



Psychology Internship Brochure

**Department of Veterans Affairs, VA Southern Nevada Healthcare System
6900 N Pecos Rd, North Las Vegas, NV 89086**

4-digit APPIC Member Number: 2342

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The VASNHS Psychology Internship Program in Health Service Psychology accepted its first class of three interns on 7/1/2015. The program was granted Full Accreditation status by the American Psychological Association on August 7, 2020 with our next accreditation site visit scheduled for 2023. The Psychology Internship Program at VASNHS is also an APPIC member. The information provided in this document will be updated yearly and as appropriate. If you have questions that are not adequately addressed by the following, please contact the Psychology Training Director.

Number of Interns: Expected for 2022-2023: 3
Stipend: \$26,690 (2021-2022)

The internship is for one full year (2080 hours), beginning on July 5th, 2022 and ending July 6th, 2023. It is the policy of VASNHS' Psychology Internship Program that all Interns must be present on the final day of Internship. Stipends are paid in 26 bi-weekly installments. For additional information go to:

<http://www.psychologytraining.va.gov/benefits.asp>

Requirements for Admission

To be considered for admission, candidates must be graduate students in good standing in an APA- or CPA-accredited program in clinical or counseling psychology. They must have completed their masters' degree or equivalent and have completed their qualifying doctoral examination or equivalent. Candidates must be certified as ready for internship training by the Psychology Training Director of their doctoral programs. In addition, VASNHS Psychology Internship Program applicants must have their dissertation proposal approved prior to application. Selected interns must have capabilities and goals consistent with the mission, goals and objectives of the Psychology Internship Program. Applicants must be U.S. citizens.

The Psychology Internship Program encourages applications from qualified candidates, regardless of gender, racial, ethnic, sexual orientation, disability or other minority status. The internship aims to foster a diverse psychology workforce and supports an inclusive work environment that ensures equal opportunity. We encourage psychology trainees of diverse backgrounds, in all of the ways that diversity is expressed, to apply to the Psychology Internship Program.

The VASNHS Psychology Internship Program staff and the Psychology Training Director will vet applicants. Typically, well qualified candidates would be invited to visit the local facilities, at their personal expense; however given the COVID19 pandemic, we will be conducting virtual interviews via video conferencing platforms for the 2021-2022 year. Interviews will be conducted with the Psychology Training Director and other training faculty members. Interviews will be conducted in early to mid-January.

The Psychology Training Director, with input from program faculty members, will make the final selection decisions for rankings. No information regarding rankings shall be given or received.

Application Procedures

- Compliance with Eligibility Requirements for all VA Psychology Training Programs, articulated at: <http://www.psychologytraining.va.gov/eligibility.asp>
- Completed AAPI materials
- Cover letter
- Current curriculum vitae
- Official graduate transcript(s)
- The Academic Program's Verification of Internship Eligibility and Readiness
- Three letters of recommendation, from clinical supervisors and advisors who will speak directly about the quality of your clinical and/or academic work
- Background check upon hire
- All materials must be submitted for review online by November 30, 2020 at 11:59 p.m (PST). This internship site follows the [APPIC](#) policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant
- We will notify applicants of selection for an interview by December 18, 2020 by 5 p.m. (PST). Interviews will be conducted in person or by phone and will be set up and conducted in early to mid-January

For more information about application processes you may contact the following individuals:

Micol Levi-Minzi, PsyD
Psychology Training Director
micol.levi-minzi@va.gov
702-791-9000 x 13780

Accreditation Status

VA Southern Nevada Health Care System, Psychology Internship Program is a member of the Association of Psychology Postdoctoral and Internship Centers ([APPIC](#)), which defines and administers the manner in which offers of internship and acceptances are conducted. VASNHS participates in the computer matching program <https://natmatch.com/psychint/> and follows all APPIC policies. We take APPIC and [APA](#) guidelines seriously and are committed to full adherence.

The Psychology Internship Program at VASNHS is Fully Accredited by the American Psychological Association with our next accreditation site visit scheduled for 2023. For information regarding APA accreditation, potential applicants are referred to the Commission on Accreditation: Office of Program Consultation and Accreditation,

American Psychological Association 750 1st Street, NE, Washington, DC 20002.
Phone: (202) 336-5979.

E-mail: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

The Overall Training Setting

[VA Southern Nevada Healthcare System](#) (VASNHS) currently has 70 approved psychologist positions. Most psychologists, including interns, report to Behavioral Health Service. Behavioral Health Service has over 300 full time providers across disciplines. VASNHS has experienced rapid expansion and restructuring in the last several years, including opening all new facilities.

VASNHS provides outpatient and inpatient medical services to Veterans residing in Southern Nevada with an official catchment area of Clark, Lincoln, and Nye Counties. VASNHS also draws Veterans from Arizona, Utah, and California. VASNHS is geographically dispersed within the metropolitan Las Vegas area, Henderson, Pahrump, and Laughlin, Nevada. Primary and Specialty Care services are disbursed among several clinical sites located within the Las Vegas valley including the Northwest Primary Care Clinic (PCC), Northeast PCC, Southwest PCC, and Southeast PCC. Community Based Outpatient Clinics (CBOC) are located in Pahrump, NV and Laughlin, AZ to provide rural health care to Veterans.

The health care system opened a comprehensive medical center in 2012 that provides specialty and inpatient services. Inpatient services include 90 Medical, Surgical, Psychiatric, ICU, Step-Down, and Rehabilitation beds. An Emergency Department is located at the medical center. Educational and Administrative buildings were activated in FY 2015. A Fisher House ground breaking took place in March of 2016. VASNHS maintains a joint venture with the Department of Defense, 99th Medical Group, at the Mike O'Callaghan Federal Medical Center (MOFMC). VASNHS also maintains a Community Referral and Resource Center (CRRC) for homeless and at-risk Veterans. The Veterans Recovery Center (VRC) includes a Psychosocial Rehabilitation Recovery Center (PRRC), a Mental Health Intensive Case Management (MHICM) team, a Compensated Work Therapy (CWT) team, and a Veterans Justice Outreach (VJO) team.

In 2019 VASNHS opened the Las Vegas VA Residential Recovery and Renewal Center (LVR³). As VASNHS continues to expand person-centered services to meet the needs of Veterans, the inauguration of LVR³ marks the first behavioral health residential program at the VA Southern Nevada Healthcare System. LVR³ is a 45-60 day, 20-bed substance use and gambling disorder residential treatment program, with five dedicated rooms for female Veterans. Interns may be offered the opportunity to train within the LVR³ via group psychotherapy and individual psychotherapy options.

Psychology Setting within VASNHS

Psychological services and training at VASNHS are predominantly under the purview of the Behavioral Health Service. The Behavioral Health teams have a collaborative interprofessional emphasis with the following disciplines: psychology, psychiatry, social work, nursing, primary care medicine, pharmacy, recreation therapy, and peer support specialists. Psychologists hold important positions in key areas such as PTSD, Substance Abuse, Neuropsychology, Pain Management, Home-Based Primary Care (HBPC), Suicide Prevention, Acute Inpatient, Primary Care Mental Health Integration (PCMHI) and the Behavioral Health Integration Program (BHIP). Several psychologists practice within BHIP programs embedded in the four primary care clinics. BHIP teams practice at the forefront of interprofessional collaborative care. Interdisciplinary staff interface with teams that include two psychologists, two clinical social workers, two psychiatrists, an OIF/OEF case manager, and a peer support specialist. Interdisciplinary team meetings occur weekly where the unique contribution of each member is central to collaborative care decisions emanating from Veterans' self-articulated recovery plans. The BHIP teams represent a state-of-the-art opportunity for interns to hone clinical and professional skills within an interprofessional collaborative care model.

Patient Population

Since 1972, VA Southern Nevada Healthcare System has been improving the health of the men and women who have so proudly served our nation. Services are available to more than 240,000 Veterans living in our catchment area. Within the sunny Las Vegas valley and surrounding areas, VASNHS provides health care services to more than 45,000 patients yearly, exceeding 450,000 outpatient visits per year. In Fiscal Year 2019, VASNHS Behavioral Health Service had 115,851 appointments and 17,187 unique patients. VASNHS serves a predominantly male population ranging in age from 18 to 90 or more years. In recent years, the number of women (~9%) and younger Veterans accessing services has steadily increased. All racial/ethnic groups are represented and there are large Filipino and Pacific Islander communities. Varied socioeconomic and demographic classifications are represented.

Preface

The VA Southern Nevada Healthcare System (VASNHS) internship was developed to address community and Veterans Health Administration needs within the greater Las Vegas Metropolitan area with respect to recruiting and training newer psychologists. VASNHS is steadfast in its commitment to providing high quality training to psychology interns with emphasis toward preparation in VA and public sector careers.

At VASNHS, the internship year is conceptualized as a set of clinical and professional skills that interlock. The internship training year includes a year of intensive clinical training under the supervision of licensed psychologists. In addition to direct supervision from licensed psychologists, interns will work within dynamic intercollaborative professional teams consisting of medical and allied health professions. Training at the

VASNHS is crafted to expand and enhance professional psychology competencies.

The program trains doctoral candidates to function as autonomous professionals in varied health care settings, with emphasis on the role of the psychologist in state of the art medical settings. Within a generalist model, the Psychology Internship Program (PIP) also seeks to provide strong grounding in fundamental and advanced practice skills within particular areas of emphasis (e.g., Primary Care Mental Health Integration, Addictive Disorders, PTSD, and Acute/Inpatient Care). Acquisition of core competencies in Evidence-Based Psychotherapies within the intern's rotations is paramount. The practitioner-scholar model of training in psychology is emphasized. Training is experiential, supervised and graded in complexity. Learning is a developmental and sequential process leading toward the ultimate goal of independent practice. The PIP is designed to promote professional competency and engender skills in complex clinical reasoning. The VASNHS internship program is focused on training doctoral candidates who are oriented toward practice in professional psychology in VA and the public sector. In addition to acquiring technical skills, development of the intern's professional identity equally lies at the core of the Psychology Internship Program's goals. Professional identity includes multiple components such as theoretical orientation and area emphasis. A significant portion of the psychologist's professional identity is developing a keen understanding of the unique and additive contributions of health service psychology. The professional psychologist appreciates how psychology interconnects with the contributions of other disciplines. An additional component involves an understanding of professional behavior and conduct. This includes legal and ethical competency, as well as awareness of the self in professional practice. The internship program emphasizes that how we practice can be as important as what we practice. Overall, the growth of professional identity, along with the attainment of core clinical competencies, will prepare interns for successful entry into the profession.

Introduction

Overview of the Program

The internship is a generalist program designed to train clinical and counseling doctoral candidates for competent professional work in the postdoctoral year or in entry-level psychology positions. The basic requirement of the training program is satisfactory performance in applied clinical work in General Mental Health (BHIP and/or a combination of PCMHI if not the emphasis area), one area of emphasis (PCMHI, Acute Psychology, Substance Use Disorders and PTSD), a minor rotation in Evidence-Based Psychotherapy, and psychological assessment. Clinical experience is supplemented by a variety of educational offerings.

Clinical experience is gained during three 12-month placements. The rotation system is designed to provide opportunities within the core area of General Mental Health, an area of emphasis, and a minor rotation. Prior to selecting placements, interns receive current information about the experiences available in each rotational element, and are

guided based on individual goals and prior experience with the objective of tailoring a well-rounded internship.

Administrative Information

Work Hours

Like other Medical Center employees, interns typically work a 40-hour week, with hours varied due to rotational requirements. Interns can anticipate spending approximately 25-30 hours per week engaging in direct clinical care. Some units organize their week to include one or more days when the staff works different hours (e.g., 12:00 noon – 8:30pm). The Training Director must be notified in writing of such non-standard schedules to ensure that interns are not expected to work excess hours.

Leave

Interns accrue four hours each of annual leave (vacation) and sick leave per pay period (26 total pay periods). Interns receive all federal holidays. Interns will additionally receive 5 days of Authorized Absence for professional development activities such as defending dissertation, postdoc interviews, etc. More detailed information regarding leave can be found in the Internship Manual and will be discussed during orientation week.

Rotation Calendar

For the internship year, three rotations are scheduled based on intern request, training goals, supervisory staffing patterns, and logical issues such as clinic operating hours. Typically, rotations are 12-months in duration.

Training Program Resources

Supervisors

Supervisors are a vital resource to the training program. High quality supervision is at the center point of the training faculty's values. Supervisors model clinical and professional conduct. Similarly, supervisors are responsible for the provision of clinical and professional feedback. Supervisors facilitate the inculcation of interns within the treatment milieu. Supervisors affirm the intern as important member of clinical and professional teams. Supervisors coordinate interns' clinical experiences, collaborations and team roles. Supervisors hold responsibility for determining developmentally appropriate supervision levels within legal and ethical standards. Each supervisor meets with the intern for no less than one hour per week, per rotation. Augmented supervision is also available depending on the intern's desire and circumstances. Interns receive a minimum of 4 hours of supervision per week. Supervision follows the guidelines outlined

in VHA HANDBOOK 1400.04. Supervision hours will be tracked by the Training Director.

The internship aspires to conduct supervision by direct observation. Depending on the technological capabilities of rotation sites and intern need, each supervisor will provide direct observation of service provision to include at least one time per rating period in person, via video streaming, or video recording. Supervisors will also be required to participate in the training committee. VASNHS psychology internship supervisors will offer the following types of supervision to interns based on initial evaluation and direct observation over the course of the internship: In the Room, In the Area and Available. Available supervision is only employed in the event of unanticipated leave by the primary supervisor and the Training Director and/or his/her designee covers the services of the intern.

All supervisors new to the VASNHS Training Program must be voted in by a two thirds majority; Voting will be conducted in a closed meeting consisting of voting committee members. All new supervisors must participate in a mentoring program with the Training Director, Associate Training Director and/or another experienced supervisor as directed by the Training Director, even if already serving on the Training Committee. The duration and intensity of the mentoring program will be determined on a case-by-case basis. Additionally, all supervisors should have at least 2 years experience post-licensure; exceptions to this rule can be made under certain circumstances.

Learning Experiences

Orientation: During the first week (or longer depending on matriculation timing and service needs) of entrance into the Psychology Internship Program, interns are introduced to the policies and procedures of the Psychology Internship Program, as well as pertinent information about the overarching Behavioral Health Service and the Medical Center.

Each supervisor describes the learning opportunities available within the rotation they supervise during individual and/or group meetings. Interns meet individually with the Training Director to discuss strengths and weaknesses in previous training, and to discuss how residual training needs may be met within the PIP. On the basis of this information, along with program evaluations by previous interns, the interns craft their training plan in coordination with supervisors and the Training Director.

Rotation Structure

Rotation placements are the learning settings negotiated between interns and training staff. The goal is for interns to broaden their experience and enhance their competence. The internship year is divided into three 12-month rotations. This division of time is

designed to allow for breadth and depth of experience in core areas. The general rotation structure is depicted below.

Psychology Predoctoral Intern Rotational Structure	<p>Core Area: 16 Hours General Mental Health (may be at locations other than the main hospital)</p> <p>Area of Emphasis: 16 hours ADTP, PTSD, PCMHI, or Inpatient</p> <p>Minor Rotation: 4 hours EBP</p>
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Interns may expect to spend approximately 25 to 30 hours of a 40 hour work week engaged in clinical care activities across rotations.

Comprehensive Assessment Requirement

Psychological assessment is a unique competency of the professional psychologist. Intermediate to advanced skill in this domain is an APA accreditation requirement. The PIP designs training experiences that include opportunities to further develop competency in producing professional level assessments and reports relevant to training goals and career aspirations. In addition to any rotation specific assessments and report writing, interns are required to complete six integrated psychological evaluations/reports during the year. These evaluations should be based on a combination of three or more assessment instruments and/or methods that are widely accepted, empirically supported, and clinically informative. The selected assessment instruments must be approved by the supervisor and the Training Director. These evaluations must result in an integrated report, which demonstrates the intern's ability to integrate complex assessment information into a coherent and concise narrative. These assessments may be supervised by the intern's supervisor or by another staff member with appropriate expertise relevant to the referral question. These assessments are to be performed to enhance patient care, and are to be written and submitted to the supervisor within one week from the last day of testing. Specifically, initial report drafts are to be completed within five business days of the last day of testing and submitted to the supervisor. Results are to be conveyed to the referring source with appropriate urgency. Therefore, final revisions will be submitted to the record within 72 hours after the supervisor returns the draft to the intern. All integrated reports must be completed, co-signed, and entered into the medical record no less than one month prior to the end of the internship. A record of all integrated reports must be submitted to the Psychology Training Director no less than one month before the end of the internship, and that record will become a part of the intern's file as documentation of integrated report writing experiences during internship.

Recording and Transcription Requirement

Interns are required to complete a total of four 5-minute transcriptions of recorded sessions over the course of the first 6 months of the training year with two 5-minute transcriptions required from the core General Mental Health rotation and two 5-minute transcriptions required from the Area of Emphasis rotation (i.e. PCMHI, PTSD, ADTP, or Inpatient). Of note, these are independent of the required recordings for the EBP rotation. Interns will also complete self-critiques and provide these to primary rotation supervisors along with each transcription.

Interns will then provide monthly recordings of sessions during the second 6 months of the training year to primary rotation supervisors along with selected 5-10 minute time frames to focus on during supervision. Interns will also provide a writeup of areas identified by the Intern to be in need of improvement along with selected times for the primary rotation supervisor to review and discuss during supervision.

Intern Case Conference Series

Interns will be required to present one psychotherapy case during the training year. These presentations will be attended by supervisory staff, interns, and practicum students. Specific instructions regarding the format of psychotherapy case conferences will be provided to interns during orientation. Presenters are responsible for deleting recorded sessions and written materials after the conclusion of the case presentation as appropriate.

For psychotherapy case conference presentations, recording of one patient is required for each presentation with several selected 5-minute portions recommended. Presenters are expected to establish goals for the presentation and should aim to present cases with which the presenter has some difficulties and desires feedback. Cases involving complex diagnostic, conceptualization, countertransference, therapeutic strategy, or therapeutic obstacles would all be appropriate. Fellow Interns will be expected to initiate participant discussion and take an active role in providing feedback to the presenter regarding the therapeutic process or other aspects of the presentation. The presenter will be evaluated on an informal, proximal basis during supervisor Training Committee meetings. If the intern's presentation is deemed unsatisfactory for an intern in training, supervisors will meet with the psychotherapy supervisor of the presenting intern to offer feedback and guidance.

Mentorship

A mentor is defined by the American Psychological Association as “an individual with expertise who can help develop the career of a mentee” (APA, 2006). Mentors guide, train, advise, and promote the career development of their mentees. APA further establishes two primary functions for mentors. The career-related function defines the mentor as a coach who provides advice to enhance the mentee's professional performance and development. The psychosocial function defines the mentor as a role

model and support system for the mentee. Both functions provide invaluable guidance related to professional development as well as general work-life balance.

The VA Southern Nevada Healthcare System is committed to the professional development of interns and strongly encourages interns to work with a mentor during the training year. Members of the Psychology Service interested in serving as mentors have completed an application that is reviewed by the Training Director, Associate Training Director, and Chief of Psychology. A list of names and clinical, research, and professional interests of each mentor is provided to interns at the beginning of the training year. Interns will then have an opportunity to select a mentor that matches closely with their interests, goals, and styles. The relationship between the mentor and the mentee is non-evaluative and provides an opportunity for interns to build a relationship with an established psychologist who provides support, guidance, and modeling. Meetings between mentors and mentees will occur at least once per month and specifics regarding mentorship will be established during their initial meeting. Of note, this is not a requirement but a voluntary aspect of our training program.

Seminars and Education

The training consequent to experiential clinical learning is supported by internship seminars and by educational programs offered in the larger Medical Center community. The Psychology Internship Program offers no less than 50 hours of didactics/seminars during the training year, generally held on a weekly basis. They will be specifically oriented to the training needs and interests of the interns. Feedback regarding seminars is used to help guide the content of future seminars and educational opportunities. Near the mid-point of the year, Interns each present a 30 minute seminar on a research related topic. Interns present a 60 minute seminar at the end of the year. This presentation can be related to one's dissertation topic, a case presentation, a job talk, etc.

To encourage lifelong learning, interns are further expected to complete 8 hours of additional education offered through the Medical Center, UNLV, UNSOM, or an appropriate professional organization (e.g., APA, SBM, ABCT). Of note, various services within the medical center sponsor educational offerings pertinent to psychology. Interns document the 8 hours of additional education on a "Continuing Education Record", which is submitted to the Training Director at the end of the internship year, and placed in the intern's file.

Interns are released from their clinical duties during scheduled internship seminars and other approved meetings. Release time to attend other educational programs is negotiated with the supervisor, taking into account patient-care responsibilities and clinic coverage issues. Authorized absence may be granted for travel and attendance at professional meetings, as described elsewhere.

The PIP includes the following didactics and seminars:

- **Internship Seminar:** The Internship Seminar functions to augment program competencies via interactive and didactic presentations. Seminars are also influenced by Intern learning plans; Topics likely include overviews of therapeutic techniques and modalities, diversity issues, inter-collaborative practice, military culture, psychopharmacology, etc.
- **Assessment Seminar**
- **Evidenced-based Psychotherapy for Seminar/Group Supervision:** The Evidence Based Psychotherapy Seminar serves to prepare Psychology Interns to competently provide evidence based psychotherapy through an in-depth examination of the history of evidence based practice, and the theoretical and clinical application of suitable evidence based assessments and therapeutic modalities to include: Cognitive Processing Therapy (CPT) for PTSD, Prolonged Exposure (PE) for PTSD, Cognitive Behavior Therapy for Insomnia (CBT-I), Acceptance and Commitment Therapy for Depression (ACT-D) and Cognitive Behavioral Therapy for Chronic Pain (CBT-CP).

Writing Assignment: At the beginning of the training year each Intern will be presented with a writing assignment to be turned in to the training director. This allows the Training Committee to determine the extent to which writing skills need to be addressed in supervision.

Supervision of Supervision is another training element that may be offered during the training year. Connected to the competency of supervision to trainees, the PIP may include laddered supervision wherein Interns augment supervision on select practicum trainee cases under the close supervision of a licensed psychologist. The provision of supervision by Interns is supported in multiple ways, including Interns mandatory participation in a year-long didactic and mentoring seminar on supervision techniques and standards. Please note that Training Committee will make all efforts to make Supervision of Supervision available when trainees verbalize interest in this training element.

Intern/Training Director Meeting

Thirty minutes to one hour per week is set aside for interns to meet together with the Psychology Training Director as a group, in order to provide peer supervision, a forum for mutual professional support, and as an opportunity to practice the development of collegial professional relationships. This meeting is also specifically designed for the program to receive information from interns and to inform potential programmatic adjustments as appropriate. Interns are released from competing activities at this time.

Intern Socialization Meeting

Once a month the Psychology Interns will meet for one hour (day and time to be

determined at the beginning of the training year) for an unstructured, non-evaluative meeting. This time will be used to ensure the opportunity for appropriate peer interaction, support, and socialization. Interns will also discuss any feedback or suggestions to be provided by the Training Committee Intern representative at the next scheduled Training Committee meeting.

Diversity Didactic

On the 3rd Tuesday of each month the Psychology Interns are required to attend the Diversity Didactic which is open to all Psychologists and in some cases, open to everyone within Behavioral Health and Social Work services. The didactic series focuses on different cultural influences and aspects of cultural identity; and how these themes interact with the structures of everyday society. As part of professional development, the Psychology Interns will pair up with a staff member of their choice to develop and present one (1) Continuing Education (CE) program. Interns can choose a topic from a provided list or present on a topic of their choosing. As we aspire to have diversity work interwoven in the fiber of our practice and service, every 4th Tuesday of the month, the Psychology Interns will meet as a smaller group with the Diversity Committee Chair to provide a space to reflect on the prior week's Diversity Didactic. To help with preparation, please note, Psychology Interns will receive training on how to conduct CE programs at the beginning of the year.

Staff Meetings

Interns are encouraged to participate as members of the Medical Center's professional community. Attendance at staff meetings, schedule permitting, provides interns with an opportunity to learn about the administration of health care, interprofessional relationships, and institutional considerations that affect practice and professional life. Mental Health Staff Meetings occur on the 3rd Thursday of the month from 2:30-4:00pm. Staff meetings at outpatient and specialty clinics vary based on site.

Professional Meetings

Interns are encouraged to attend professional meetings and conventions of their choice, as a means of participating in the larger professional world and to pursue individual professional interests. Authorized absence is granted for such activities in an amount comparable to other Psychology staff (see the leave section for more details). Absences for such meetings must be discussed with the supervisor and subsequently approved by the Psychology Training Director.

Research

The internship is conceptualized as a clinical immersion experience. However, interns may conduct research as appropriate. The internship provides opportunity to develop studies related to their field of study when an appropriate supervisor is available.

Library and Information Resources

The Medical Center library is available to staff and interns. The library provides access to electronic searches and electronic professional journals. The VHA National Desktop Library can be accessed through the following (<https://www.va.gov/library/>).

Constraints in Rotation Negotiation

While there is an institutional desire to accommodate training goals in the rotation selection process, there are also important constraints:

- All Interns must participate in General Mental Health as the major rotation.
- Each supervisor can have the equivalent of two full time interns at a time.
- Each intern must participate in an emphasis area (PCMHI, Substance Use Disorders, PTSD or Inpatient Care).
- While additional training opportunities are available under certain circumstances, they occur at the approval of the supervisor of the rotation affected.
- Due to organizational restructuring and a number of other predictable and unpredictable events, some rotations may not be available for interns during the training year.
- In the event that an intern is deemed to have a deficiency suggesting that specific training experiences are required in an effort to remedy this deficiency, the Training Committee may require particular training experiences of an intern. Such requirements may impact the rotation structure.

Rotation Descriptions:

General Mental Health Rotation (16 hours per week; 12 month rotation Core Area):
Robert Moering, Psy.D., Nicole Anders, Psy.D., Elizabeth Briggs, Psy.D., Leandrea Caver, Ph.D., and Lawrence Lyon, Ph.D.

This element of training may be completed either at the VA Medical Center or an outpatient clinic. This requirement can be fulfilled either through a 12-month rotation in BHIP (Behavioral Health Integration Program) or a 6-month rotation in BHIP followed by a 6-month rotation in PCMHI (Primary Care Mental Health Integration). Of note, if PCMHI is the emphasis area it is not possible to do the 6-month BHIP and 6-month PCMHI split for the general mental health rotation requirement. The general mental health rotation has a main focus on exposing the intern to a wide range of presenting problems, both short- and long-term treatment modalities. Integrated clinics provide

expansive medical and mental health treatment with an emphasis on providing integrated care among disciplines to assure treatment optimization. Interns will be involved in an interprofessional collaborative mental health program team often consisting of providers from psychology, psychiatry, social work, and nursing. The intern may anticipate conducting individual, couples, and group psychotherapy for Veterans from diverse socioeconomic, cultural, and ethnic backgrounds. Veterans served are anticipated to present with diverse levels of functioning, capability and symptom intensity. Opportunities for interns to experience working with co-occurring mental health diagnoses as well as serving Veterans with concomitant medical problems (i.e. pain, traumatic brain injury and ambulatory problems) will be available. Treatment at VASNHS emphasizes the application of Evidence Based Psychotherapy (EBP) approaches under the supervision of Veterans Affairs EBP providers. This rotation affords the student an opportunity to provide clinical assessment that includes psychometric testing for differential diagnosis, risk assessment, and screening cognitive of functioning.

Primary Care Mental Health Integration Rotation (16 hours per week; 12 month rotation Core Area): Jason Mouritsen, Psy.D., ABPP and Elizabeth Briggs, Psy.D.

Primary Care Mental Health Integration (PCMHI) is a relatively new patient care line within the Mental Health Service at the VA Southern Nevada Healthcare System (VASNHCS). The mission of PCMHI is to improve the health care of veterans by increasing the integration of behavioral health prevention and treatment services into the primary care setting. Interns completing the Primary Care Mental Health Integration rotation will have the opportunity to function as an active member of an interprofessional team within the primary care clinic. Primary Care Mental Health Integration is an interprofessional outpatient mental health service embedded within primary care. VASNHCS has four primary care clinics located across the valley, as well as one within the main hospital. A primary function of this rotation is to provide interns with experience and training in providing patient-centered care while working collaboratively with providers from other professions. Psychologists operating in this rotation perform a variety of clinical and consultative functions to include initial assessment, treatment planning and care coordination with providers from other disciplines, and brief individual and group psychotherapy and psychoeducation for veterans within a primary care setting. The treatment focus is on the treatment of mental health conditions delivered within primary care. Treatment modalities commonly used include psychoeducation, behavioral activation, motivational interviewing, mindfulness-based interventions (e.g., Acceptance and Commitment Therapy), and relaxation training (to name a few). Interns gain experience in treatments for health behavior change for tobacco cessation, weight management, diabetes management, and substance use. Finally, interns may have the opportunity to participate in the national PCMHI competency training offered annually. Veterans receiving care in this clinic are quite diverse in age (late teens to 90+), ethnicity, gender, and presenting concerns. The Primary Care Integration/Health Psychology rotation is available as a full-time rotation

The Addictive Disorders Treatment Program (ADTP); (16 hours per week; 12 month Area of Emphasis): Alexandria Moorer, Psy.D.

ADTP is staffed by a collaborative interdisciplinary team and is designed to support care within both abstinence based and harm reduction frameworks. In ADTP, there are multiple training opportunities in the assessment and treatment of addictive disorders and co-occurring conditions. Las Vegas is unique in that ADTP includes a long-standing program aimed at recovery from problematic gambling. ADTP services address the continuum of recovery from initial engagement and contemplation of change through long-term recovery. Treatment addresses an array of difficulties, including affective disorders, psychoses, substance-induced affective or psychotic symptoms, trauma and other stressor-related disorders, anxiety disorders, cognitive impairment, personality disorders, and comorbid medical problems. Treatment approaches focus on a biopsychosocial model and include Cognitive Behavioral Therapy, Motivational Interviewing, Medically Assisted Recovery, Twelve Step Facilitation, and case management aimed to enhance well-being. Interns will carry a caseload of patients that are seen for individual therapy and will also facilitate groups. Interns may offer groups and individual treatment in acute inpatient, residential (domiciliary), intensive outpatient (IOP), and outpatient settings. Groups include Cognitive Behavioral Therapy for Substance Abuse Disorders (CBT-SUD), Seeking Safety, Motivational Enhancement, Mindfulness, Acupuncture for Addiction, and other semi-structured process and education groups.

The Post Traumatic Stress Disorder (PTSD) Clinical Treatment Team (16 hours per week; 12 month Area of Emphasis): Nicole Anders, Psy.D.; Grady Osten-Garner, Ph.D.

The PTSD Treatment Program offers an interdisciplinary training environment in which interns refine skills in the areas of assessment, treatment planning, individual therapy and group therapy. This program currently offers three tracks for patients to enter into: Combat-related PTSD, Non-combat related PTSD, and Military Sexual Trauma related PTSD. Staff members at the VASNHS developed a treatment program based specifically on the needs of Veterans diagnosed with PTSD related to their traumatic experience. The PTSD Treatment Program consists of 2 phases. Veterans are fully assessed by clinicians in order to determine program eligibility and treatment needs. During Phase I, Veterans are required to attend a skills group (specific to their track) and engage in individual psychotherapy. Depending on the track, the skills group offers a variety of psychoeducation, skill building, cognitive processing, and mind-body work. During Phase II, Veterans are offered the option of attending groups specific to their individual needs. These groups include: Anger Management, Image Rehearsal Therapy for Nightmares, Mind-Body Group, Yoga for PTSD, Acceptance and Commitment Therapy, Mindfulness-Based Stress Reduction, PTSD and Addictions, Cognitive Processing Therapy, Cognitive Behavioral Therapy for Depression, Positive Psychotherapy, Cognitive Behavioral Therapy for Chronic Pain,

Stress Management, and Posttraumatic Growth. This rotation provides interns with a foundation in trauma and specialized skills in assessment, diagnosis, and treatment of PTSD.

Acute Inpatient Psychiatric Unit (16 hours per week; 12 month Area of Emphasis): Leah M. Dockler, Psy.D.

This rotation is on an acute care, co-ed general psychiatry locked ward. The average length of stay for patients on the unit is approximately five days; however, this may change depending on the needs of the patient. A variety of disorders are represented, including schizophrenia, post-traumatic stress disorder, mood disorders, anxiety disorders, substance use disorders, and personality disorders. The intern will be a member of an interdisciplinary team consisting of nurses, social workers, psychiatrists, psychiatric residents, a psychologist, and a pharmacist. The unit is already an active teaching unit, providing training to psychiatric residents on a year-long basis. The intern's role will be to conduct individual and group therapy with the patients. The intern will have the opportunity to be involved in intake interviewing, developing and carrying out a treatment plan, coordinating discharge planning, and writing a discharge summary. The intern will sit in on the interdisciplinary treatment team meeting and will be expected to provide input when appropriate. The intern will have the opportunity to perform some formal psychological assessments on an as needed basis. Overall, this rotation will give the intern training in the assessment and treatment of severe psychopathology utilizing a variety of modalities. These modalities include individual, group, family, milieu, and pharmacological therapies. The intern will receive training in interdisciplinary treatment team functioning and will be exposed to the environment and dynamics of an inpatient psychiatric unit and modern hospital care. Supervision will be provided by the unit psychologist.

Evidence Based Psychotherapy (4 hours per week; 12 month rotation): Nicole Anders, Psy.D.; Benjamin Loew, Ph.D., ABPP

VA-approved Evidence Based Psychotherapy (EBP) protocols are the focus of this required minor rotation. Trainees will acquire skills in specialized assessment, diagnosis, and treatment. Treatment protocols derive from competency-based training models developed by VA and other leaders in the field, and include live instruction workshops, followed by weekly individual and/or group case supervision and review. The following psychotherapy protocols will be available for instruction: Cognitive Processing Therapy (CPT) for PTSD, Prolonged Exposure (PE) for PTSD, Cognitive Behavior Therapy for Insomnia (CBT-I), Acceptance and Commitment Therapy for Depression (ACT-D), Cognitive Behavioral Conjoint Therapy (CBCT), and Cognitive Behavioral Therapy for Chronic Pain (CBT-CP). Individual and group psychotherapy modalities will be utilized based on Veterans' needs. Interns will be expected to complete a minimum of 2 full protocols of EBPs. Of note, trainees are encouraged to complete an additional 2-4 EBP protocols throughout the year to adequately develop their skill sets in this rotation.

Expected Competencies

The Internship in Health Service Psychology at the VA Southern Nevada Healthcare System is a generalist program and is designed towards facilitating the development of core professional competencies expected of an entry level psychologist. The program encourages both refinement and expansion of competencies. The opportunity for development in an area of emphasis is included in the program's structure. Several other program components (e.g., didactics, Evidence Based Psychotherapy (EBP) Seminar, Assessment Seminar, and Supervision of Supervision) provide opportunities for development of competencies. The Psychology Internship Program focuses on the acquisition of intermediate and advanced skills in the following competency domains that closely parallel the Standards of Accreditation set forth by the Commission on Accreditation. There are expectations of continued growth and engagement with a greater degree of independence throughout the training year and across rotations for each of the competencies.

1. **Scholarly Inquiry and Application of Scientific Knowledge:** In line with the practitioner-scholar model, interns demonstrate the ability to integrate science and practice. They demonstrate the ability to critically evaluate research and scholarly activities and work towards dissemination of this information (e.g. case conferences, presentations, publications) at the local (including the host institution), regional, or national level. Interns continue their exposure to scholarly activities through active participation in the Evidenced-Based Therapy Seminar, reading manuals and articles recommended by supervisors, and attending off-site conferences/trainings.
2. **Ethical and Legal Standards:** Interns demonstrate an intermediate to advanced level of knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations. They will demonstrate the ability to think critically about ethical dilemmas/issues, utilize ethical decision-making processes, and seek consultation when confronted with ethical dilemmas. Interns will conduct themselves in an ethical manner in all professional activities.
3. **Individual and Cultural Diversity:** Interns show understanding of and thoughtfulness to diversity issues in the practice of Psychology. They possess an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. Interns seek out information about cultural/diversity characteristics and/or seek supervision when confronted with unknown diversity issues. Interns demonstrate the ability to independently apply their knowledge and approach in working effectively with a range of

diverse individuals and groups encountered during their training. Attention to diversity will be incorporated in all areas of practice.

4. Professional Values and Attitudes: Interns demonstrate skill in conducting themselves with integrity, deportment, and accountability. They possess an appropriate level of confidence and are introspective regarding their status as developing Psychologists. They prepare for and utilize supervision effectively, and demonstrate an ability to self-reflect as it relates to their personal and professional functioning and growth. In all professional contexts, interns demonstrate a concern for the welfare and general well-being of others.

5. Communication and Interpersonal Skills: Interns possess the ability to develop and maintain effective relationships with Veterans and their families, colleagues, other staff members, peers and members of the community/non-VA organizations. Oral, nonverbal, and written communication is clear, informative, well-integrated, and reflects a thorough grasp of professional language and concepts. The intern possesses effective interpersonal skills that allow he or she to effectively manage interpersonal challenges and conflictual relationships.

6. Assessment: The Intern will demonstrate appropriate diagnostic interviewing skills, engage in differential diagnosis utilizing the DSM-5, and demonstrate the ability to select appropriate assessment methods to address the presenting problem. The Intern will demonstrate competence in conducting evidence-based assessment consistent with the scope of Health Service Psychology. Selection of assessment methods, interpretation of results, and recommendations will be made based on the empirical literature. Interns will demonstrate competency in administration and interpretation of personality, cognitive, and neuropsychological assessment tools. Interns will display the ability to communicate findings and recommendations orally and in writing in a clear and concise manner.

7. Intervention: Interns demonstrate competency in conducting interventions across a range of presenting problems and populations. Interns demonstrate a working understanding of empirically supported therapeutic approaches for specific diagnostic areas. They develop evidence-based intervention plans specific to service delivery goals. Interns display clinical decision-making informed by relevant scientific literature, assessment findings, diversity characteristics, and contextual variables. Interns modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking. They effectively maintain therapeutic relationships and discuss issues of confidentiality and informed consent. Interns monitor or evaluate progress of interventions using appropriate measures or methods. Interns plan for and manage

termination issues appropriately and sensitively.

8. Supervision: Interns demonstrate understanding of theories and methods of supervision and demonstrate the ability to apply such understanding. Interns demonstrate competency in supervising other trainees under the supervision of appropriately qualified Psychology staff. Interns demonstrate the ability to provide feedback appropriate to the developmental level of the supervisee and handle resistance/challenges in the supervisory relationship.

9. Interprofessional Collaborative Practice and Systems Understanding: The ability to practice within an interdisciplinary and dynamic medical community lies at the base of evolving competencies in professional psychology. Interns are expected to demonstrate capacities in shared decision making, and effective interprofessional relations. Interns demonstrate the ability to advocate for the role of psychology while also having an appreciation for the roles of other professionals. They demonstrate the ability to communicate and interact effectively in interprofessional practice.

Evaluation Processes

A detailed description of evaluation processes including Intern evaluation of the program, Intern evaluation of the supervisor/rotation, and evaluation of the Interns progress by the supervisor can be found in the Internship Manual and will be discussed thoroughly during orientation week.

Grievances and Due Process

A detailed description of Grievance and Due Process procedures can be found in the Internship Manual and will be discussed thoroughly during orientation week.

Internship Admissions, Support, and Initial Placement Data

*Data Program Tables updated: 6/25/2021

Internship Program Admissions

The minimum requirements for entry into the training program include 1) United States citizenship, 2) enrollment in an APA or CPA accredited Doctoral Program of Clinical or Counseling Psychology, 3) comprehensive examination passed prior to beginning internship, 4) dissertation proposal approved, 5) verification of Selective Service Registration (Male applicants born after 12-31-1959 must sign a pre-appointment Certification Statement for Selective Service Registration), 6) pre-hire urine drug testing, 7) pre-hire background check and 8) maintaining a current flu vaccination during the

training year (or taking additional preventive measures to limit patient exposure to the flu).

Does the program require that applicants have received a minimum number of hours at the time of applications? If yes, indicate how many:

Type of Hours	N	Y	Amount
Total Direct Contact Intervention Hours		X	500 hours
Total Direct Contact Assessment Hours		X	50 hours

Describe any other required minimum criteria used to screen applicants: N/A

Financial and Other Benefit Support for Upcoming Training Year

Annual Stipend/Salary for Full-time Interns: \$26,420

Annual Stipend/Salary for Half-time Interns: NA

		Yes	No
Program provides access to medical insurance for interns?		X	
If access to medical insurance is provided:			
Trainee contribution to cost required?		X	
Coverage of family member(s) available?		X	
Coverage of legally married partner available?		X	
Coverage of domestic partner available?		X	
Yes, with appropriate documentation			
Hours of Annual Paid Personal Time Off (Vacation)	4 hours per pay period/ 13 days per year	X	
Hours of Annual Paid Sick Leave	4 hours per pay period/ 13 days per year	X	
Other Benefits	Administrative Leave for dissertation defense, post-doctoral interviews, and	X	

	conferences (approved by Training Director)		
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Initial Post-Internship Positions

	2019-2021	
Total # of interns who were in the 3 cohorts	10	
Total # of interns who did not seek employment because they returned to their doctoral programs/are completing doctoral degree.	0	
	PD	EP
Community mental health center		
Federally qualified health center		
Independent primary care facility/clinic	1	
University counseling center		
Veterans Affairs Medical Center	1	6
Military health center		
Academic health center	1	
Other medical center or hospital	1	
Psychiatric hospital		
Academic university/department		
Community college or other teaching setting		
Independent research institution		
Correctional facility		
School district/system		
Independent practice setting		
Not currently employed		
Changed to another field		
Other		
Unknown		

Note: "PD" = Post-doctoral residency position; "EP" = Employed position.

Emergency Plans

Early in 2020 the world faced an unprecedented global crisis with the COVID19 pandemic. VASNHS Training Committee was fully supported by leadership to quickly devise emergency procedures to maintain the productivity, integrity, and rhythm of the training program with minimal impact on our trainees. Behavioral Health Service within VASNHS rapidly transitioned to telework for everyone's safety. Telework agreements were approved for interns who subsequently were set-up with PIV card readers and access to the VA network from their homes. Interns were not furnished with VA computers, however they were able to use their personal computers for telework purposes. Supervision was conducted virtually via video connection. Minor modifications were made to the training program in light of this unforeseen crisis. Interns were able to continue to engage in clinical practice in accordance with all APA and APPIC guidelines, thereby continuing to gain valuable experience utilizing telehealth as well as continuing to build clinical hours necessary for successful completion of internship. Interns were also able to continue engagement with all didactic activities. As a result of the COVID-19 pandemic, the Psychology Training Program developed a written Emergency Response Policy that can be used during any emergency situation.

VASNHS Psychology Training Program Emergency Response Policy

In response to the COVID-19 pandemic the VASNHS Psychology Training Program implemented the following emergency response policy. This policy is fluid and our response to the pandemic is subject to change based on needs and safety.

Definitions:

Telesupervision is clinical supervision of psychological services through a synchronous audio and video format where the supervisor is not in the same physical facility as the trainee.

In-person supervision is clinical supervision of psychological services where the supervisor is physically in the same room as the trainee.

Emergency: any event (e.g., natural disaster, mass casualty, pandemic, etc.) that requires an alteration in normal operations.

APA typically dictates that:

Programs utilizing ANY amount of telesupervision need to have a *formal policy* addressing their utilization of this supervision modality, including but not limited to:

- An explicit rationale for using telesupervision
- How telesupervision is consistent with their overall model and philosophy of training
- How and when telesupervision is utilized in clinical training
- How it is determined which trainees can participate in telesupervision

- How the program ensures that relationships between supervisors and trainees are established at the onset of the supervisory experience
- How an off-site supervisor maintains full professional responsibility for clinical cases;
- How non-scheduled consultation and crisis coverage are managed
- How privacy and confidentiality of the client and trainees are assured
- The technology and quality requirements and any education in the use of this technology that is required by either trainee or supervisor.

Internship programs: Telesupervision may not account for more than one hour (50%) of the minimum required two weekly hours of individual supervision, and two hours (50%) of the minimum required four total weekly hours of supervision unless waived or amended by the Office of Academic Affairs (OAA).

During emergency situations, OAA may modify policies. For example, during COVID-19, OAA modified telesupervision requirements: “Telehealth visits where the trainees are not co-located with the supervisor (for example, patient, supervisor and trainee are all on a telehealth visit but are at three different locations) are **now permitted during this health crisis.**” While VA nationally does not encourage telesupervision, from time-to-time OAA may implement emergency guidelines that allow modification of established policies and procedures as seen during the COVID-19 pandemic.

VASNHS strives to use telesupervision as a last resort only. VASNHS offers this form of supervision during an emergency response in order to provide the needed supervision to our trainees, while also allowing for access to mental health services to veterans during critical times. Within the VASNHS Psychology Training Program telesupervision may be used when in-person supervision is not recommended or permitted by current factors dictating hospital-wide activities; however, from time-to-time telesupervision may be utilized under special circumstances with prior approval from the Training Director.

Additionally, as recommended by OAA, the selection of trainee involvement in telesupervision will be discussed with the supervisor(s) and training director. Not all trainees may be appropriate for telesupervision. A trainee that is in need of higher oversight (e.g., in the room graduated level of responsibility, high need for feedback, identified competency concerns—even if not on a formal remediation plan) and trainees who have greater difficulty with self-initiative (i.e. proactively reaching out to supervisions, problem-solving technology issues or other issues) are less likely to be a good fit for telesupervision.

With the implementation of telesupervision, the training program and supervisor(s) ensure the following:

- 1) Clearly identified emergency procedures in case of patient crisis (trainee must additionally be aware of how to utilize emergency procedures)

- 2) Identification of how live supervision/observation will continue to be achieved (Note: this can be done by supervisors joining the VVC sessions).
- 3) Identification of back-up supervision. Typically, this would be the identified available on-site supervisor.
- 4) Ensuring the trainee has ability to access the supervisor in between one-to-one scheduled supervision sessions via email, Skype, phone, and/or other electronic technologies.
- 5) Ensuring patients (just as is typically done) are able to access trainee supervisors. This is something that can also be done by supervisors joining VVC sessions.
- 6) Ensuring the supervisors continue to give timely and meaningful feedback to the trainee, which can be particularly important given the physical distance between the trainee and supervisor.
- 7) Being thoughtful in selection of supervisors to engage in telesupervision. Supervisors should be comfortable with the use of technology, be proactive in their engagement with trainees (i.e., available in between supervisory sessions, reaching out to trainees to check-in rather than passive, responsive to email/Skype/phone), and be willing/flexible to adapt to telehealth and telesupervision.
- 8) Trainee and supervisors should all be logged-in to Skype as well as provide and maintain access to phone contact.
- 9) Trainee should inform supervisors of scheduled patient sessions to ensure supervisors can be available for consultation in the same manner that would be expected of in-person supervision.
- 10) Trainee informs the supervisor and Training Director should the format of supervision not meet their training needs.
- 11) Supervisors make it known that they maintain full responsibility for clinical care provided by the trainee.
- 12) Supervisors ensure their trainees have both the technology (i.e., hardware and software) as well as the education in the use of the technology to use prior to the start of telework.
- 13) Supervisors are responsible for ensuring the privacy and confidentiality of the patient as well as the trainee.

This policy is reviewed biennially or upon special guidance from OAA or request by VASNHS Executive Leadership.

List of Past Interns– Post Internship Settings

Boise VA Medical Center - Clinical Postdoctoral Position in Primary Care-Mental Health Integration

Community Memorial Health Care System, Ventura County California - Clinical Postdoctoral Residency

Completion of Dissertation

Hazelden Betty Ford Foundation – Clinical Postdoctoral Residency

Louis Stokes Cleveland VA Medical Center - Clinical Postdoctoral Position in Substance Abuse and Process Addictions

Memphis VA Medical Center - Clinical Postdoctoral Position in Evidenced-Based Psychotherapy

Phoenix VA Healthcare System - Clinical Postdoctoral Position in Posttraumatic Stress Disorders

Salinas Valley State Prison

Siteman Cancer Center - Clinical Postdoctoral Position in Psycho-Oncology

Southwest Behavioral Health Services- Clinical Postdoctoral Residency

Stanford University- Clinical Postdoctoral Position in Sleep Medicine

VA Puget Sound, Seattle - Clinical Postdoctoral Position in Couple and Family Health

VA Southern Nevada Healthcare System- Staff Psychologist

VA Texas Valley Coastal Bend Healthcare System – Staff Psychologist

Training Faculty

Nicole Anders, Psy.D.

Dr. Anders is a bilingual staff psychologist within the Posttraumatic Stress Disorder (PTSD) Clinical Treatment Team. She is the Military Sexual Trauma (MST) treatment coordinator, VISN21 MST POC, and created the MST track within the PTSD program. She is also the Evidence-Based Psychotherapy (EBP) coordinator for the hospital and leads the EBP seminar within the training program. She earned her Master's and PsyD degrees at Argosy University in Orange County, California. She completed her pre-doctoral internship at VA Caribbean Healthcare System in San Juan, Puerto Rico. She stayed at the San Juan VA to complete her post-doctoral fellowship, specializing in Women's Health. Dr. Anders is also a yoga instructor which aids her perspective in treating patients holistically from a mind-body orientation. She has created several yoga programs within the hospital, namely Yoga for PTSD and Yoga for Chronic Pain. Though she identifies with more dynamic and holistic therapeutic perspectives, she is also trained in and utilized many evidence-based treatments such as Prolonged Exposure, Cognitive Processing Therapy, Cognitive Behavioral Therapy, and Acceptance and Commitment Therapy.

Elizabeth (Beth) Briggs, Psy.D.

Dr. Briggs is a staff psychologist at VA Southern Nevada Healthcare System and practices out of the Southwest Primary Care Clinic. She earned her bachelor's degree in psychology and sociology from Cabrini University (formerly Cabrini College) and doctorate in clinical psychology from Antioch University New England. Dr. Briggs completed her pre-doctoral internship at Cherokee Health Systems and post-doctoral fellowship at Edith Nourse Rogers Memorial VA Medical Center. Dr. Briggs has worked in various settings, primarily in primary care behavioral health, including academic medical centers, federally qualified health centers, and community mental health centers. Clinical interests include: primary care behavioral health, sleep disorders, women's issues including pregnancy and adjusting to motherhood, and working with underserved populations (e.g. rural, refugees, low income families). Therapeutic approach integrates psychodynamic theory with CBT and mindfulness techniques.

Leandrea Caver, Ph.D.

Dr. Caver earned master's and doctoral degree in clinical psychology from Saint Louis University where she trained in outpatient, community, and forensic settings. She completed her pre-doctoral internship at the Center for Behavioral Medicine in Kansas City, MO with a forensic psychology and DBT emphasis. She completed her post-doctoral fellowship at Desert Psychology; a forensic private practice in Las Vegas. After completing her fellowship, she then accepted a position as a BHIP psychologist at the VA Southern Nevada Healthcare System. Her clinical interests include group psychotherapy, recovery-oriented care, substance use disorders, working with those

recently released from jail/prison, and cultural-sensitive/culturally-adaptive interventions. Therapeutic approach is flexible and includes the following modalities: CBT (including CBT-D and CBT-SUDs), DBT, and CPT.

Leah M. Dockler, Psy.D.

Dr. Dockler is the Inpatient Psychologist and Program Coordinator at VA Southern Nevada Healthcare System. She earned her clinical psychology master's and doctoral degrees from the California School of Professional Psychology in San Diego where she trained in multiple inpatient and outpatient settings. She completed her predoctoral internship in the geropsychology track at the Western New York VA Medical Center. She completed her postdoctoral fellowship in geropsychology at the VA Pittsburgh Healthcare System. After completing her fellowship, she then accepted a position as the inpatient psychologist at the VA Southern Nevada Healthcare System. Her clinical interests include recovery oriented care, crisis intervention in acute settings, group psychotherapy, geropsychology, dementia, capacity, and complex medical/ psychiatric comorbidities. Therapeutic approach is flexible and includes the following modalities: CBT, ACT, and MI.

Lisa M. Duke, Ph.D.

Dr. Duke is a Staff Neuropsychologist in the Behavioral Health Service at the VA Southern Nevada Healthcare System. She received a doctoral degree in Clinical Psychology from the University of Arizona with specialization in clinical neuropsychology. She completed an APA-approved psychology internship at the New Orleans VA Medical Center, with rotations in outpatient and inpatient neuropsychology, behavioral medicine, women's stress disorders treatment program, and inpatient rehabilitation. Dr. Duke completed a postdoctoral fellowship in clinical and research neuropsychology at the New Orleans VA. She utilizes a flexible battery, Boston process approach to neuropsychological assessment. Her areas of research interest include awareness of deficit/metacognition in Alzheimer's disease and degenerative dementias and the cognitive deficits associated with posttraumatic stress disorder. She has worked as a neuropsychologist in both clinical and academic settings, as well as within the pharmaceutical industry.

Micol Levi-Minzi, Psy.D.

Dr. Levi-Minzi is Training Director and Staff Psychologist at VA Southern Nevada Healthcare System. She earned her bachelor's degree from Emory University, counseling master's degree from Boston College, and clinical psychology master's and doctoral degrees from Nova Southeastern University. Dr. Levi-Minzi completed her predoctoral internship at Miami VA Medical Center. After completing her internship, she stayed at Miami VA Medical Center as a staff psychologist working in the Behavioral Health Clinic and assumed the role of Assistant Training Director. Dr. Levi-Minzi also worked as a Veteran's Justice Outreach Psychologist while at Miami VA Medical Center. Clinical interests include: issues related to gender and sexuality, diversity, social

justice, feminist psychology, and forensic work. Therapeutic approach is person-centered, with use of CBT and ACT interventions as appropriate.

Benjamin Loew, Ph.D., ABPP

Dr. Loew is the Couples and Family Coordinator at the VA Southern Nevada Healthcare System, and is board certified in Couple and Family Psychology. He completed his bachelor's degree at the University of Pennsylvania, working in research at the Positive Psychology Center and subsequently at the Center for the Treatment and Study of Anxiety. He completed clinical psychology master's and doctoral degrees at the University of Denver Department of Psychology, including the Southwest Consortium Doctoral Psychology Internship in Albuquerque, NM. He then completed a Clinical Psychology Postdoctoral Fellowship at the Family Mental Health Program of the VA San Diego Health Care System. His clinical, training, and research interests include evidence-based couple and family psychotherapies and psychoeducation, as well as the use of such interventions in healthcare systems, via electronic delivery, and for vulnerable populations.

Lawrence J. Lyon, Ph.D.

Dr. Lyon is a Staff Psychologist at the Northeast Primary Care Clinic, VA Southern Nevada Healthcare System. He completed his undergraduate education at the University of Nevada, Las Vegas. He then completed his Master's Degree in Experimental Psychology and his PhD in Clinical Psychology at Washington State University. He completed an internship in Medical Psychology at the Child Development and Rehabilitation Center at the University of Oregon Health Sciences University, and completed his residency in a private setting under the supervision of Patrick Stone, PhD, in The Dalles, Oregon. Prior to coming to work at the Southern Nevada VA in 2014, Dr. Lyon worked for four years as clinical supervisor for Stepping Stones Behavioral Health in Las Vegas. Dr. Lyon has worked in a variety of clinical settings, including school districts, community mental health centers and corrections. He was in private practice for 19 years in The Dalles, Oregon. Dr. Lyon has extensive training and experience in treating a wide variety of clinical disorders in a wide variety of settings. In addition to providing individual and family therapy and consultation to organizations, he has performed numerous psychological evaluations of adults, adolescents and children for schools, courts and state disability determination services.

Heather L. Manor, Psy.D.

Dr. Manor served as Psychology Training Director for 2 years prior to her current role as Chief of Psychology. Dr. Manor received her Master's Degree and PsyD in Clinical Psychology from Nova Southeastern University in Ft. Lauderdale, FL. She completed her pre-doctoral internship at the Louis Stokes Cleveland VA Medical Center and went on to complete a postdoctoral fellowship specializing in substance use disorders at the North Florida/South Georgia Veterans Health System. Dr. Manor worked with the Myrtle Beach VA CBOC for 6 years prior to her transfer to the VA Southern Nevada Healthcare System. During that time she served in a variety of roles such as Substance Abuse Psychologist, Consultant to the local Vet Center, and Section Chief for the

Mental Health Clinic. She has been trained in and utilizes several evidenced-based treatments such as Motivational Interviewing, Cognitive-Behavioral Therapy for Substance Use Disorders, and Cognitive-Behavioral Therapy for Chronic Pain. Primary professional interests involve treating substance use disorders, working with the Veteran population, and involvement with clinical training.

Robert Moering, Psy.D.

Robert Moering, Psy.D. is the Associate Training Director and Local Recovery Coordinator at the VA Southern Nevada Healthcare System. He graduated from the University of Maryland with a M.A. in Counseling and he earned his Doctor of Psychology degree from Florida Tech where he completed his internship with the James A. Haley VA Medical Center. Dr. Moering has conducted over 20,000 forensic psychological evaluations for courts, attorneys, fortune 500 companies, NFL, MLB, NHL, Florida Bar, FAA, Florida Board of Nursing, Professional Resource Network, and the VA in the areas of work-related disability, disability compensation, workplace violence, fitness-for-duty, death penalty mitigation, competence to stand trial, etc. After his internship, Dr. Moering developed the first Dual Diagnosis Treatment Program at the James A. Haley VAMC. He was a Senior Psychologist within the Florida Department of Corrections (DOC) and supervised eight psychologist as well as master-level therapist and support staff at three different prisons. He provided direct supervision to psychology interns with the DOC. He has been qualified as an expert witness in federal, state, and county courts over 400 times. Dr. Moering was an Assistant Professor in the Department of Psychiatry at the University of South Florida where he developed and started the Department's first Dual Diagnosis Treatment Clinic. From 2007-2015, Dr. Moering was a full-time C&P examiner for the VA. He co-authored the first article published in a peer-reviewed professional journal that describes how to conduct C&P exams for PTSD and other mental disorders. Dr. Moering is also the author of the first article published in a peer-reviewed professional journal that describes how to review military records (i.e., military personnel records and service medical records) in the context of completing C&P examinations. From 10/2003-2/2018 Dr. Moering owned and operated a clinical and forensic psychology practice. Dr. Moering's primary interest are in psychological assessment, forensic psychology, malingering, consultation, and brief therapeutic interventions. Dr. Moering has supervised psychology practicum students, psychology interns and residents, and psychiatry residents. He has taught multiple undergraduate and graduate psychology courses as well as teaching medical students and psychiatry residents. Dr. Moering is a Marine Corps Veteran.

Shanna Mohler, Psy.D.

Dr. Mohler is a Clinical Neuropsychologist within the Behavioral Health Service at the VA Southern Nevada Healthcare System. She works in the Outpatient Neuropsychology Clinic and serves as part of the Polytrauma Support Clinic Team. She earned an M.A. and Psy.D. in Counseling Psychology at the University of St. Thomas in Minneapolis, MN. She completed a pre-doctoral geriatric-focused internship at the Madison, WI VA and two postdoctoral fellowships – a one-year fellowship in Gero-Neuropsychology at the Miami VA Medical Center and a two-year

fellowship in Clinical Neuropsychology at the Central Arkansas VA. She provides comprehensive outpatient neuropsychological evaluations to Veterans with various neurological, medical, and psychiatric conditions. Areas of interest include neurodegenerative diseases, traumatic brain injury, and cognitive rehabilitation.

Alexandria Moorer, Psy.D.

Dr. Moorer is a Staff Psychologist at VA Southern Nevada Healthcare System and the Program Coordinator for the Addiction Disorder Treatment Program (ADTP). She earned her bachelor's degree from Westminster College and clinical psychology master's and doctoral degrees from The Arizona School of Professional Psychology at Argosy University Phoenix. Dr. Moorer completed her pre-doctoral internship at the University of Nevada Las Vegas Counseling and Psychological Services (CAPS). After completing her internship, she completed her post-doctoral fellowship in addictions at the John D. Dingell VA in Detroit, Michigan. Clinical interests include: addictions, group therapy, and diversity. Therapeutic approach is integrative, with an emphasis on CBT and Multicultural counseling.

Jason LaGrand Mouritsen, Psy.D., ABPP

Dr. Jason LaGrand Mouritsen is a Psychologist with VA Southern Nevada Healthcare System (VASNHS) serving in the role of Program Manager for Primary Care Mental Health Integration (PCMHI). He was previously the Program Manager for the Addictive Disorders Treatment Program (ADTP). Dr. Mouritsen is a primary supervisor for the PCMHI rotation. Previously, he served as a Primary Care Mental Health Integration (PCMHI) psychologist and as a Behavioral health Interdisciplinary Program/General Mental Health (BHIP) psychologist with VANHS. Dr. Mouritsen received his Master's Degree and Psy.D. in Clinical Psychology from the American School of Professional Psychology/Argosy University in Schaumburg Illinois. In 2012, he commissioned as an Officer in the United States Army and completed his pre-doctoral internship and post-doctoral residency at Tripler Army Medical Center in Honolulu, HI. Dr. Mouritsen later served as the sole psychologist for a Brigade within the 82nd Airborne Division at Fort Bragg, North Carolina for nearly three years. He left active duty military service in 2016 and joined the Utah National Guard where he currently serves as an operational psychologist for the 19th Special Forces Group (Airborne). Immediately after leaving active duty military service, he worked as a forensic psychologist in an inpatient forensic unit for a short time before joining the VANHS. Professional interests include treating and managing suicidality, treating Substance Abuse Disorders supporting veterans and service members in any way possible, and using evidence based approaches to realize symptom improvement.

Grady L. Osten-Garner, Ph.D.

Dr. Grady L. Osten-Garner is a Staff Psychologist in the PTSD Program, at the Las Vegas VA Medical Center (VAMC) in the VA Southern Nevada Healthcare System (VASNHS). Dr. Osten-Garner specializes in Military Clinical Psychology evidenced by seven (7) years of professional activities (just prior to joining the VA family) as the Military Clinical Psychology Emphasis Coordinator in Adler University Chicago's Psy.D. Program. Those activities included curriculum development and implementation, staffing, educating students in the military emphasis as well as facilitating training and research opportunities centered on military veteran and active duty populations. During his tenure at Adler University, he's educated, mentored, and advised over eighty (80) Psy.D. students; fifteen (15) of whom are now active duty clinical psychologists and over twenty (20) VA Staff Psychologists, nationally. Dr. Osten-Garner is also a retired Army Reserve Officer and former National Guard Company Commander. Dr. Osten-Garner completed both his M.A. in Community Counseling and his Ph.D. in Counseling Psychology at Loyola University Chicago. Clinical Interests include military psychology with an emphasis on trauma; traumatic experiences, secondary to anti-multiculturalism and societal oppression based on race/ethnicity, gender, and sexuality. Clinical training goals center on developing a level of professionalism that includes providing optimal patient-centered treatment/care and reinforcing the edification of multicultural competencies among our promising future psychologists, by taking stock of one's cultural, norms, values and biases; valuing others' cultural worldview and personal experiences, and learning how to engage patients and colleagues in a culturally appropriate way. Therapeutic modalities and approaches include individual and group psychotherapies using EBPs that include, but are not limited to PE (Certified VA Provider), CPT, CBT-I, and CBT-D.

Jesse Scott, Ph.D.

Dr. Scott is a Staff Psychologist in the Behavioral Health Interdisciplinary Program (BHIP) at VA Southern Nevada Healthcare System. He earned his bachelor's degree in psychology from the University of Alaska and his master's and doctoral degrees in clinical psychology from the University of Nevada in Las Vegas. Dr. Scott completed his pre-doctoral internship at the Las Vegas VA Medical Center in the Addictive Disorder Treatment Program (ADTP). After completing his internship, he remained at the Las Vegas VA Medical Center as a staff psychologist and a member of the training committee. His clinical interests include performance psychology, addiction, and anxiety. He employs an integrative therapeutic approach, using CBT, ACT, and DBT interventions as appropriate. Dr. Scott is also trained in numerous Evidence Based Treatments including, but not limited to, Prolonged Exposure, CPT, CBT-SUD, and CBT-I.

Selena P. Smith, Psy.D.

Dr. Selena P. Smith is the PTSD Program Coordinator and Staff Psychologist at VA Southern Nevada Healthcare System. She earned her bachelor's degree in psychology from Queens College, City University of New York. She earned a clinical psychology master's and doctoral degrees from Nova Southeastern University. Dr. Smith completed her pre-doctoral internship at the VA Caribbean Healthcare System. Upon completing her internship, she worked as a neuropsychologist within the Polytrauma Clinic at the VA Caribbean Healthcare system and subsequently as a staff psychologist in the Behavioral Health Clinic of the same VA. She later worked as a Compensation and Pension psychologist at the Michael E. DeBakey VA Medical Center in Houston, TX. Prior to returning to VHA, Dr. Smith worked for the US Department of the Army as an Embedded Behavioral Health Staff Psychologist and Installation Director of Psychological Health at Fort Richardson. Clinical interests include: military psychology, health psychology, issues related to gender and sexuality, and assessment. Therapeutic approach is integrative, with emphasis on CBT, Person-Centered approaches, and EBPs.

