direct knowledge of the applicant's clinical skills.
4. Official transcripts of all graduate training.

Send application materials to:

Psychology Training Director
 Psychology Service (116B2)
 James H. Quillen VA Medical Center
 P.O. Box 4000
 Mountain Home, TN 37684-4000.

Faculty will screen applicants for personal interviews. The faculty will then offer, to selected applicants, an opportunity to interview in-person with our faculty and to see our facilities. Interviews will be scheduled during the months of December and January. An applicant may contact the Psychology Training Director at (423) 926-1171, ext. 7294 to inquire about an interview or the status of his/her application. An in-person interview is not required for acceptance into this internship. Telephone interviews with the Psychology Training Director and selected faculty members can also be arranged.

The appointment to an intern position is contingent upon the individual's application being cleared through a national data bank to screen for possible ethical and legal violations and the individual passing a pre-employment physical exam. Interns must pass employment screenings through the Health and Human Services, Office of Inspector General, List of Excluded Individuals and through the National Practitioner Health Care Integrity and Protection Data Bank, as well as a fingerprint check, before their appointment becomes official. Interns must also pass a pre-employment

APPLICATION AND SELECTION PROCEDURE

physical completed by a VA hospital before they can begin the internship.

The internship is an APA Approved Internship Program. The faculty follows APA standards regarding prerequisites for predoctoral internship training. To address questions or concerns about the accreditation status of the internship program, applicants may contact the Committee on Accreditation at the following address:

Office of Program Consultation
 and Accreditation
 American Psychological Association
 750 First Street, NE
 Washington, DC 20002-4242
 Telephone: 202-336-5979
 Fax: 202-336-5978

Diversity Awareness

The faculty at the James H. Quillen VAMC Psychology Internship Program believes that competency in dealing with issues of individual and cultural diversity is an essential tool for professional practice. Becoming multiculturally competent means developing the ability to question the assumptions of one's personal, professional, and cultural socialization within our society and profession (Sue, Carter, Casas, Fouad et al., 1998).¹ A multiculturally competent counselor is willing to explore his or her own identity as a person who has been socialized into a specific culture, race, and ethnicity and

¹Sue, W. D., Carter, R. T., Casas, J. M., Fouad, N. A., Ivey, A. E., Jensen, M., LaFromboise, T., Manese, J. E., Ponterotto, J. G., & Vazquez-Nutall, E. (1998). The multicultural counseling competencies. In Multicultural counseling competencies: Individual and organizational development (pp. 35-46). Thousand Oaks, CA: Sage Publications.

understand how these factors affect his or her efforts to relate to individuals from differing backgrounds (Sadowsky, Kuo-Jackson & Loya, 1997).²

Our Psychology Training Committee has established a Multicultural Diversity Committee that meets monthly. The purpose of the committee is to evaluate, plan, implement, and monitor our efforts to become a more culturally competent organization and to create short and long-term goals for action. This group consists of interested faculty, community representatives, and interns. We are currently engaged in identifying ways to provide our psychology staff additional training in diversity awareness.

The Office of Diversity Management and Equal Employment Opportunity (DM&EEO) provides leadership in creating and sustaining a diverse workforce free of discrimination at the Department of Veterans Affairs. For more information, visit the Web site at www.va.gov/dmeeo. The DM&EEO offers guidance to VA facilities on implementing activities for many special observances, including the following:

- Asian Pacific American Heritage Month
- Black History Month

- Dr. Martin Luther King, Jr., Birthday
- Hispanic Heritage Month
- Historically Black Colleges and Universities Week
- National American Indian Heritage Month
- National Disability Employment Awareness Month
- Women's Equality Day
- Women's History Month.

²Sadowsky, G. R., Kuo-Jackson, P. Y., & Loya, G. J. (1997). Outcome of training in the philosophy of assessment: Multicultural counseling competencies. In D. B. Pope-Davis & H. L. K. Coleman (Eds.). Multicultural counseling competencies: Assessment, education and training, and supervision (pp. 3-42). Thousand Oaks, CA: Sage Publications.



Psychology Faculty, Interns, and Staff

FACULTY

* Denotes fulltime VA staff.

° Denotes faculty who are licensed.

°° Denotes faculty who are provisionally licensed.

+ Denotes those Psychologists designated as Health Service Providers by the State of Tennessee.

Adler, Christine M., Ph.D., SUNY at Albany, 1989, Assistant Chief, Psychology Service; Consultation/ Liaison (Health Psychology)* °+

Allen, Bertram, Ed.D., Lehigh University, Bethlehem, 1978, Professor of Psychology, Milligan College

Arsenault, Linda, M.A., P.E., East Tennessee State University, 1992, Licensed Psychological Examiner °

Auerbach, John S., Ph.D., SUNY at Buffalo, 1988, Psychologist and Coordinator, Post-traumatic Stress Program* °+

Barrom, Colin P., Ph.D., Memphis State University, 1985, Psychology Supervisor, Southwestern Virginia Mental Health Institute °

Bibby, Maureen, Ph.D., Auburn University, 2001, Staff Psychologist, Mental Health Intensive Case Management Program *°+

Blaik, Ziad, M.D., Cairo University, Egypt, 1980, Consulting Neurologist °

Brown, Steve D., Ph.D., Oklahoma State University, Director, Counseling Center, East Tennessee State University °

Buchanan, Jerry, Ph.D., University of Southern Mississippi, 1984, Psychology Training Director, Psychology Service; Staff Psychologist, Homeless Veterans Program * °+

Cantrell, Peggy J., Ph.D., University of Southern Mississippi, 1982, Associate Professor of Psychology, East Tennessee State University °+

Chinouth, Richard W., Pharm. D., University of Tennessee College of Pharmacy, 1980, Neuroscience Specialist, Eli Lilly and Company °

Cook, Jerome, Ph.D., Vanderbilt University, 1992, Staff Psychologist, Addictions Treatment Unit * °+

Dengler, John M., M.D., Michigan State University, 1986, Consulting Neurologist °

Elder, Myra Q., Ph.D., Temple University, 1996, Staff Psychologist, Consultation/ Liaison (Primary Care) * °+

Finger, William W., Ph.D., University of Missouri-Columbia, 1989 Staff Psychologist, Asheville VAMC * °+

Floyd, Michael, Ed.D., Auburn University, 1982, Associate Professor, Department of Family Medicine, East Tennessee State University °+

Glover, Carl B., Ph.D., Virginia Polytechnic University, 1977, Staff Psychologist, Domiciliary Psychiatry Program * °+

Henley, Jan, Ph.D., University of Texas at Austin, 1990, Counseling Psychologist (Counselor 3), University Counseling Center, East Tennessee State University °+

- Hillhouse, Joel, Ph.D., SUNY at Albany, 1989, Professor, Department of Public Health, East Tennessee State University^{o+}
- Holland, Kerry, Ph.D., University of Missouri-Columbia, 1994, Psychologist, Private Practice; Adjunct Assistant Professor, Dept. of Psychology and Clinical Asst. Professor, Dept. of Psychiatry, East Tennessee State University^{o+}
- Hughes, Robert B., Ph.D., Texas Tech University, 1979, Staff Psychologist, Neuropsychology Clinic, *^{o+}
- Kemp, Evelyn C., Psy.D., RN., Wright State University School of Professional Psychology, 1999, Assistant Professor, James H. Quillen College of Medicine, East Tennessee State University^o
- Kimbrough, Stephen M., M.D., Mayo Medical School, 1976, Consulting Neurologist^o
- Kincade, A. Jefferson, B.S., East Tennessee State University, 1980, Addictions Therapist, James H. Quillen VA Medical Center *^o
- Lapham, Craig A., M.D., Hahnemann University, 1984, Consulting Neurologist^o
- McGowen, Ramsey, Ph.D., Auburn University, 1981, Associate Professor, Department of Psychiatry and Behavioral Sciences, East Tennessee State University^{o+}
- Miller, Barney, Ph.D., University of Tennessee-Memphis, 1983, Clinical Assistant Professor, Dept. of Psychiatry & Behavioral Sciences; Dept. of Anatomy and Cell Biology, East Tennessee State University
- Moser, Michele R., Ph.D., Miami University (Ohio), 1992, Director/Psychologist Center of Excellence for Children in State Custody, East Tennessee State University; Assistant Professor, Department of Psychiatry and Behavioral Science^{o+}
- Mosier, John W. III, Psy.D., Pepperdine University, 2002, Staff Psychologist, OMEGA Program, Primary Care (Spinal Cord Injury) Program, Service Recovery *^{o+}
- Robertson, Patricia, Ed.D., NCC, LPC., University of North Carolina, Greensboro, 1990, Associate Professor, Human Development and Learning, East Tennessee State University^{o+}
- Robbins, Sherry L., M.D., Quillen-Dishner (ETSU) College of Medicine, 1992, Assistant Professor of Family Medicine, Kingsport Family Practice Center^o
- Schacht, Thomas, Psy.D., ABPP, Rutgers University, 1980, Professor, Department of Psychiatry and Behavioral Sciences, East Tennessee State University^{o+}
- Sharkey, Kevin J., Ph.D., University of Southern Mississippi, 1982, Staff Psychologist, Mental Health Clinic*^{o+}
- Sloan, Patrick, Ph.D., Ohio University, 1978, Chief, Psychology Service; Consultation/Liaison (Neuropsychology) and Psychology Management/Administration*^{o+}
- Smith, Davis, Ph.D., University of Memphis, 1995, Assistant Director, University Counseling Center, East Tennessee State University^{o+}

Smith, Stephen C., Psy.D., Wright State University, 2005, Staff Psychologist, Psychosocial Recovery and Treatment Program, Supervisor Community Reintegration Specialist*

Sullivan, Rodney, Ph.D., Southern Illinois University, 1979, Private Practitioner, NeuroBehavioral Associates, PLC^{o+}

Terry, Jean, Ph.D., University of Mississippi, 1978, Acting Director of Psychology Department, Greene Valley Developmental Center^{o+}

Weaver, Kendra R., Psy.D., Baylor University, 2001, Clinical Psychologist, VISN9 Mental Health Services Manager *^{o+}