Memphis VA Medical Center
Clinical Neuropsychology
Fellowship Program

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Welcome!

The supervisors and staff at the Memphis VA Medical Center are happy that you are interested in our fellowship program in clinical neuropsychology. We come from diverse geographies and backgrounds, and we are proud to provide training at the Memphis VAMC and call Memphis our home. For that reason, in addition to information on our training program, we feature some of the "sights" of Memphis below, as well as a section on "Living in Memphis" to give you a better understanding of what makes Memphis a unique and enjoyable place to live and work.

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Program website:
www.memphis.va.gov/careers/PsychologyTraining.asp

Applications Due:
January 3, 2022

APPCN Match Code: 9822
APPCN Member since 2000.

Accreditation:

The Clinical Neuropsychology Fellowship at the Memphis VA Medical Center is an accredited postdoctoral residency program in clinical neuropsychology by the Commission on Accreditation of the American Psychological Association. The next site visit will be in 2021 or 2022 (delayed due to pandemic).

Questions related to the program's accredited status should be directed 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

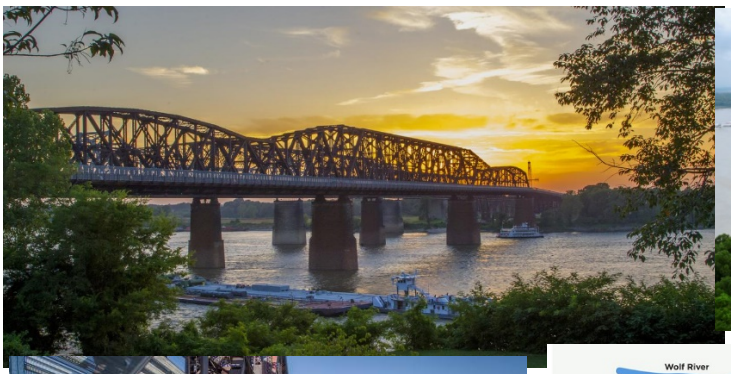
Fellowship Setting

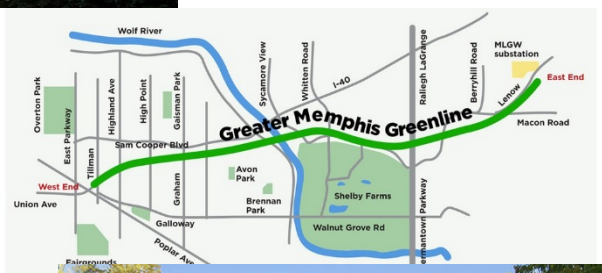
The Memphis VA Medical Center provides health care services available to over 206,000 eligible veterans of United States military service living in a 53-county tristate area (West Tennessee, East Arkansas, and North Mississippi). On a yearly basis, the Memphis VAMC and its nine extended clinics serve over 70,000 veterans, providing over 600,000 outpatient visits and over 5,000 inpatient and residential admissions. With an operating budget of over $600 million, the facility has over 2400 employees and provides 221 inpatient and residential beds. The Memphis VA is classified as a Clinical Referral Level I facility and offers a complex range of outpatient and inpatient care. It is also a Dean's Hospital that has a strong teaching affiliation with the University of Tennessee (UT) Health Sciences Center, providing a full range of state-of-the-art patient care service, extensive education, and cutting-edge research. Comprehensive primary, secondary, and tertiary healthcare is provided in areas of medicine, surgery, psychiatry, physical medicine and rehabilitation, spinal cord injury, oncology, dentistry, geriatrics, and palliative care. Specialized outpatient services are provided through general, specialty, and subspecialty outpatient clinics. Psychological services are provided to veterans and their families through the Psychology Section of Mental Health Service. Over 40 doctoral-level psychologists are administratively located either in Mental Health Service or the Geriatrics Service Line. Psychology training experiences are offered at the practicum level, internship level, and postdoctoral fellowship level in general mental health settings, clinical health psychology, and clinical neuropsychology.

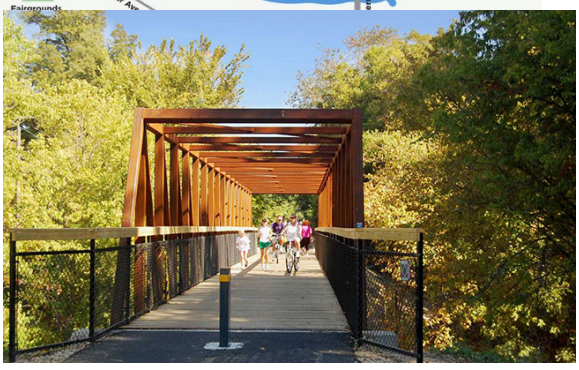
Psychology training at the Memphis VAMC includes involves APA-accredited fellowship programs in clinical psychology, clinical health psychology, and clinical neuropsychology; an APA-accredited professional psychology internship; and practicum training associated with area doctoral programs. Training in neuropsychological assessment and consultation is available within the Neuropsychology

Program and the Memory Clinic at the Memphis VAMC. The Neuropsychology Program provides clinical assessment, intervention, and consultation services to all areas of the medical center. Training in neuropsychological intervention is available as well, including the following groups: AgeSmart; "Your Brain: An Owner's Manual"; Psychosocial Rehabilitation and Recovery group, and PTSD Residential group. Intervention opportunities are also present via individual cognitive rehabilitation and therapeutic feedback of assessment results. In addition to VA-based neuropsychology rotations, we have partnered with two other institutions associated with the UT Psychology Training Consortium, the Semmes-Murphey Neurologic and Spine Institute and the St. Jude Children's Research Hospital, to offer fellows exposure to additional unique populations relevant to neuropsychological services. Through our UT affiliation, fellows are able to attend the many didactic and other opportunities through the UT system.

In addition to intensive experiences in clinical neuropsychology, during the first year of training fellows have the opportunity for rotation experiences in other areas that have broad relevance to clinical neuropsychology. Opportunities for training in clinical health psychology are offered in the areas of geriatrics/rehabilitation medicine, primary care/mental health integration, women's clinic, home-based primary care, health coaching and preventative medicine, medical hypnosis, sleep clinic, chronic pain management, spinal cord injury, palliative care unit and palliative care consult team, tobacco cessation, and oncology. Additionally, we offer a range of rotations in mental health programs, including general inpatient psychiatry, mental health clinic, PTSD, family therapy, chemical dependency center, intimate partner violence assistance program, polytrauma, psychosocial rehabilitation and recovery center, community emergency services, mental health intensive case management, and group and individual psychotherapy. Our long relationship with the UT Consortium allows additional unique experiences to fellows, including a rotation in forensic psychology at West Tennessee Forensic Services.







Program Administration

Sarah Ramsey, Ph.D.
Acting Training Director, Psychology Training Programs

Brad L. Roper, Ph.D., ABPP-CN
Director, Clinical Neuropsychology Fellowship Program

The Clinical Neuropsychology Fellowship Program is integrated within the overall psychology training infrastructure at the Memphis VAMC, which involves fellows, interns, and clinical practicum students. Dr. Ramsey is responsible for the administration of the overall Psychology Training Program. Dr. Roper holds administrative authority over the Clinical Neuropsychology Fellowship Training Program, with input from supervisory clinical neuropsychologists and regular communication with Dr. Ramsey and the Executive Training Committee (see below) to coordinate allocation of resources and to develop strategic plans and related policies. Dr. Roper receives direct feedback from both VA and off-site supervisory clinical neuropsychologists regarding fellows' duties and performance. Likewise, Dr. Roper solicits feedback from the fellows regarding their training needs, the quality of their training experiences, and any other issues that may influence their training.

The Psychology Training Committee formulates and oversees the policies and procedures concerning psychology training in the Medical Center, and maintains responsibility for addressing trainee problems in the areas of conduct and/or performance brought before the committee. The Executive Training Committee, chaired by Dr. Ramsey and consisting of representatives from all psychology training areas, meets at least quarterly to coordinate aspects of the overall training program. A monthly Supervisors Subcommittee meeting, attended by all current supervisors, is held to discuss the progress of trainees and assure continuity of training across various rotations and training settings. Final decisions regarding the Psychology Training Program are the responsibility of the Chief of the Psychology Section.

Facility and Training Resources
Fellows are provided with access to testing rooms in either the Neuropsychology Clinic or other areas. The clinic houses a comprehensive range of testing equipment, with a yearly budget sufficient to support new tests, as needed. The Neuropsychology Program is housed in its own suite of offices, with offices for clinical staff, three testing/interview rooms for trainees, a conference room with A/V presentation and telehealth systems, and a spacious waiting area to accommodate patients and family members. Computer testing is available for frequently administered computerized neuropsychological instruments, with additional support for computerized test scoring.

Library facilities available to fellows include the Medical Center's Learning Resources Center, with support for interlibrary loan, and the library of the University of Tennessee's Health Science Center, as well as a number of online resources. Assistance with literature retrieval is provided. The Neuropsychology Program maintains a library of key readings related to professional issues in clinical neuropsychology, neurological and general medical disorders affecting CNS functioning, and psychometrics. We have multiple copies of several commonly used reference texts, which are loaned to fellows for the duration of their training.

Salary and Benefits
VA-funded clinical neuropsychology fellows are paid a full-time stipend of $46,334 for the first year and $48,838 for the second year of the program, provided in biweekly payments. Benefits include the opportunity for group health insurance and paid time off for federal holidays. Every year, we offer up to

five days of authorized absence for professional development activities such as attending or presenting at conferences. In evaluating fellows' performance and progress, applicable statutes and policies concerning due process and fair treatment are followed.

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Training Goals and Program Aims

The fellowship program follows Houston Conference Guidelines on Specialty Education and Training in Clinical Neuropsychology (Hannay, 1998). Through the use of didactics, seminars, and individual and group supervision, fellows are exposed to experienced clinicians to discuss current scientific literature relevant to practice in clinical neuropsychology, with a focus of applying research findings to everyday clinical practice. The program is designed to be the capstone experience of formal training that leads to independent practice in the specialty.

Recent years have shown considerable developments in competencies in clinical neuropsychology (Rey-Casserly, Roper, & Bauer, 2012; Roper and Sperling, 2021; Smith and CNS, 2018). Beginning in the 2018-2019 training year, the program adopted the consensus-based competencies developed for postdoctoral programs in clinical neuropsychology by the Clinical Neuropsychology Synarchy, as summarized in Table 12 of Smith (2018). Those competencies are deemed to be required components of all postdoctoral training programs in clinical neuropsychology. Please see the “Program Goals and Competencies” Section below for a listing of competencies and their elements.

Along the developmental training continuum, trainees at the fellowship level increasingly rely on self-directed learning, and the program provides supervision and mentoring meant to foster life-long learning habits and skills. Review of prior experiences by Dr. Roper as well as fellow ratings of specific strengths and weaknesses initiates a collaborative process involving the fellow in formulating a yearly training plan. Additionally, based on identified needs or interests that arise during the course of training by the fellow and Dr. Roper, rotation assignments may be adjusted to meet training needs and goals. During the second year, specific experiences are specifically designed to meet higher level training needs of fellows. Mentoring plays an important role in fellows’ ongoing professional development, and time for mentoring is included in weekly individual supervision meetings.

References:

Hannay, J., Bieliauskas, L., Crosson, B. A., Hammeke, T. A., Hamsher, K., & Koffler, S. (1998). Proceedings of The Houston Conference on Specialty Education and Training in Clinical Neuropsychology [Special issue]. *Archives of Clinical Neuropsychology, 13*, 157-250. https://doi.org/10.1093/arclin/13.2.160

Rey-Casserly, C., Roper, B. L., & Bauer, R. M. (2012). Application of a competency model to clinical neuropsychology. *Professional Psychology: Research and Practice, 43,* 422-431. doi:10.1037/a0028721.

Roper, B. L., & Sperling, S. (2021). Training, Education, and Competencies in Clinical Neuropsychology. In C. Block (Ed.), *The Neuropsychology Roadmap: A Complete Training Guide* (pp. TBA). Washington DC: APA Press.

Smith, G. E. & CNS (2018). Education and Training in Clinical Neuropsychology: Recent Developments and Documents From the Clinical Neuropsychology Synarchy. *Archives of Clinical Neuropsychology, 34*, 418-431. doi:10.1093/arclin/acy075

Clinical Training

Neuropsychology clinical training primarily takes place at the VA Medical Center via involvement in clinical neuropsychology rotations in the Neuropsychology Program (neuropsychological assessment, consultation, and interventions such as therapeutic feedback), Memory Clinic (interdisciplinary team setting with assessment, case conceptualization, and practical interventions), and in group or individual intervention activities. Fellows may spend up to one sixth of their time (i.e., one major rotation or two minor rotations per year) in off-site neuropsychology rotations at the Semmes-Murphey Neurologic and Spine Institute and St. Jude Children's Research Hospital. During the first year, fellows have ongoing involvement in neuropsychology, but may also take one major rotation or two minor rotations outside of neuropsychology. During the second year of training, fellows focus on continued development of neuropsychology competencies via neuropsychology clinical rotations, research, supervision, and program development. Further information regarding clinical training opportunities is provided in the rotation descriptions below.

Research

Regarding research activities, supervised research activities include reviewing empirical literature, managing clinical databases, coordinating administrative activities related research, formulating research proposals, performing statistical analyses, interpreting findings, and preparing/submitting results for presentation and/or publication. All fellows engage in at least an ongoing 10% commitment (i.e., add-on rotation) to research activities in the first year of training, and at least a 20% ongoing commitment (i.e., minor rotation) in the second year of training. During the two-year training experience, all fellows are required to serve as primary author of at least one scholarly product (i.e., conference submission, manuscript submission, or comprehensive research presentation). Typically, fellows have the time and opportunity to serve as a primary author or coauthor on multiple scholarly products.

Research is supported by our Neuropsychology Clinical Research Database, which is an IRB-approved clinical data repository containing over 5,000 neuropsychological assessment protocols. Recent research presentations and publications have included neuropsychology performance validity testing, ecological validity of neuropsychological measures, validity scales on the MMPI-2 and their relationship to cognitive performance validity, dementia screening instruments, and measures of executive abilities. Additional research opportunities may be available at the Semmes-Murphey Neurologic and Spine Institute or the St. Jude Children's Research Hospital.

Supervision and Didactics

Fellows typically are assigned to multiple supervisors at any one time, either within rotations in the Neuropsychology Program or across multiple rotations. Individual supervisors on training rotations have regularly scheduled, face-to-face supervision with fellows as well as supervision at the beginning and during assessment cases. Individual, face-to-face supervision totals at least two hours per week. Additionally, training rotations may include additional supervisory modalities. For example, rotations in Neuropsychology Outpatient Clinics and Inpatient Consultation involve two-hour per week group supervision, involving multiple neuropsychology supervisors, clinical neuropsychology fellows, and neuropsychology major area of study (MAS) interns or other interns on rotations. Fellows in Neuropsychology Research Rotations have specific time devoted to supervision of research activities.

As fellows progress in the program and their professional skills and duties develop and expand, they assume greater responsibility in clinical activities, research, supervision, teaching, and management/organization. Nevertheless, that does not entail a decrease in the amount of supervision time; rather, supervision then focuses on the higher-level aspects of training. As competencies develop, supervision naturally accommodates, transitioning in its character, with directive aspects decreasing as it becomes more collegial and collaborative. The opportunity to observe and experience various staff role

models is an essential experience for fellows, with a focus on developing more independence and professional autonomy as the fellowship progresses.

The Memphis VAMC is known by many of our former fellows and interns as offering a rich array of didactics, including required experiences and a range of elective experiences at the Memphis VAMC and the UT Health Science Center. Fellows attend at least two hours of didactics per week, and typically more. Please see below regarding our list of didactic offerings.

Provision of Supervision and Teaching

As training in supervision is a goal of the program, clinical neuropsychology fellows supervise other trainees on clinical neuropsychology rotations, including interns, practicum students, and/or fellows outside of neuropsychology. Supervision experiences generally occur within the second year, when fellows are demonstrating increasing competencies in clinical neuropsychology.

Fellows gain experience in teaching through their presentations based in the Neuropsychology Seminar on neuroanatomy and neurobehavioral syndromes, the Postdoctoral Fellows' Seminar on professional and research topics, and through their formal case presentations in Psychology Case Conferences. Fellows may also contribute to the clinical education of trainees from other healthcare disciplines (e.g., medical students and residents, social work students, chaplaincy residents). By exposing these trainees to functional neuroanatomy, behavioral neurology, neuropsychological assessment/intervention, and consultation techniques, fellows gain experience in cross-disciplinary training and demonstrate to future physicians and other healthcare providers the value of neuropsychological knowledge and services.

Training Considerations During the COVID-19 Pandemic

Memphis and Shelby County declared a state of emergency in the middle of March 2020 in response to the COVID-19 crisis and since then have instituted a range of restrictions to limit the spread of the virus. At various times, these restrictions have included the closure of restaurants, bars, and other entertainment venues; closure of other businesses considered to pose a high risk of transmission (e.g., nail salons); stay-at-home orders for nonessential workers; and shifting of the majority of classes for school-age children and college students to online modalities. During times of highest infection rates, the county issued mask mandates for area businesses. At this time, it is unclear when and at what pace these restrictions will be lifted or if additional measures will be needed to slow the spread of the virus in our community. Changes will be based on national guidelines and local considerations. Additional updates regarding COVID-19 can be accessed here: https://insight.livestories.com/s/v2/covid-19-resource-center-%7C-shelby-county-tn/f8b36caa-950f-43b0-99bb-4ce4b39bbb41.

As essential workers, the staff of the Memphis VA Medical Center (including psychologists and psychology trainees) continued to work on campus, taking in stride the new precautions put in place to reduce the risk of contracting and spreading the virus.

Memphis VA Medical center precautions have included the following:

- Access to the medical center is tightly controlled to provide for more effective identification of symptomatic individuals and to enforce use of face coverings. One entrance is set up for staff and trainees, with a second entrance set up for patients.
- All patients are asked health screening questions and temperatures are monitored prior to entering the facility.
- Implementation of universal masking—everyone on campus is required to wear a mask, including patients.

- FDA-approved masks are provided to staff and trainees for nonclinical use and medical grade masks for in-person clinical contact.
- Face shields may also be provided for use by staff and trainees based on clinical need.
- Everyone is instructed to follow social distancing guidelines
- Cleaning supplies are provided for use in sanitizing work areas.
- Visitation is strictly regulated, with special permission required for each visitor and visitation limited to specific time frames. Visitors are also required to mask.
- Coronavirus testing is available to staff and trainees. Appointments can be made as often as once each week for testing, with results usually available within 48 hours.
- Outpatient and in-home services were rapidly transitioned to virtual modalities with very limited options for in-person appointments. At this time, neuropsychological assessments are primarily conducted on an in-person bases, although there may be some virtual assessment conducted.
- Most inpatient services continue to be provided with use of appropriate PPE. Please see the rotation descriptions below for information regarding specific units.

Given the dynamic nature of the COVID-19 pandemic, it is uncertain how training will be impacted. Noted below are adjustments we have made in the training program to maximize the safety of our trainees and training staff, while maintaining the structure and content necessary to meet trainee' goals and required competencies.

- All trainees receive the required hours of weekly individual supervision in each clinical area, using a mix of in-person and remote options. Trainees should expect routine supervisory observation using in-person or telehealth modalities.
- Some didactics are held virtually. Those that are held in-person are scheduled in settings that allow enough space for appropriate distancing, and masking is required.
- Currently, staffing meetings in the neuropsychology clinic are held on an in-person basis, with masking and social distancing.

All psychology trainees are expected to communicate with their training supervisors and program management regularly regarding health and safety concerns and issues. Trainees experiencing potential COVID-19 symptoms should not report to work and should follow CDC guidelines for self-quarantine or self-isolation. All trainees should inform Occupational Health if they are diagnosed or test positive for COVID-19 to allow for contact tracing of all potentially exposed staff and patients at VA.

Program Aims and Competencies

The overarching goal of the Memphis VA Clinical Neuropsychology Fellowship Program is to produce psychologists with advanced competencies in clinical neuropsychology practice in diverse adult populations, the ability to conduct clinically relevant research, and the ability to provide competent training and supervision in clinical neuropsychology. Competencies were derived by translating Houston Conference Guidelines into specific, measurable knowledge, skills, attitudes, and values needed for independent practice in clinical neuropsychology. Additionally, competencies were developed by a workgroup within the Clinical Neuropsychology Synarchy and appear within Smith and the CNS (2018).

At this writing, the APA Commission on Accreditation (CoA) is developing additional guidance regarding "Level 3 Specialty Competencies" that are specific to each specialty, including clinical neuropsychology. The competencies below may change if the CoA releases additional regulations regarding required competencies for clinical neuropsychology postdoctoral training.

Fellows are trained and evaluated in the following competencies:

Ethical and Legal Standards/Policy

- Is knowledgeable of, and consistently acts in accordance with:
  - the current version of the APA Ethical Principles of Psychologists and Code of Conduct;
  - relevant laws, statutes, regulations, rules, and policies governing the practice of clinical neuropsychology at the organizational, local, state, regional, and federal levels; and
  - relevant professional standards and guidelines.
- Is conversant with ethical and legal issues relevant to psychologists and neuropsychologists' activities across settings, including informed consent, provider roles and relationships with patients/examinees, third party assessments, use of technicians/psychometrists, third party observers, disclosure of neuropsychological test data, test security, and assessment of performance/symptom validity.
- Recognizes ethical dilemmas as they arise, applies ethical decision-making processes to resolve dilemmas, and utilizes professional and legal consultation as appropriate.
  Conducts self in an ethical manner in all professional activities.

Individual and Cultural Diversity

- Demonstrates an understanding of how his/her own personal/cultural history, attitudes, and biases may affect how he/she understands and interacts with people different from him/her.
- Integrates current theoretical and empirical knowledge of diversity issues in neuropsychological assessment, research, treatment, and consultation (e.g. health disparities, language differences, educational level, cultural context, literacy, individual differences); understands and appreciates how cultural, linguistic, disability, and other demographic/socioeconomic factors affect the process and outcomes of neuropsychological assessments and the application of normative data and interpretations in specific populations.
- Demonstrates the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of one's career. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with his/her own.

Integration of Science and Practice

- Maintains currency of knowledge and skills in clinical neuropsychology practice, using scientific literature, seminars, conferences, training sessions, and/or other evidence-based resources.
- Demonstrates and utilizes knowledge in the following two foundational areas:
  - the neuropsychology of behavior, including information processing theories, cognitive/affective neuroscience, behavioral neurology, and lifespan neuropsychology.
  - additional areas as relevant to practice, especially neuroanatomy, neural systems, brain development, and neuropathology.
- Demonstrates and utilizes knowledge in the following five key areas:
  - theories and methods of measurement and psychometrics relevant to brain-behavior relationships, cognitive abilities, social and emotional functioning, performance/symptom validity, test development, reliability, validity, and reliable change;
  - scientific basis of assessment, including test selection, use of appropriate normative standards, and test limitations;

  - patterns of behavioral, cognitive, and emotional impairments associated with neurological, psychiatric, and general medical diseases and conditions which affect brain structure and functioning;
  - patterns of incidence, prevalence (i.e., base-rate), natural course, and key signs/symptoms of disease processes for conditions of interest in neuropsychology;
  - the potential functional implications of neuromedical conditions, psychiatric conditions, and neuropsychological impairments as they relate to everyday ability level, quality of life, and educational/working/social/living environments.
- Applies key components of evidence-based practice (i.e., best evidence, clinical expertise, and patient characteristics/culture/values) in selecting appropriate assessment, intervention approaches, recommendations, and supervision methods, and when engaging in consultation with other disciplines.

Professional Identity & Relationships/Self-Reflective Practice

- Possesses knowledge of the varying roles of clinical neuropsychologists across settings (e.g., practice, research, training) and assessment/intervention contexts.
- Demonstrates professional behavior and comportment that reflects the values and attitudes of clinical neuropsychology.
- Maintains productive relationships with a variety of individuals and demonstrates effective interpersonal skills, including the ability to manage difficult communication well.
- Engages in reflective self-assessment regarding limits of competence (e.g., knowledge base and skill sets necessary for practice).
- Exhibits awareness of personal and professional problems and demonstrates positive coping strategies with personal and professional stressors and challenges.
- Demonstrates effective use of supervision, including appropriate preparation prior to meetings/staffing, completion of assigned tasks, response to and incorporation of feedback, and timely communication with supervisors.

Interdisciplinary Systems/Consultation

- Understands the key issues, concepts, and roles in related disciplines (e.g., neurology, psychiatry, neuroradiology, rehabilitation, and education) and other health professions, communicates effectively with other professionals, makes appropriate referrals to them, and integrates their perspectives into case conceptualizations.
- Functions effectively in consulting roles across settings (e.g., clinical, legal, public policy, research), clarifying referral questions, applying knowledge appropriate to each setting, and clearly communicating results to referral sources both verbally and in writing.

Assessment

- In neuropsychological assessment, accurately discerns and clarifies assessment questions, including who will be the “consumers” of the assessment results, and how assessment results will be utilized.
- Effectively gathers information essential to addressing assessment questions, utilizing
  - clinical interviews;
  - targeted behavioral observations;
  - records reviews;
  - selection, administration, and scoring of neuropsychological tests appropriate to specific assessment contexts.
- Interprets assessment results to produce integrated conceptualizations, accurate diagnostic classifications, and useful recommendations.

- Communicates both orally and in written reports the results and conclusions of assessments in an accurate, helpful, and understandable manner, sensitive to a range of audiences.
- Addresses issues related to specific patient populations by referring to providers with specialized competence when appropriate, obtaining consultation, utilizing appropriate normative data, and describing limitations in assessment interpretation.

Intervention

- Understands evidenced-based intervention practices to address cognitive and behavioral problems present in different clinical populations.
- Understands how complex neurobehavioral disorders and sociocultural factors can affect the applicability of interventions.
- Employs assessment and provision of feedback for therapeutic benefit.
- Effectively delivers and/or adapts interventions to neuropsychological populations

Research

- Demonstrates knowledge of statistical concepts, research design, and analytic procedures.
- Applies knowledge of existing neuropsychological literature and the scientific method to generate appropriate research questions and determine effective research design and appropriate analysis.
- Accurately and effectively performs neuropsychological research activities, monitors progress, and evaluates outcomes.
- Accurately and effectively communicates research findings.

Teaching/Supervision/Mentoring

- Demonstrates knowledge of teaching, supervision, and mentoring theories, methods, and practices relevant to clinical neuropsychology.
- Teaches related to clinical neuropsychology effectively and appropriately.
- Supervises, and mentors related to clinical neuropsychology effectively and appropriately.
- Demonstrates ability to establish a working relationship with the supervisee, including effective communication and maintenance of appropriate role boundaries.

Management/Administration

- Possesses knowledge of common administrative and business practices in neuropsychology practice (e.g., referral patterns, coding, billing, documentation).
- Manages responsibility for key patient care tasks and contacts with effective documentation in a timely manner.

Program Structure and Requirements for Completion

Each year of the two-year fellowship program consists of 2,080 hours of supervised clinical experience. A minimum of 1733 hours per year must be spent in training opportunities at the Memphis VAMC, while remaining hours may be spent in UT Consortium training settings, in approved didactics, or in research projects. Fellows typically work 40-50 hours per week. Each fellow completes a minimum of 4160 employment hours; however, an individual's specific goals may result in a fellowship that exceeds these minimum requirements.

Upon successful completion of the fellowship, all fellows receive a certificate that indicates they have completed a postdoctoral fellowship in Clinical Neuropsychology.

Three four-month rotations are offered during each of the two training years. At any one time, each fellow is typically involved in one major rotation (20-24 hours/week) and one minor rotation (8-12 hours/week). The ranges of hours in major and minor rotations also allows for add-on rotations (approximately 4 hours/week). The following represents an example schedule for fellows (note that rotations include those offered). As shown, it is possible to take three Minor Rotations instead of one Major and one Minor Rotation. Likewise, it is possible to take Elective Rotations and multiple Add-on rotations:

Year One	Rotation 1	Rotation 2	Rotation 3
Major Rotation	*Memory Clinic*	*Neuropsychology Assess.**	*Neuropsychology Assess.*
Minor Rotation(s)	*Neuropsychology Assess.*	*Neuropsychology Assess.**	*Forensic Services (UT)*
Add-on Rotation(s)	Your Brain: An Owner's Manual *Group*	*Supervision*	*AgeSmart Group*
	Research	*Research*	*Research*

* First-year fellows typically take concurrent major and minor rotations in Neuropsychology Assessment for Rotation 2, with those obligations mainly suspended during the 5-6 weeks of participation in the UTHSC second-year medical student Clinical Neurosciences course.

Year Two	Rotation 1	Rotation 2	Rotation 3
Major Rotation		*Neuropsychology Assess.*	
Minor Rotation(s)	*Research*	*Research*	*Research*
	Semmes-Murphey Clinic.		*Neuropsychology Assess.*
	St. Jude Neuropsychology (UT)		*Supervision-Memory Clinic*
Add-on Rotation(s)	Your Brain: An Owner's Manual *Group*		*Supervision-Neuropsychology*

General Requirements

- Successful completion of two full years of training, consisting of a minimum of 2,080 employment hours for each year, to be completed in no less than two calendar years (including earned sick and annual leave and federal holidays).
- A minimum of five sixths (i.e., 1733 hours) of the training hours for each of the two years must take place in rotations and activities offered at the VA Medical Center. The remaining hours may be spent in a combination of non-VA training experiences (i.e., UT Consortium agencies, non-VA research), as approved by the program.
- Successful completion of all rotation and seminar requirements. Additional seminar attendance may be required for specified rotations and training experiences.
- Ratings at or above defined competency thresholds (Advanced Competency) for all of the above competencies by the end of the two-year training experience.

Rotation Requirements

- First year: At least two major rotations and either an additional major rotation or two minor rotations in Clinical Neuropsychology. At least an ongoing add-on rotation in Neuropsychology

Research. At least one Neuropsychological Intervention add-on (e.g., group or individual) during the year.
- Second year: Three major rotations, or two major rotations and two minor rotations, in Clinical Neuropsychology. Ongoing minor rotation in Neuropsychology Research. At least one Neuropsychological Intervention add-on (e.g., group or individual) during the year.

Didactic Requirements

- Neuropsychology Seminar (at least two presentations given per year)
- Fellows Seminar (first year only)
- Psychology Case Conference Series
- Clinical Health Psychology Seminar (first year only)
- Supervision Seminar (first year only)
- Cultural Diversity Seminar (first year only)

Additional Required Elements

- Provide supervision in a clinical neuropsychology setting.
- Complete at least one program development/evaluation project within a clinical or research setting.
- Demonstrate teaching abilities in the context of the Neuropsychology Seminar and formal Case Conferences.
- Serve as primary author of at least one scholarly product (i.e., conference submission, manuscript submission, or comprehensive research presentation).
- Demonstrate organization and management competencies in clinical and research activities.

Exit Criteria:

Consistent with Houston Conference Guidelines, exit criteria include the following:

- Advanced skill in the neuropsychological evaluation, treatment and consultation to patients and professionals sufficient to practice on an independent basis.
- Advanced understanding of brain-behavior relationships.
- Scholarly activity.

Application Requirements and Submission Procedures

Appointments

The training program is scheduled to begin on August 15, 2022. We encourage applicants unable to begin the program at that time to discuss their earliest start date in their application cover letter. Please note that substantial delays in beginning the fellowship may eliminate applicants from consideration. Additionally, we request that fellows attend orientation from August 17-19 to determine rotation assignments.

Eligibility Requirements

1. Prior to the start date of the fellowship program, completion of APA-accredited, CPA-accredited, or PCSAS-accredited doctoral program in Clinical Psychology, Counseling Psychology, or Clinical Neuropsychology (CPA only), including dissertation defense.
2. Completion of an APA-accredited or CPA-accredited Psychology Internship Program.
3. United States citizenship.
4. Goodness-of-fit with the program via significant prior experiences related to clinical neuropsychology.
5. Strong interest in clinical neuropsychology practice as a profession.

Application Requirements and Submission Procedure

Applicants submit materials using the APPA CAS (APPIC Psychology Postdoctoral Application). After entering basic information, select the Memphis VAMC Clinical Neuropsychology Program. Letters of recommendations, referred to as "Evaluations" are requested electronically within the APPA CAS system and uploaded by letter-writers. Please refer to information within the APPA CAS for more information. Submit the following required information through APPA CAS:

1. Cover letter regarding current/past training and training/career goals. Please include the following:
    - Clinical training experiences during the doctoral program and internship.
    - Expected date of internship completion.
    - Current progress of completing all degree requirements, including dissertation research (if applicable).
    - Research/scholarly experience.
    - Career goals and how our fellowship program contributes to meeting those goals.
2. Curriculum Vita. Please be sure to include any employment, internship experiences, teaching, and presentations/publications relevant to clinical neuropsychology.
3. Copies of graduate transcripts.
4. Verification of Completion of Doctorate (to be completed by Dissertation Chair or Director of Clinical Training). The form may be downloaded here.
5. Letters of Reference:
    - Three letters of recommendation from current or former clinical supervisors, preferably from supervisors who are clinical neuropsychologists.
    - Applicants who are currently on internship should include an additional letter from their Director of Internship Training verifying their standing in the internship program and the expected date of completion.
    - If you have not defended your dissertation, letter from the chairperson of your dissertation indicating the status of your research project (e.g., completed data collection) and the anticipated date of completion. Note: If your dissertation chairperson is also writing a letter as a clinical supervisor, information regarding dissertation status can be included in that letter.

Recruitment and Selection Procedures

As an APPCN-member program, the two-year Neuropsychology Program participates in the matching program for clinical neuropsychology postdoctoral residencies, administered by National Matching Services (NMS). We adhere to all policies regarding the matching program. For more information on the matching program, see the websites for APPCN (www.appcn.org) and National Matching Services (www.natmatch.com/appcnmat). Although applicants have generally been interviewed at the North America Meeting of the International Neuropsychological Society (INS), with the COVID-19 pandemic, we plan to interview both at the INS conference (which, at this writing, is being held in-person), or virtually prior to the conference for the 2021-2022 recruiting year. After written materials are reviewed, in mid-January we will invite a selection of applicants for interviews.

Prior to beginning the fellowship year, it will be necessary for applicants selected for the fellowship program to complete paperwork (e.g., Declaration for Federal Employment and Application for Health Professions Trainees) and training modules as directed. During the training program, fellows are responsible for adhering to the policies and procedures of the Psychology Training Program and the Memphis VA Medical Center. Also, many of the laws, rules, and guidelines that apply to federal

employees are also applicable to trainees in federal training positions. For example, fellows may be subject to random drug screening. A copy of the policies and procedures of this training program is provided to each fellow during orientation at the beginning of the training year.

Training Experiences

Neuropsychology Rotations

Assessment Rotation: Memphis VAMC Neuropsychology Program

General Description

General Description

The Neuropsychology Program provides neuropsychological assessment services related to clinical problems pertaining to brain-behavior relationships. It provides consultation to other sections of the Mental Health Service (e.g., Inpatient Psychiatry, Chemical Dependency, Mental Health Clinic), Inpatient Medicine, Primary Care, Neurology, Neurosurgery, Spinal Cord Injury Service, Vocational Rehabilitation, Women's Clinic, and other clinics and units of the Medical Center. Clinical presentations of patients referred to Neuropsychology are quite varied and include dementias of various types, focal cortical syndromes from cerebrovascular accident or other causes, traumatic brain injury, epilepsy, cerebral infections, and psychiatric disorders such as major depression, bipolar disorder, posttraumatic stress disorder, other anxiety disorders, somatoform disorders, and various psychotic disorders. Many of the patients seen also have chronic health problems such as cardiac, metabolic, or pulmonary conditions that impact cognitive abilities. Within the Spinal Cord Injury Service, Neuropsychology performs screening of patients admitted to CARF-accredited rehabilitation beds as well as referrals of patients suspected of cognitive dysfunction and potential impacts on rehab. The Neuropsychology Program also works with the Polytrauma Program in meeting the complex needs of patients with traumatic brain injury, psychiatric disorders, and/or physical injuries.

The COVID-19 pandemic has led to a number of adjustments and changes in the way neuropsychological assessments are performed. The Neuropsychology Program has kept abreast of national developments in teleneuropsychology practice, and we also consulted with our local Infection Control office to determine ways to minimize risks of transmission. At this writing, the large majority of most outpatient assessments have returned to in-person. Our inpatient assessment service has continued throughout the pandemic, with use of personal protective equipment and other adaptations to testing in order to reduce transmission risk.

Trainees gain experience in administration and interpretation of neuropsychological evaluations and consultation with referring health care professionals from multiple units and clinics. Trainees also perform brief neurocognitive evaluations of more severely impaired patients. An important factor in obtaining competence in neuropsychological assessment is exposure to the behavioral presentations of a wide range of neurological, psychiatric, and other medical conditions. Trainees learn both basic and advanced aspects of diagnosing disorders of higher brain functions, analysis of the interactions among cognitive impairments, psychiatric disorders, and physical illnesses, as well as the practical implications of patients' impairments on their functional abilities. Changes in mood or personality are often present in cases referred to our clinic; therefore, personality assessment plays an important role in the services we provide. Using a variety of objective personality assessment techniques (most typically the MMPI-2 and/or various screening measures for depression, PTSD, and anxiety), neuropsychology assists in the differential diagnosis of psychiatric and neurological disorders impacting emotional and/or cognitive functioning, assesses the effects of brain damage on premorbid personality, and assesses the emotional

stress resulting from debilitating neurological disease. Likewise, measurement of effort is important in establishing the validity of neurocognitive performance. As such, careful behavioral observations as well as the administration of formal performance validity measures are an important part of many neurocognitive assessments. Referral questions, especially on an inpatient basis, may involve determination of decisional capacity. Across all referrals, emphasis is placed on the integration of all data sources (i.e., testing, patient interview, qualitative behavioral observations, the report of family members, and extant records including other neurodiagnostic studies) to reach well-reasoned diagnostic impressions and provide practical recommendations to staff, patients, and family members.

Trainees consult and interact with medical staff and residents in neurology, psychiatry, and related specialties. Trainees provide detailed feedback to referral sources, patients, and family members. The neuropsychology assessment rotation is offered as either a major or minor rotation.

Training Opportunities:

1. Administering and interpreting a variety of neuropsychological tests in order to learn an eclectic approach to assessment based upon a flexible battery approach;
2. Becoming familiar with both clinical and behavioral neurology via didactics and assessment of acute and chronic focal neurological presentations;
3. Developing improved understanding of medical issues and related diagnostic labs that may be related to cognitive function;
4. Gaining exposure to various sources of neuropsychological normative data;
5. Writing neuropsychological reports, including specific recommendations for patient care, rehabilitation, and discharge planning;
6. Participating in feedback of results to patients and their families;
7. Gaining exposure to neurodiagnostic imaging such as CT and MRI;
8. Participating in a weekly Neuropsychology Seminar; and
9. Attending weekly Neuropsychology Staffing.

Intervention Rotation: Memphis VAMC Neuropsychology Program

General Description

The Neuropsychology Program offers a variety of neuropsychological interventions, including group and individual cognitive rehabilitation. See below for group interventions that are currently offered. Individual neuropsychological intervention is tailored to the patient's particular needs and goals. Neuropsychological evaluation data are often used in conjunction with reported psychiatric/interpersonal concerns to develop treatment goals, to maximize functioning, coping, and quality of life. Trainees completing a neuropsychological intervention rotation will learn to integrate theory, behavioral neuroanatomy, and therapeutic approaches to help patients build cognitive skills. Patients referred for neuropsychological intervention have a broad range of presenting problems including, but not limited to, mild dementia, spinal cord injury (with or without concurrent traumatic brain injury), ADHD, and psychiatric diagnoses impacting cognitive functioning. Based on availability and interest, a trainee may complete a combination of the offered intervention activities during the rotation. This rotation can be completed as an “add-on” experience or as a minor rotation.

Most groups (#s 1 and 2 below) and individual interventions are running virtually due to COVID-19. In-person intervention will resume pending changes to pandemic safety guidelines.

Training Opportunities:

1. Leading or co-leading the Your Brain: An Owner’s Manual. It is a 12-week outpatient group developed at the Memphis VAMC during the 2020-2021 training year. The group focuses on helping patients learn about brain anatomy and function, as well as building compensatory

cognitive strategies to improve memory, attention, problem-solving, and other aspects of cognitive function in everyday life;
2. Leading or co-leading the AgeSmart group. It is a 12-week outpatient group developed at the Memphis VAMC during the 2017-2018 training year. This group focuses on helping patient learn how the brain changes with age and the relationship between cognition and common mental and physical health concerns, as well as building cognitive strategies to improve memory, attention, and other aspects of cognitive function;
3. Leading or co-leading the Brain Training group. It is a 12-week outpatient group developed at the Memphis VAMC during the 2020-2021 training year. The group is offered to patients participating in the Memphis VAMC's Psychosocial Rehabilitation and Recovery Center (PRRC). It was designed to include education on the impact of serious mental illness on cognition and functional ability. It assists Veterans in building compensatory strategies for problems with attention, memory, executive functioning, and other areas of cognitive concern. It emphasizes practice and activities to help patients generalize these skills;
4. Leading or co-leading an abbreviated version of CogSMART in the Residential PTSD program that was adapted from the University of California San Diego and the San Diego VA's CogSMART program. The group focuses on the interaction between psychiatric symptoms and cognitive difficulties and works with group members to develop strategies to improve their efficiency during daily activities. Note that this group is not currently running due to the COVID-19 pandemic. The group will resume following re-opening of the residential treatment program;
5. Providing individual neuropsychological intervention;
6. Gaining experience with program development, pending trainee interest; and
7. Self-directed learning, including discussion of the theoretical underpinnings of neuropsychological intervention and its neurobehavioral correlates.

Neuropsychology Research Rotation: Memphis VAMC Neuropsychology Program

General Description

Clinical neuropsychology fellows take part in a range of research experiences related to neuropsychology. The Neuropsychology Program conducts empirical investigations in areas such as the efficacy of cognitive screening measures, neuropsychological performance and symptoms validity assessment, the interface between cognition and emotion measures, the relationship of executive functions to other cognitive domains, the ecological validity of neuropsychological measures, and training issues related to clinical neuropsychology. The primary venue for research experiences is within the Neuropsychology Program and its Neuropsychology Clinical Database, which is designated by the Memphis VAMC Institutional Review Board as a Clinical Data Repository, with over 5,000 clinical cases. Most cases are from clinical assessment referrals within the Neuropsychology Program. A growing subset of cases are from the comprehensive Memory Clinic, with considerable data on medical conditions, caregiver factors, and medical utilization in addition to cognitive test results. As training progresses, fellows take on increasing responsibilities related to research, including their degree of contribution to scholarly products as well as the administration and management of research activities. This rotation is usually taken as either an add-on or a minor rotation.

Training Opportunities:

1. Involvement in research team meetings;
2. Developing research skills applicable to a wide range of clinical settings;
3. Development and maintenance of a comprehensive clinical database;
4. Formulation of research questions;
5. Data analysis;
6. Gaining experience and knowledge in meeting research regulatory requirements;
7. Collaborative development of scholarly research products.

Memory Clinic: Memphis VAMC

General Description

The Memory Clinic provides comprehensive transdisciplinary evaluation and treatment recommendations for older adults with suspected cognitive impairment and functional decline. Geriatric specialists (including medicine, pharmacy, social work, and psychology) provide diagnostic clarification, identify potentially reversible/contributing causes, review medications, evaluate cognition and mood, identify needed patient/caregiver resources, and assist with behavioral manifestations of dementia. Psychology plays a primary role in administration, program development, assessment, and intervention. This training experience is offered to as a major rotation initially. After completing a prior Memory Clinic rotation, some fellows may be able to do a Supervision minor rotation in the Memory Clinic.

Potential Training Opportunities

1. Performing neuropsychological assessments and conducting expanded patient/caregiver interviews;
2. Participating in transdisciplinary diagnostic and treatment planning conferences, didactic training experiences and family/caregiver feedback sessions;
3. Gaining skills in the differential diagnosis of dementia in the context of a medical clinic and transdisciplinary team;
4. Providing interventions and education to patients and caregivers aimed at understanding cognitive deficits and diagnoses, addressing modifiable risk factors to cognition and/or mood, managing caregiver burden, improving functional abilities, gaining access to VA and community resources, and/or addressing the behavioral manifestations of dementia;
5. Developing behavioral/environmental interventions to assist patients and caregivers;
6. Working with patients to develop compensatory strategies for demonstrated cognitive deficits in order to enhance overall functioning;
7. Developing differential psychological diagnostic skills in a medical/team setting, including an understanding of how medical illness and treatment complicate differential diagnosis;
8. Learning how to identify and manage the ethical and legal dilemmas facing the psychologist practicing in a medical setting;
9. Gaining skills in providing useful/practical feedback to patients, families and referring providers;
10. Assisting patients and families in long term care planning;
11. Conducting capacity evaluations if needed;
12. Developing a strong medical knowledge base including medical conditions that commonly impact older adults, medication usage (including drug interactions and side effects), medical/surgical interventions, and associated terminology;
13. Developing a working knowledge base regarding treatment of cognitive and mood-related disorders in older adults;
14. Learning to work within a transdisciplinary team structure to provide comprehensive evaluation and treatment recommendations to older medical patients;
15. Designing a program development project aimed at enhancing patient care and/or team/clinic functioning.

Semmes-Murphey Neurologic and Spine Institute

Note: This rotation is available through a reciprocal agreement with the APA-accredited University of Tennessee Professional Psychology Consortium. Additional psychology rotations are also available to VA trainees through this agreement. Pease refer to the UT Consortium Brochure for a complete listing of these rotations.

General Description

Semmes Murphey Clinic is a large specialty clinic that provides care for people with neurological illnesses and supports neuroscience research. Three neuropsychologists provide training and supervision to psychology trainees in the clinic setting—Brandon Baughman, PhD, ABPP-CN; Kathleen Montry, PhD, and Amanda Gould, PhD. Referrals are primarily sourced from Neurology, Neurosurgery, and Primary Care, and between 75-90% of the referrals are for adults depending on the supervisor. The practice is primarily outpatient, although limited inpatient consultation may be available. Trainees perform comprehensive neuropsychological evaluations and provide consultation to referring practitioners. Trainees may take part in independent neuropsychological evaluations for forensic or disability purposes. They may participate in tiered supervision with University of Memphis graduate practicum students. They are also encouraged to participate in multidisciplinary brain tumor board, stroke case conference, neurotrauma case conference, neurosurgery grand rounds, neurology grand rounds, epilepsy case conference, and neuroscience lectures via UTHSC. Trainees may also have the opportunity to participate in inpatient stroke consultation and lectures for the neurology resident teaching conference. Due to the risks associated with Covid-19, appropriate PPE is provided and required for in-person clinical care. Note that availability is limited, and this rotation cannot be guaranteed.

St. Jude Children's Research Hospital

Note: This rotation is available through a reciprocal agreement with the APA-accredited University of Tennessee Professional Psychology Consortium. Additional psychology rotations are also available to VA trainees through this agreement. Pease refer to the UT Consortium Brochure for a complete listing of these rotations.

General Description

The primary clinical populations assessed by neuropsychology include children diagnosed with brain tumors, acute lymphoblastic leukemia, sickle cell disease, HIV/AIDs, and rare genetic disorders (e.g., NF1, Sturge-Webber Syndrome). These clinical populations present with a wide range of cognitive difficulties (related to primary diagnosis and/or treatment) including problems in the areas of attention, executive functioning, memory, visuospatial reasoning, speed, language, and psychosocial adjustment that afford broad-based training. St. Jude serves populations ranging in age from birth through young adulthood.

On the outpatient rotation, trainees will gain experience in comprehensive neuropsychological evaluations that include the following skills: medical record review, interviewing to ascertain pertinent historical information, administration and interpretation of neuropsychological instruments, case conceptualization, provision of feedback to patients and their families, comprehensive report writing, consultation with health care professionals, and development of recommendations that seek to ameliorate the impact of brain dysfunction on academic and social functioning.

The Sickle Cell Assessment of Neurocognitive Skills (SCANS) program provides serial neurocognitive assessments to monitor for cognitive changes or slowed growth. Appointments occur every four years at ages 8- 9, 12- 13, and 16- 17 years old. Training experiences are similar to the outpatient rotation, including administration and interpretation of neuropsychological instruments, case conceptualization, provision of feedback to families, report writing, consultation with multidisciplinary team, and development of recommendations that seek to ameliorate the impact of brain dysfunction on academic and social functioning.

Opportunities to gain assessment experience with children ages 3 and younger is available through the Early Childhood Clinic. The clinic has a family-centered focus and includes experts from psychology, rehabilitation services, social work, and child life. Assessments vary by age, diagnosis, and patient needs.

Trainees will also obtain experience tailoring treatment plans to support neurodevelopment, mental health, and positive behavior.

Elective Rotations Outside of Clinical Neuropsychology

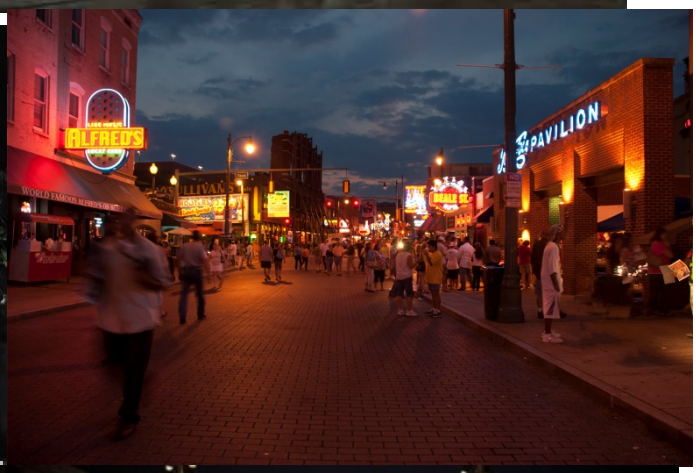
During the first year of the program, fellows may take up to one major rotation or two minor rotations outside of clinical neuropsychology, with the purpose of providing fellows with the opportunity for experiences in clinical contexts that they may not have previously encountered in training. Because fellows may have limited prior experience in these rotations, competency expectations are lower than they are for adult clinical neuropsychology rotations. Rotations fall within two broad categories, including those that include a component of Clinical Health Psychology, and other rotations, including those in more traditional mental healthcare settings. (For full descriptions of these experiences, please see the Memphis VAMC brochures for the Clinical Psychology Fellowship Program and the Clinical Health Psychology Fellowship Program, found at http://www.psychologytraining.va.gov/memphis/.)

Rotations with a Clinical Health Psychology Component

Sleep Clinic
Chronic Pain Management
Geriatrics/Rehabilitative Medicine
Home Based Primary Care (HBPC)
Health Coaching and Preventive Medicine
Medical Hypnosis
Spinal Cord Injury Service
Palliative Care Unit (PCU) and Palliative Care Consultation Team (PCCT)
Primary Care Mental Health Integration – Medical Center (Central Clinic)
Primary Care Mental Health Integration – Women's Clinic
Primary Care Mental Health Integration – Community Based Outpatient Clinic (Nonconnah Clinic)
Tobacco Cessation
Oncology

Rotations with a Clinical Psychology Component

Polytrauma
Mental Health Clinic
Family Therapy Program
Mental Health Intensive Case Management (MHICM)
Chemical Dependency Center
General Inpatient Psychiatry
Posttraumatic Stress Disorder Clinical Team (PCT)
PTSD Residential Rehabilitation Treatment Program (RRTP) and Virtual Intensive Outpatient Program (VIOP)
Forensic Services (UT Psychology Consortium)



Didactics

Graduate school and internship programs are often able to offer only limited opportunities for students or interns to receive coursework or seminars related to their future areas of practice. As such, didactic offerings are important venues for fellows to obtain instruction in areas relevant to the practice of psychology in a healthcare setting in general, and the practice in clinical neuropsychology in particular. Didactic offerings are designed to approach the integration of science and practice in a reciprocal fashion, presenting relevant empirical and theoretical information as well as specific case presentation and discussion. Seminars are offered to address substantive aspects of clinical neuropsychology and to

enhance professional development. At a minimum, fellows attend two hours of didactics per week. Especially in the first year, required didactics exceed that amount. Substantive aspects of clinical practice and professional issues are addressed both in seminars involving other trainees (e.g., interns and graduate students) and in the Fellows Seminar, designed exclusively for fellows. The Fellows Seminar brings all Memphis VAMC fellows together and focuses on professional issues in psychological practice. The Neuropsychology Seminar surveys foundational aspects in neuropsychology, including functional neuroanatomy and behavioral neurology, neuropsychological patterns in specific populations as well as neuropsychology practice issues. This seminar is typically also attended by pediatric neuropsychology fellows from the St. Jude Children's Research Hospital. The Neuropsychology Seminar is meant to enable fellows to continue to build a critical mass of neuroscience foundations, and includes teaching experiences as well.

Optionally, during their first year, fellows may attend a clinical neurosciences course offered through the UT Health Science Center, College of Medicine. The course typically begins in early January and finishes in early to mid February. UT Neurology rounds are offered virtually and available to fellows throughout training. Additional meetings include weekly Psychiatry Grand Rounds and monthly Neurosurgery Tumor Board meetings. Fellows also have increasing opportunities to teach didactics as part of the Neuropsychology Seminar.

In addition to the didactic experiences described below, we offer specific training experiences related to board certification in Clinical Neuropsychology through the American Board Clinical Neuropsychology (ABCN), a member board of the American Board of Professional Psychology (ABPP). In select weekly case conference meetings, supervisors present cases using an approach similar to the ABCN "fact-finding" exam. As a member program of APPCN, we administer the APPCN Practice Written Exam at the end of the first year of training, which mirrors the ABCN written exam in its content. Likewise, near the end of the second year, we administer "mock oral" exams, using the fact-finding and ethics vignettes developed by APPCN to mirror the ABCN oral exam. We also offer additional opportunities to gain more experience and familiarity with the board examination process.

Required Didactics:

Neuropsychology Seminar

- Attendance: Weekly, both years (currently meeting via Zoom)
- Time: Tuesday, 12:05-12:55 p.m.
- Coordinator: Brad L. Roper, Ph.D., ABPP-CN

This seminar covers the foundations of neuropsychology, including neuroanatomy, neurological examination procedures (e.g., sensory-perceptual exam, motor screening exam, cerebellar exam), and the presentation and assessment of a wide range of focal and diffuse neurobehavioral syndromes, such as aphasia, disorders of written language, apraxia, acalculia, agnosia, neglect, frontal syndromes, and dementia syndromes. Additional special topics, such as journal clubs and presentations on practice guidelines, are also included in the seminar.

Postdoctoral Fellows' Seminar

- Attendance: First year 1 hour 2-3 times/month, Second year for new presentations only
- Time: TBD by fellows
- Coordinators: All current fellows and Sarah Ramsey, Ph.D.

This series offers presentations on a variety of psychology-related topics, including ethics, job search, cultural diversity, and licensure process. It meets two to three times monthly.

Psychology Case Conference Series

- Attendance: Both years
- Time: Weekly, beginning in March.
- Coordinator: Sarah Ramsey, Ph.D.

Case conferences presented by all interns and fellows. Neuropsychology fellows are expected to formally present on an assessment or intervention case related to neuropsychology. A supervisory panel provides individualized feedback regarding the presentation content and format.

Supervision Seminar

- Attendance: First year: ten-session hour-long seminar series
- Time: TBD
- Instructors: Jennifer L. Jacobson, Psy.D. and Jennifer D. Vandergriff, Ph.D., ABPP

The seminar is aimed at enhancing preparation for provision of competent supervision. This seminar series is based on an overarching developmental model with early emphasis on developing a framework for the provision of supervision through building of supervision models. Seminar incorporates supervision vignettes to invite reflection and discussion on salient supervision elements.

Cultural Diversity Seminar

- Attendance: First year only, Eight 90-minute meetings over the course of the year.
- Time: Friday, 8:30-10:00 a.m.
- Coordinator: Sarah Ramsey, Ph.D. and Marcy Adler, Psy.D., ABPP-CN

This seminar explores the cultural variations occurring most frequently in the Memphis VA Medical Center's patient population and attempts to raise the awareness of the impact of culture on the patient/therapist relationship. It meets weekly for a minimum of 8 weeks over the course of the training year, and attendance is required for all interns and first-year fellows.

Clinical Health Psychology Seminar

- Attendance: First year only, weekly throughout the year
- Time: Wednesday, 12:00-12:55 p.m.
- Coordinator: Jennifer D. Vandergriff, Ph.D., ABPP.

The seminar provides trainees with instruction in foundational areas of Clinical Health Psychology as well as intervention and assessment applicable to specific medical issues and populations. Topics are aimed at building competency in medical foundations of Clinical Health Psychology. Presentations include discussion of relevant anatomy and physiology, pathophysiology, the intersection of medical and psychiatric illness and the compounded impact on presentation, conceptualization, diagnosis, medical procedures, and treatment. It is held weekly throughout the year.

Elective Didactics:

M2 Clinical Neurosciences Course, UT College of Medicine

Director: Balaji Krishnaiah, MD; This is a time-intensive, six-week medical school neuroanatomy and clinical neurosciences course that first-year fellows may attend. The course involves reading assignments, video lectures to view independently, daily lectures for three hours every day, and several afternoon laboratory meetings on some weeks that involve dissection of brain specimens. The course begins in early January, and fellows typically suspend most of their rotation activities during the course owing to its time demands. For some lectures, the course utilizes a "flipped learning" model in which direct instruction is undertaken independently (i.e., video lectures and readings), allowing for group

meetings to be transformed into a dynamic, interactive learning environment where the instructor guides trainees as they apply concepts and creatively engage in the subject matter. Fellows have been able to take tests and receive feedback on the neuroanatomy and neuroscience parts of the course, but they do not attend the final week of the course, which covers psychiatric disorders for medical students.

Neurology Grand Rounds, UT Department of Neurology

Presenters: TBA weekly, Friday 12:30-1:30 p.m. Presentation of clinical and theoretical issues in neurologic disorders.

Brain Tumor Board, UT Department of Neurosurgery

Moderator: L. Madison Michael, II, MD, FACS, Monthly on Wednesday as announced, 7:30 a.m. This meeting involves review of brain tumor cases in which neurosurgical interventions are being considered.

Family Therapy Seminar, Memphis VAMC

Instructor: Heather L. Gammel, PhD. This seminar focuses on enhancing trainees' skills in treating family problems. A combination of didactic instruction and experiential learning approaches is used. Trainees will be introduced to evidence-based therapy models, such as Emotion Focused Therapy, Integrative Behavioral Couple Therapy, and Cognitive/Behavioral Conjoint Therapy for PTSD. Participants are encouraged to share videotapes of their clinical work. It is held weekly throughout the year. Attendance is required for trainees who are seeing family therapy cases and is optional for other trainees.

Intervention Seminar, Memphis VAMC

Coordinators/Instructors: Kim Fleming, PhD and Catherine Morton, PhD: This seminar focuses on enhancing interns' psychotherapy skills and covers a wide spectrum of issues and perspectives in individual and group psychotherapy practice. The seminar emphasizes discussion-based and experiential learning, although a lecture series is featured in the fall. Trainees have the opportunity to practice honing their case conceptualization and presentation skills, as well. Participants will share videotapes of their clinical work and participate in group and peer supervision. The seminar is typically held weekly throughout the year, and attendance is required for all interns. Depending on health guidelines, the seminar will be held virtually or face-to-face.

Postdoctoral Residency Admissions, Support, and Initial Placement Data

Postdoctoral Program Admissions

Date Program Tables are Updated: November 1

Briefly describe in narrative form important information to assist potential applicants in assessing their likely fit with your program. This description must be consistent with the program's policies on resident selection and practicum and academic preparation requirements:
Applicants who show a good fit with our program have a strong interest in pursuing the following goals: a) to practice as a clinical neuropsychologist who is prepared to perform assessment, intervention, and consultation services in diverse adult populations, b) to provide training and supervision in clinical neuropsychology, and c) to conduct clinically relevant research. Other factors that reflect good fit include prior experiences in neuropsychological assessment at the practicum and/or internship level and in research that leads to successful presentations and/or publications.

Describe any other required minimum criteria used to screen applicants:
1. Prior to the start date of the fellowship program, completion of APA-accredited or CPA-accredited doctoral program in Clinical Psychology, Counseling Psychology, or Clinical Neuropsychology (CPA only), including dissertation defense. 2. Completion of an APA-accredited or CPA-accredited Psychology Internship Program. 3. United States citizenship.

Financial and Other Benefit Support for Upcoming Training Year

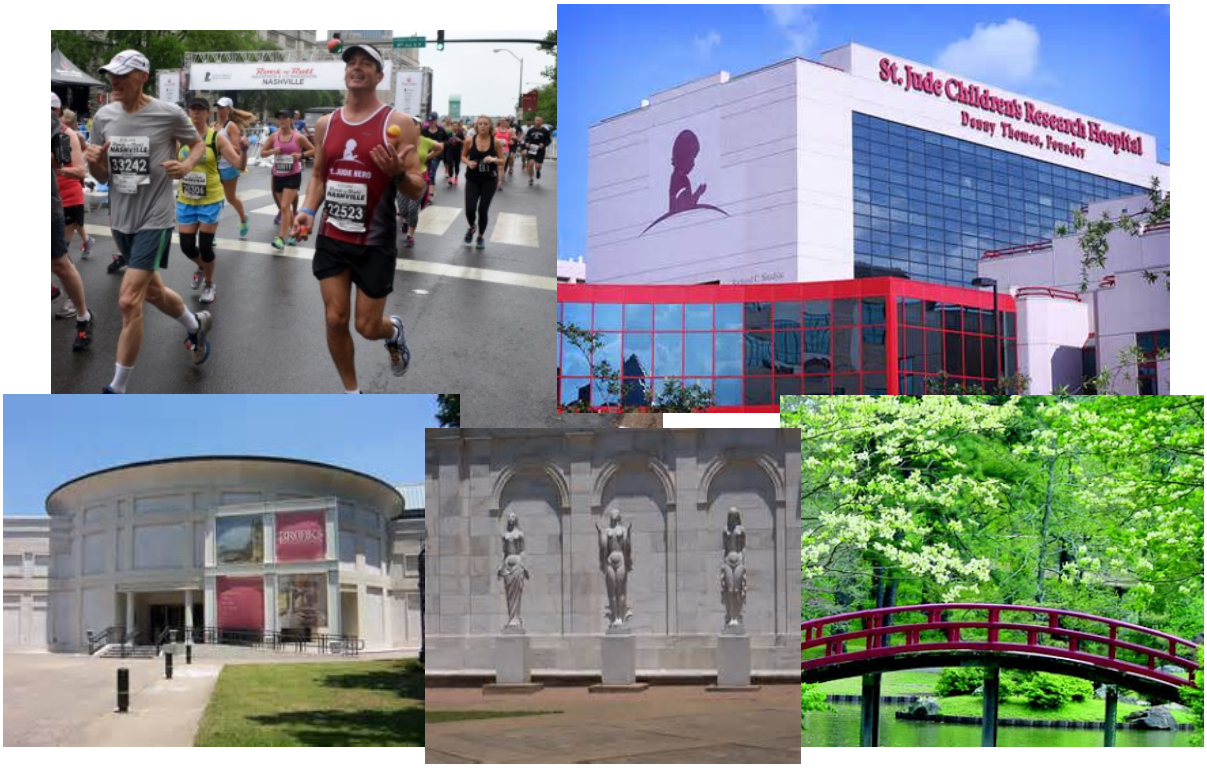
Annual Stipend/Salary for Full-time Residents	$46,334 (first year) $48,838 (second year)	
Annual Stipend/Salary for Half-time Residents	N/A	
Program provides access to medical insurance for fellow?	☒ Yes	☐ No
If access to medical insurance is provided:		
Trainee contribution to cost required?	☒ Yes	☐ No
Coverage of family member(s) available?	☒ Yes	☐ No
Coverage of legally married partner available?	☒ Yes	☐ No
Coverage of domestic partner available?	☒ Yes	☐ No
Hours of Annual Paid Personal Time Off (PTO and/or Vacation)	104 hrs/year	
Hours of Annual Paid Sick Leave	104 hrs/year	
In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to fellows in excess of personal time off and sick leave?	☒ Yes	☐ No
Other Benefits (please describe): Every year, we offer up to five days of authorized absence for professional development activities such as attending or presenting at conferences.		

Initial Post-Residency Positions

(Provide an Aggregated Tally for the Preceding 3 Cohorts)

	2015-2021	
Total # of residents who were in the 3 cohorts		
Total # of residents who remain in training in the residency program		
	PD	**EP**
Community mental health center		
Federally qualified health center		
Independent primary care facility/clinic		
University counseling center		
Veterans Affairs medical center		1
Military health center		
Academic health center		
Other medical center or hospital		2
Psychiatric hospital		
Academic university/department		
Community college or other teaching setting		
Independent research institution		
Correctional facility		
School district/system		
Independent practice setting		1
Not currently employed		
Changed to another field		
Other (Neurological/Neurosurgical Institute)		1
Unknown		

Note: "PD" = Post-doctoral residency position; "EP" = Employed Position. Each individual represented in this table should be counted only one time. For former trainees working in more than one setting, select the setting that represents their primary position.



Training and Support Staff

Neuropsychology Supervisors

Our fellowship program offers the opportunity for rotations in clinical neuropsychology based at the VA Medical Center as well as in two off-site settings, the Semmes-Murphey Neurologic and Spine Institute and St. Jude Children's Research Hospital. These experiences are offered in order to broaden fellows' exposure to a wide range of clinical populations seen in the context of neuropsychological services. Elective experiences may also include other supervisors within the Memphis VA Medical Center or University of Tennessee Psychology Training Consortium. Please see training brochures for the Memphis VAMC internship program, clinical health psychology fellowship program, and clinical psychology fellowship program for details regarding other supervisors.

Memphis VAMC

Marcy Adler, Psy.D.

Nova Southeastern University, 2015 (Clinical Psychology, Neuropsychology Concentration)
Internship Program: Memphis VA Medical Center
Fellowship Program: VA Maryland Health Care System, Baltimore VA
Licensed Psychologist, Maryland (Health Service Provider) Neuropsychology Program

Dr. Adler completed her internship here at the Memphis VA Medical Center, and returned for a permanent position following completion of her neuropsychology fellowship at the VA Maryland Health Care System (Baltimore VA). In addition to neuropsychological assessment and consultation, professional interests include training/supervision, neuropsychological intervention/cognitive rehabilitation, and program development. When not at work she enjoys traveling to warm locations where she can scuba dive. She also enjoys reading, baking (and eating!), and spending time with family and friends.

Timothy Arentsen, Ph.D., ABPP-CN

Fuller Theological Seminary, 2014 (Clinical Psychology, Neuropsychology Emphasis)
Internship Program: Iowa City VA Health Care System
Fellowship Program: Memphis VA Medical Center
Licensed Psychologist, Tennessee (Health Service Provider)
Neuropsychology Program

Before joining our neuropsychology staff, Dr. Arentsen completed his internship at the Iowa City VA Health Care System and his Clinical Neuropsychology Fellowship here at the Memphis VA Medical Center. Like several other staff members at Memphis, he enjoyed working at this site so much that he stuck around for a permanent position. In addition to his doctorate in Clinical Psychology, he has Master's degrees in Counseling from Marquette University and Theology from Fuller Theological Seminary. Areas of interest are varied, but a selected sampling includes symptom/performance validity, ecological validity, program development, law enforcement training, psychology of religion, forensic assessment, personality, and fitness for duty.

Jennifer Seeley McGee, Ph.D.

University of Kansas, 2017 (Counseling Psychology)
Licensed Psychologist, Kansas and Arizona (Health Service Provider)
Neuropsychology Program

Dr. Seeley McGee joined the neuropsychology staff here at the Memphis VA in 2021. Prior to this, she completed internship at VA Eastern Kansas (Leavenworth, KS) and a Clinical Neuropsychology postdoctoral fellowship at Barrow Neurological Institute (Phoenix, AZ). Areas of professional interest include neuropsychological assessment, training and supervision, optimal aging, and targeted cognitive interventions. She is currently in the process of preparing for ABPP board certification. In her remaining free time, she enjoys eating (and sometimes cooking), spending time with her spouse and two dogs (Portobello and Jimmy Dean), attempting to garden, and anything/everything related to true crime.

Jennifer L. Jacobson, Psy.D.

Spalding University, 2002 (Clinical Psychology, Health Psychology Track)
Internship Program: Memphis VA Medical Center
Fellowship Program: Memphis VA Medical Center, Clinical Psychology, Medical/Health Psychology Emphasis
Licensed Psychologist, Tennessee (Health Service Provider)
Geriatrics/Rehabilitative Medicine and Memory Clinic; Program Director, Clinical Health Psychology Fellowship

Dr. Jacobson joined the Psychology Section in 2003 after completing her internship and postdoctoral fellowship at the Memphis VAMC. A medical psychologist by interest and training, she provides services to medical patients in Geriatric Medicine and serves as Program Director for the Memory Clinic. She is the director of the Clinical Health Psychology Fellowship (APA accredited) and is also an ancillary neuropsychology staff member. Additional professional interests include integrated primary care, assessment, and program development. Her theoretical orientation is best described as cognitive-existential as she assumes a meaning-centered approach to her work. An admitted star-gazer, she enjoys a variety of music, theatre, and movies. Traveling, running, and spending time with her family are also among her favorite pastimes.

Brad L. Roper, Ph.D., ABPP-CN

Graduate Program: Clinical Psychology, University of Minnesota, 1992
Internship Program: University of Florida Department of Clinical and Health Psychology, Neuropsychology Track
Fellowship Program: University of Michigan Medical Center, Clinical Neuropsychology
Licensed Psychologist, Tennessee (Health Service Provider)
Director, Neuropsychology Program; Director of Training, Neuropsychology Fellowship Program

Dr. Roper is a board-certified clinical neuropsychologist, Director of the Neuropsychology Program in Mental Health Service, and Training Director of the APA-accredited Clinical Neuropsychology Fellowship Program at the Memphis VAMC. He employs a flexible-battery or "hypothesis-testing" approach to neuropsychological assessment. His professional interests include theories of brain function (especially involving the frontal lobes), psychology and neuropsychology training, evolutionary psychology, consciousness studies, and the common territories among neuroscience, epistemology, and ethics. He has regularly published and presented at national and international conferences since 1991. Research interests include neuropsychological screening instruments, symptom validity testing, personality assessment, and training methods/theories. He serves as an ad hoc reviewer for psychology, neuropsychology, and medical journals. He is a member of the American Psychological Association, Society for Clinical Neuropsychology (SCN, APA Div. 40), International Neuropsychological Society, American Academy of Clinical Neuropsychology (AACN), Association of VA Psychology Leaders, and VA Psychology Training Council (VAPTC). In addition to the Neuropsychology Seminar, he offers seminars to UT medical students and residents. He is active in national organizations, including the VAPTC Technology Workgroup and the APPIC Postdoctoral Committee. He is recognized for expertise related to clinical neuropsychology competencies, and he currently serves as Executive Committee Chair of the Houston Conference Guidelines Revision Planning Commission, which is developing a process for the revision of Houston Conference Guidelines at a conference to be held in 2022. He is a past Commissioner on the APA Commission on Accreditation (CoA), and he serves the CoA periodically as a site-visitor and Program Review Consultant. He has supervised psychology graduate students on dissertation projects. At the University of Tennessee, Memphis, he holds academic appointments in the Department of Psychiatry and the Department of Neurology. He enjoys mountain biking, hiking, amateur astronomy, and being a dad. He is an unenlightened meditator, and he believes in the power of adequate sleep, regular exercise, and compassion for self and others (but does not always practice them!). He is active in singing and cooking (High Average), ukulele playing (Low Average), and minor home repairs (Severely Low).

Semmes-Murphey Clinic

Brandon Baughman, Ph.D., ABPP-CN

University of Tulsa, 2008
Internship Program: University of Oklahoma Health Sciences Center, Department of Psychiatry and Behavioral Sciences, Neuropsychology Track
Fellowship Program: Memphis VA Medical Center, Clinical Neuropsychology
Licensed Psychologist, Tennessee (Health Service Provider)
Psychologist/Supervisor, Lifespan Neuropsychology, Semmes-Murphey Clinic

Dr. Baughman was born and raised a Californian but calls Memphis home. He completed his PhD in Clinical Psychology at the University of Tulsa. His dissertation focused on the interplay of neuropsychological, physical and work performance factors in individuals with Multiple Sclerosis. He completed a neuropsychology-track internship in the Department of Psychiatry and Behavioral Sciences

at the University of Oklahoma Health Science Center, followed by a two-year postdoctoral fellowship in clinical neuropsychology at the Memphis VA Medical Center. Dr. Baughman joined the Semmes Murphey Clinic in 2010. He has been licensed to practice psychology in the state of TN since 2010. He completed board-certification in clinical neuropsychology, under the American Board of Professional Psychology (ABPP)/American Board of Clinical Neuropsychology (ABCN) in 2013.

The Semmes Murphey Clinic is a multi-disciplinary clinical neuroscience group, with representation from neurosurgery, neurology (general and vascular), physiatry, pain management, and neuropsychology. Dr. Baughman has a lifespan clinical practice (ages 10+), and he will see patients from a variety of clinical backgrounds, including neurodegenerative disease, stroke, acquired brain injury, neurodevelopmental disorders, and central and non-central nervous system cancer. In addition to his general outpatient clinic, Dr. Baughman provides support for inpatient neuropsychological consultation at the Baptist Memorial Hospital and Methodist University Medical Center, primarily in patients with neurovascular insults or those admitted to the epilepsy monitoring unit. He serves as co-director of the Brain + Spine Network, multidisciplinary concussion clinic. He has worked with partners at Semmes Murphey Clinic to provide sideline concussion/neurologic consultation for the University of Memphis football program, as well as general consultation support for Rhodes College and Christian Brothers University athletic programs. Dr. Baughman has joined the Memphis Grizzlies as their team psychology provider.

Dr. Baughman holds faculty appointments in the Departments of Neurology and Neurosurgery at the University of Tennessee Health Science Center. He has worked with the Neurology residency coordinators and chief residents in implementing cognitive neurology didactics. Dr. Baughman has research interests in the areas of mild traumatic brain injury, stroke & epigenetics, and neuro-oncology. He has multiple, active research protocols in these above areas, with collaborators across the community and UTHSC faculty network.

Professionally, Dr. Baughman has had the opportunity to work with several wonderful colleagues across the nation toward supporting and advocating for the field of clinical neuropsychology. Currently, he is a member of the AACN Student Affairs Committee and is the co-chair of the Student Mentorship Taskforce. He also serves as the national coordinator for the AACN mentorship program, which aligns ABPP candidates with board-certified mentors. He is a member of the APA Division 40 Program and Awards committees. He has served as the treasurer for the Tennessee Psychological Association since 2014. Most recently, he was elected to a 5-year term on the AACN Board of Directors (2020-2025).

Outside of neuropsychology, you can catch Dr. Baughman hanging with his college sweetheart and their three children (and one large Labrador retriever). This may include rolling or running around Shelby Farms, foodie'ing in mid/downtown, road-tripping to the beach (30A/Florida panhandle) or visiting "framily" in Nashville or the Blue Ridge Mountains in western NC.

Amanda Gould, Ph.D.

University of Memphis, 2016
Internship Program: University of Kansas School of Medicine-Wichita
Fellowship Program: Neurocognitive Assessment Lab at the University of Virginia
Licensed Psychologist, Tennessee (Health Service Provider)
Psychologist/Supervisor, Adult Neuropsychology, Semmes-Murphey Neurologic and Spine Institute

Dr. Gould's practice is designed for individuals 16 years of age or older and she provides assessment services for a wide range of neurologic conditions, including dementia, neurovascular accidents, and psychiatric conditions affecting cognitive functioning. Additionally, her specialty areas include sports-related concussion, traumatic brain injury, epilepsy, psychogenic non-epileptic seizures, and presurgical

evaluations. Dr. Gould was awarded the 2018 dissertation award from the Sport Neuropsychology Society for her research examining the use of computerized neurocognitive assessment tools with pediatric, adolescent, and early adult athletes.

Kathleen Montry, Ph.D.

Rosalind Franklin University, 2018
Internship Program: Edward Hines, Jr. VA Hospital, Hines, IL
Fellowship Program: Memphis VA Medical Center
Licensed Psychologist, Tennessee (Health Service Provider)
Psychologist/Supervisor, Adult Neuropsychology, Semmes-Murphey Neurologic and Spine Institute

Dr. Kathleen Montry is a Detroit, MI native and a neuropsychologist at Semmes Murphey Clinic. Dr. Montry helps patients and their families understand the relationship between the brain and behavior. She works with patients ages 16 and older who present with a broad range of neurologic and neuropsychiatric conditions. Dr. Montry earned her B.S. in neuroscience at the University of Michigan-Ann Arbor in 2012. She attended Rosalind Franklin University of Medicine & Science for her graduate degree in psychology. She was awarded her Ph.D. in 2018 after completing a predoctoral residency in clinical psychology with a focus in neuropsychology at Edward Hines, Jr. VA Hospital in Hines, IL. Dr. Montry moved to Memphis in 2018 to complete her postdoctoral fellowship in clinical neuropsychology at the Memphis VA Medical Center, where she also completed training at St. Jude Children's Research Hospital and Semmes Murphey Clinic. She is passionate about empowering her patients to optimize their cognitive health and overall well-being at any stage in life.

St. Jude Children's Medical Center

Heather M. Conklin, Ph.D.

University of Minnesota, 2002
Internship Program: Kennedy Krieger Institute/Johns Hopkins University School of Medicine
Fellowship Program: Kennedy Krieger Institute/Johns Hopkins University School of Medicine
Licensed Psychologist, Tennessee (Health Service Provider)
Chief, Neuropsychology Section and Full Faculty Member, Department of Psychology at St Jude Children's Research Hospital

Dr. Conklin joined the faculty in the Psychology Department at St. Jude Children's Research Hospital in 2005 following a two-year postdoctoral fellowship in pediatric neuropsychology. She provides neuropsychological assessment and consultation for children with cancer, brain tumors, sickle cell disease and other hematological disorders, HIV/AIDS, and rare genetic disorders. Dr. Conklin is the Training Director for the Neuropsychology Postdoctoral Fellowship at St. Jude and is integrally involved in training and supervision of trainees, as well as program development and oversight. Dr. Conklin spends a significant portion of her time engaged in clinical investigations. The overarching goal of her research program is to mitigate cognitive deficits following treatment for childhood cancer. Towards this end, primary research aims include improving specification of cognitive deficits following treatment, identifying neurodevelopmental changes associated with specific treatment modalities, delineating risk/ resiliency factors with respect to cognitive outcomes, and developing empirically valid interventions that ameliorate cognitive late effects.

Lisa M. Jacola, Ph.D., ABPP-CN

University of Cincinnati, 2012

Internship Program: University of Chicago/Comer's Children's Hospital
Fellowship Program: St. Jude Children's Research Hospital
Licensed Psychologist, Tennessee (Health Service Provider)
Pediatric Neuropsychologist and Research Associate Faculty Member, Department of Psychology at St. Jude Children's Research Hospital

Dr. Jacola joined the faculty in the Department of Psychology in 2014 following a two-year postdoctoral fellowship in pediatric neuropsychology. She provides comprehensive neuropsychological assessment and consultation for children with cancer, sickle cell disease and other hematological disorders, and rare genetic disorders. Dr. Jacola spends a substantial portion of time engaged in clinical investigation. Her current projects are focused in two areas: (1) using neuropsychological assessment and functional neuroimaging to improve specification of neurobehavioral function in children treated for cancer and (2) implementing cognitive intervention to ameliorate neurocognitive late effects in children treated for acute lymphoblastic leukemia (ALL).

Jennifer Longoria., Ph.D.

Texas Woman's University
Internship Program: Fort Worth Independent School District
Fellowship Program: Henry Ford Health System
Licensed Psychologist, Tennessee (Health Service Provider)
Clinical Faculty Neuropsychologist, Department of Psychology at St. Jude Children's Research Hospital

Dr. Longoria joined the Department of Psychology at St. Jude Children's Research Hospital in 2019 upon completion of a two-year postdoctoral fellowship in neuropsychology. She is the Training Director for the Neuropsychology Internship at St. Jude. She provides comprehensive neuropsychological assessment services to patients with complex medical conditions including sickle cell disease and other hematological disorders, brain tumor, cancer, and rare genetic disorders. Dr. Longoria is also involved in serial neurocognitive surveillance for patients with sickle cell disease that aims to identify deficits associated with disease course and secondary neurological changes. She participates in the St. Jude- Methodist Sickle Cell Disease Transition Clinic and assists local patients with the transition from pediatric to adult care.

Brian S. Potter, Psy.D., ABPP-CN

Antioch University New England, 2006
Internship Program: Mt. Washington Pediatric Hospital
Fellowship Program: Texas Children's Hospital/Baylor College of Medicine
Licensed Psychologist, Tennessee (Health Service Provider)
Pediatric Neuropsychologist and Assistant Faculty Member
Department of Psychology at St. Jude Children's Research Hospital

Dr. Potter joined the Department of Psychology at St. Jude Children's Research Hospital in 2018 and is the Co-Training Director for the Neuropsychology Postdoctoral Fellowship at St. Jude. Prior to joining the faculty at SJCRH, Dr. Potter held faculty appointments at University of Tennessee Health Science Center, Ohio State University, and Medical College of Wisconsin. He provides comprehensive neuropsychological assessment services for patients from infancy to adulthood with a history of cancer and cancer treatment, brain tumors, sickle cell disease, HIV/AIDS, genetic disorders, and other neurologically based medical

disorders. Dr. Potter works closely with the Transition Program (TOP) supporting hospital-to-home services and school re-entry.

Darcy Raches, Ph.D.

University of Houston, 2009
Internship Program: Texas Children's Hospital/Baylor College of Medicine
Fellowship Program: Kennedy Krieger Institute/Johns Hopkins University School of Medicine
Licensed Psychologist, Tennessee (Health Service Provider)
Clinical Staff Neuropsychologist, Department of Psychology at St Jude Children's Research Hospital

Dr. Raches joined the Department of Psychology at St. Jude Children's Research Hospital in 2012 following a two-year postdoctoral fellowship in pediatric neuropsychology. She provides neuropsychological assessment and consultation for children with cancer, brain tumors, sickle cell disease and other hematological disorders, HIV/AIDS, and rare genetic disorders. Additionally, Dr. Raches works closely with the rehabilitation team at St. Jude. In this capacity she provides brief assessments, tracks cognitive progress and provides cognitive rehabilitation for children who have experienced an acute neurological insult related to their hematological/oncological diagnosis and/or treatment, particularly posterior fossa syndrome and stroke.

Memphis VAMC Psychology Training Program Leadership

As part of the overall Psychology Training Program at the Memphis VAMC, fellows frequently interact with Dr. Sarah Ramsey, Acting Director of Psychology Training Programs.

Sarah Ramsey, Ph.D.

Northern Illinois University, 2017 (Clinical Psychology)
Licensed Psychologist, Tennessee (Health Serice Provider)
Trauma Recovery Services; Acting Training Director, Psychology Training Programs

Dr. Ramsey completed both her predoctoral internship and Clinical Psychology Fellowship (Trauma Recovery Services – Post-traumatic Stress Disorder Focus Area) at the Memphis VAMC before becoming a staff member in 2017. Her primary professional interests are interpersonal violence, complex trauma, moral injury, traumatic brain injury, substance use, and training/supervison. Her primary theoretical orientation is integrative, with cognitive behavioral and acceptance-based theories predominating. She provides group and individual therapies including Prolonged Exposure, Cognitive Processing Therapy, Concurrent Treatment of PTSD and Substance Use Disorders Using Prolonged Exposure, Cognitive Behavior Therapy for Insomnia, Dialectical Behavior Therapy, Acceptance and Commitment Therapy, Anger Management, Motivational Interviewing, and Adaptive Disclosure. In her free time, she enjoys cooking, spending time outdoors, playing trivia, and trying to prevent her dog from eating all the socks in her house.

Memphis VAMC Neuropsychology Program Clinical Support Staff

Fellows typically employ a technician model in their assessments, working closely with psychological examiners in the context of a flexible battery approach. Additionally, fellows will work closely with Neuropsychology Program support staff regarding issues related to scheduling and other administrative aspects of patient care.

Lynne Hennessey, M.S.

Mississippi State University, 1982
Licensed Senior Psychological Examiner, Tennessee
Neuropsychology

Ms. Hennessey completed her Master's degree in clinical psychology and worked for the Memphis City Schools prior to joining the VAMC Memphis in 2003. She has been a licensed Psychological Examiner in Tennessee since 1985. She is primarily involved in the administration of neuropsychological evaluations for both inpatient and outpatient populations. She also assists with training interns and fellows to administer various psychometric instruments. Other professional interests include women's issues and trauma. Her interests outside of psychology include traveling, spending time with family and friends, yoga, and she is currently fostering a rescued dog with Streetdog Foundation, a local rescue group.

Bruce F. Smith, MS

University of Wisconsin, Oshkosh, 1985
Licensed Senior Psychological Examiner, Tennessee
Neuropsychology

Mr. Smith completed his master's degree with an emphasis in Clinical Psychology. He has been a Licensed Health Care Provider in the state of Tennessee since 1986 and a Nationally Certified School Psychologist since 1989. His work experience includes outpatient mental health treatment of children and adults and clinical research in a hospital setting with children who have catastrophic illness. He has extensive experience in administering and interpreting psychological testing. His interests include outdoor activities, sports, and music.

Living in Memphis

http://www.memphischamber.com/

Memphis is a historic city of approximately 650,000 people located high on the river bluffs overlooking the legendary Mississippi River. The city was established in 1819 and named after the Egyptian City of the same name located on the Nile River. The name Memphis means "place of good abode," and here is a little of what Memphis offers:

- An affordable city where warm weather predominates, with reasonably priced housing in a variety of interesting neighborhoods convenient to shopping areas, restaurants, and entertainment.
- A music city known for rock, country, blues, jazz, bluegrass, and local opera and symphony. The Smithsonian's Memphis Rock 'n Soul Museum is a wonderful introduction to the music of this city and region, along with the Stax Museum of American Soul Music at Soulsville USA. Over 50 free concerts a year are offered at the Levitt Shell. The Beale Street Music Festival is an annual favorite that sells out fast and is often referred to as Mudfest (thanks to May showers).
- A sports city, home of the Memphis Grizzlies NBA basketball team, University of Memphis Tiger basketball and football teams, Memphis Redbirds (AAA) baseball at the beautiful AutoZone Park, the Liberty Bowl, and the Fed Ex-St. Jude Invitational Golf Tournament.
- An outdoors-loving city, with a wide range of activities, including running, golfing, cycling, and tennis. The Memphis Greenline is a popular walking/biking trail that runs through Memphis. The Big River Crossing allows runners and cyclists to cross from downtown into Arkansas to the 70-mile Big River Trail. Fishing and boating are available at lakes in the surrounding area. Among our many attractions is Shelby Farms Park, which covers 4,500 acres and is among the 20 largest urban parks in the nation, with paved and unpaved trails, more than 20 bodies of water, dedicated mountain bike trails, a BMX track, disc golf, ropes course, playgrounds, and rentals of boats, bikes, and horses.
- A higher education city with Christian Brothers University, LeMoyne-Owen College, Memphis College of Art, University of Memphis, Rhodes College, Baptist College of Health Sciences, Memphis Theological Seminary, Visible Music College, Southern College of Optometry, and the University of Tennessee Health Science Center.
- A health care city with numerous major medical facilities including regional centers for organ transplants and cancer research, regional rehabilitation centers, a regional prenatal care center, St. Jude Children's Research Hospital, and the UT Health Science Center, which houses the Colleges of Medicine, Pharmacy, Nursing, and Allied Health Sciences.
- A city of seasonal festivals and fairs such as the Indie Memphis Film Festival, Memphis in May International Festival, which includes music festivals and the world barbeque championship. Memphians also enjoy the Fourth of July Fireworks over the River, Cooper-Young Festival, Pink Palace Crafts Fair, Mid-South Fair, Elvis Week, National Blues Award Show, River Arts Festival, New Year's Eve on Beale Street, Memphis Comedy Festival, and numerous concerts, ballet, and theater performances throughout the year.
- A city with hundreds of restaurants serving a range of cuisines, including local favorites (e.g., barbecue and catfish). Cooper-Young, Downtown, and Overton Square are known for the variety of available dining options.
- A city that offers a stroll down Beale Street; a scenic carriage ride along Riverside Drive; a day in the sun along the Memphis Riverfront; a memorable tour of Graceland or Sun Studio; an afternoon browsing through shops on Broad Avenue; a moving visit to the National Civil Rights Museum; a visit to the Bass Pro at the Pyramid; and visits to the famous Peabody Hotel, South Main Historic District, Memphis Zoo, Brooks Museum of Art, and Dixon Garden and Galleries.
- Check out the I Love Memphis Blog for an up-to-date listing of things to do in Memphis.

Past Neuropsychology Trainees

2020-2021

Neuropsychology Major Area of Study Interns

Laura Gramling, Clinical Psychology, Palo Alto University
Jonathan Sober, Clinical Psychology, Wayne State University

Clinical Neuropsychology Fellowship

Frances Bozsik, Ph.D., Clinical Psychology, University of Missouri – Kansas City (First Year)
Jessica Fett, Psy.D., Clinical Psychology, William James University (First Year)
Catherine Mewborn, Clinical Psychology, University of Georgia (Second Year)

2019-2020

Neuropsychology Major Area of Study Interns

Charlotte Bayer, Clinical Psychology, Chicago School of Professional Psychology
Anna Papova, Clinical Psychology, Arizona State University

Clinical Neuropsychology Fellowship

Joseph Babione, Psy.D., Clinical Psychology, Illinois School of Professional Psychology (Second Year)
Catherine Mewborn, Clinical Psychology, University of Georgia (First Year)
Katherine Montry, Ph.D., Clinical Psychology, Rosalind Franklin University (Second Year)

2018-2019

Neuropsychology Major Area of Study Interns

Catherine Mewborn, Clinical Psychology, University of Georgia
Alexis Rosen, Clinical Psychology, Palo Alto University

Clinical Neuropsychology Fellowship

Joseph Babione, Psy.D., Clinical Psychology, Illinois School of Professional Psychology (First Year)
Katherine Montry, Ph.D., Clinical Psychology, Rosalind Franklin University (First Year)
Emily Williamson, Psy.D., Clinical Psychology, William James University (Second Year)

2017-2018

Neuropsychology Major Area of Study Interns

Emily Kellogg, Clinical Psychology, University of South Florida
Joie Molden, Clinical Psychology, University of Colorado (Colorado Springs)

Clinical Neuropsychology Fellowship

Lauren Gavron, Ph.D., Clinical Psychology, Alliant International University (Second Year)
Bethanie Stephens, Psy.D., Clinical Psychology, Florida Institute of Technology (Second Year)
Emily Williamson, Psy.D., Clinical Psychology, William James University (First Year)

2016-2017

Neuropsychology Major Area of Study Interns

Hien Luu, Clinical Psychology, Adler University
Erica Schmidt, Clinical Psychology, University of Alabama at Birmingham

Clinical Neuropsychology Fellowship

Lauren Gavron, Ph.D., Clinical Psychology, Alliant International University (First Year)
Bethanie Stephens, Psy.D., Clinical Psychology, Florida Institute of Technology (First Year)

2015-2016

Neuropsychology Major Area of Study Interns

Courtney McAlister, Clinical Psychology, Washington State University
Lindsay Morra, Clinical Psychology, State University of New York at Binghamton

Clinical Neuropsychology Fellowship

Timothy Arentsen, Ph.D., Clinical Psychology, Fuller Theological Seminary (Second Year)
Susan Stern, Ph.D., Clinical Psychology, Georgia State University (Second Year)

2014-2015

Neuropsychology Major Area of Study Intern

Marcy C. Adler, Clinical Psychology, Nova Southeastern University

Clinical Neuropsychology Fellows

Timothy J. Arentsen, Ph.D., Clinical Psychology, Fuller Theological Seminary (First Year)
Susan K. Stern, Ph.D., Clinical Psychology, Georgia State University (First Year)

2013-2014

Neuropsychology Major Area of Study Intern

Jonathan M. Highsmith, Clinical Psychology, East Carolina University
Katie B. McCulloch, Clinical Psychology, University of Houston

Clinical Neuropsychology Fellows

Heather A. Pedersen, Ph.D., Clinical Psychology, University of North Dakota, Grand Forks (First Year)
Laura Shultz, Psy.D., Clinical Psychology, Wheaton College (First Year)

2012-2013

Neuropsychology Major Area of Study Intern

Courtney Brown, Clinical Psychology, University of Georgia

Clinical Neuropsychology Fellows

Heather A. Pedersen, Ph.D., Clinical Psychology, University of North Dakota, Grand Forks (First Year)
Laura Shultz, Psy.D., Clinical Psychology, Wheaton College (First Year)

2011-2012

Neuropsychology Major Area of Study Intern

R. John Sawyer, Counseling Psychology, University of Memphis

Clinical Neuropsychology Fellows

Alison Dowd, Psy.D., Clinical Psychology, Carlos Albizu University (Second Year)
J. Christopher Young, Ph.D., Clinical Psychology, University of Mississippi (Second Year)

2010-2011

Neuropsychology Major Area of Study Intern

Kate Sawyer, Clinical Psychology, Florida State University

Clinical Neuropsychology Fellows

Alison Dowd, Psy.D., Clinical Psychology, Carlos Albizu University (First Year)
J. Christopher Young, Ph.D., Clinical Psychology, University of Mississippi (First Year)

2009-2010

Neuropsychology Major Area of Study Intern

J. Christopher Young, Clinical Psychology, University of Mississippi

Clinical Neuropsychology Fellows

Brandon Baughman, Ph.D., Clinical Psychology, University of Tulsa (Second Year)
Nabeel Yehyawi, Psy.D., Clinical Psychology, University of Indianapolis (Second Year)

2008-2009

Neuropsychology Major Area of Study Intern

Ioan Stroescu, Clinical Psychology, St. Louis University

Clinical Neuropsychology Fellows

Brandon Baughman, Ph.D., Clinical Psychology, University of Tulsa (First Year)
Nabeel Yehyawi, Psy.D., Clinical Psychology, University of Indianapolis (First Year)

2007-2008

Neuropsychology Major Area of Study Intern

Brittany Allen, Clinical Psychology, St. Louis University

Clinical Neuropsychology Fellows

Josh Caron, Ph.D., Clinical Psychology, University of Nevada, Las Vegas (Second Year)
Lee Kearns, Psy.D., Clinical Psychology, George Fox University (Second Year)