

# Psychology Postdoctoral Residency Program in Primary Care Integration, Women's Health, and Behavioral Medicine 2023-2024



**Dayton VA Medical Center**  
Psychology Postdoctoral Residency Program  
Primary Care  
4100 West Third Street  
Dayton, Ohio 45428



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## **Accreditation Status**

The psychology postdoctoral residency program at the Dayton VA Medical Center is accredited by the American Psychological Association. Questions regarding the program's accreditation status may be addressed to: American Psychological Association, Office of Program Consultation and Accreditation, 750 First Street, NE, Washington, DC 20002-4242, phone: (202) 336-5979.

## **Application & Selection Procedures**

**To apply to the postdoctoral residency program, please submit the following materials using the APPIC website portal:**

1. A cover letter that describes your personal training goals and how the postdoctoral residency program may meet those goals. In your letter, please describe educational, research, and clinical experiences relevant to the program and your career goals.
2. Curriculum Vitae
3. Two (2) letters of recommendation from faculty members and/or clinical supervisors familiar with your clinical and/or research work.
4. A letter or email from the graduate program Training Director specifying current dissertation status and the projected timeline for completing all requirements for the doctoral degree (if the degree has already been completed, please submit the certificate or similar official documentation).
5. A letter or email from the internship Training Director indicating good standing in the internship program and expected completion date (if the internship is already completed, please submit certificate or similar official documentation).
6. One (1) *official* graduate transcript from *each* graduate program attended.

### **Submission:**

Please use the APPA CAS (APPIC Psychology Postdoctoral Application) online centralized application system to submit your application. Paper applications will NOT be accepted or reviewed. The APPA CAS can be accessed with the following link:

<https://appicpostdoc.liasoncas.com>

The deadline for all completed application materials is: **January 3, 2023.**

Please direct any questions to:

Lyndsey N. Miller, PsyD, MSCP - Director of Training  
Psychology Postdoctoral Residency Program  
Primary Care (11P)  
Dayton VA Medical Center  
4100 West Third Street  
Dayton, OH 45428

Telephone: (937) 268-6511 x3127  
Email: [552fellowship@va.gov](mailto:552fellowship@va.gov)

### **Selection and Interview Process:**

Written application materials will be reviewed upon receipt by relevant psychology training faculty. Top candidates will be invited for virtual interviews.

Virtual interviews will take place in late January to mid-February. Virtual interviews may take place via telephone or video conferencing system. In person tours of the grounds can be arranged as requested by the applicant. Candidates for interview will be selected based on several criteria, including meeting the requirements described below (see page 3 for Postdoctoral Residency Program Tables), clinical experiences, and applicant fit with the program. Communications regarding interview scheduling will be done through email.

Application due date: **January 3, 2023.**

Open Houses: There will be two *optional* virtual open houses held on **January 26 and February 3, 2023** from 8:30am-12:00pm for applicants to obtain an overview of the program, meet with each of the residency supervisors and discuss their rotations, and meet with the recent residents of the program to gain their perspective.

Interview dates: Applicants can pick from one of the following interview dates/times (applicants will be scheduled on a first come, first served basis). All interviews will be conducted via Microsoft Teams (strongly preferred) or telephone:

January 26, 2023: 1:00pm-4:00pm  
January 27, 2023: 1:00pm-3:00pm  
January 30, 2023: 8:00am-11:00am  
February 3, 2023: 1:00pm-3:00pm  
February 6, 2023: 8:00am-11:00am

Notification Date: Our program abides by the Common Hold Date (CHD) of **February 27, 2023**, which allows postdoctoral programs to make offers following the completion of interviews. Applicants are able to accept, decline or hold an offer until the CHD. We anticipate our estimated offer date to be **February 6, 2023**.

### **National VA Eligibility Requirements**

For the most current eligibility information, please use these links to assist you:

[Resources for Health Professions Trainees Coming to VA | Eligibility and Forms - Office of Academic Affiliations](#)

Health Professions Trainees (HPTs) are appointed as temporary employees of the Department of Veterans Affairs. As such, HPTs are subject to laws, policies, and guidelines posted for VA staff members. There are infrequent times in which this guidance can change during a training year which may create new requirements or responsibilities for HPTs. If employment requirements change during the course of a training year, HPTs will be notified of the change and impact as soon as possible and options provided. Your Training Director will provide you with the information you need to understand the requirement and reasons for the requirement in timely manner.

The Department of Veterans Affairs (VA) adheres to all Equal Employment Opportunity and Affirmative Action policies. As a Veterans Health Administration (VHA) Health Professions Trainee (HPT), you will receive a Federal appointment, and the following requirements will apply prior to that appointment:

1. **U.S. Citizenship.** HPTs who receive a direct stipend (pay) must be U.S. citizens. Trainees

- who are not VA paid (without compensation-WOC) who are not U.S. citizens may be appointed and must provide current immigrant, non-immigrant or exchange visitor documents.
2. **U.S. Social Security Number.** All VA appointees must have a U.S. social security number (SSN) prior to beginning the pre-employment, on-boarding process at the VA.
  3. **Selective Service Registration.** Male applicants born after 12/31/1959 must have registered for the Selective Service by age 26 to be eligible for U.S. government employment, including selection as a paid or WOC VA trainee. For additional information about the Selective Service System, and to register or to check your registration status visit <https://www.sss.gov/>. Anyone who was required to register but did not register before the age of 26 will need to apply for a Status Information Letter (SIL) and request a waiver. Waivers are rare and requests will be reviewed on a case by case basis by the VA Office of Human Resources Management. This process can take up to six months for a verdict.
  4. **Proof of Identity.** Onboarding requires two source identification documents (IDs) to prove identity. Documents must be unexpired and names on both documents must match. For more information visit: <https://www.oit.va.gov/programs/piv/media/docs/IDMatrix.pdf>. States have begun issuing Secure Driver's Licenses. Be sure yours will be accepted as a Real ID <https://www.dhs.gov/real-id>.
  5. **National Practitioner Data Bank (NPDB).** HPTs who are currently licensed, or who previously held a license in the same or a different discipline, must be screened against the NPDB. Visit the site to perform a self-query and confirm you are eligible for VA appointment. <https://www.npdb.hrsa.gov/>
  6. **List of Excluded Individuals and Entities (LEIE).** The Department of Health and Human Services Office of the Inspector General has compiled a list of individuals excluded from participation in Medicare, Medicaid and all other Federal healthcare programs. Visit the site to confirm you are NOT on this list <https://exclusions.oig.hhs.gov/>.
  7. **Fingerprint Screening and Background Investigation.** All HPTs will be fingerprinted and undergo screenings and background investigations. Additional details about the required background checks can be found at the following website: <http://www.archives.gov/federal-register/codification/executive-order/10450.html>.
  8. **Drug Testing.** Per Executive Order 12564, the VA strives to be a Drug-Free Workplace. HPTs are not drug-tested prior to appointment, however are subject to random drug testing throughout the entire VA appointment period. *The Dayton VA Psychology Postdoctoral Resident Program prohibits the use of marijuana/cannabis, THC, and/or CBD in all circumstances regardless of medical need, the presence of a prescription, the fact that it was obtained over-the-counter, or its legal status.* You will be asked to sign an acknowledgement form stating you are aware of this practice. See item 8 below. Please refer to this link for additional information: [VA Drug-Free Workplace Program Guide for Veterans Health Administration Health Professions Trainees](#)
  9. **TQCVL.** To streamline on-boarding of HPTs, VHA Office of Academic Affiliations requires completion of a Trainee Qualifications and Credentials Verification Letter (TQCVL). An Educational Official at the Affiliate must complete and sign this letter. For post-graduate programs where an affiliate is not the program sponsor, this process must be completed by the VA Training Director. Your VA appointment cannot happen until the TQCVL is submitted and signed by senior leadership from the VA facility. For more information about this document, please visit <https://www.va.gov/OAA/TQCVL.asp>
    - a. **Health Requirements.** Among other things, the TQCVL confirms that you, the trainee, are fit to perform the essential functions (physical and mental) of the training program and immunized following current Center for Disease Control (CDC) guidelines and VHA policy. This protects you, other employees and

patients while working in a healthcare facility. Required are annual tuberculosis screening, Hepatitis B vaccine, COVID vaccine as well as annual influenza vaccine. *Declinations are EXTREMELY rare*. If you are considered medically or religiously exempt from the flu or COVID vaccine, you will be required to wear a mask while in patient care areas of the VA and may be subject to weekly COVID testing or other requirements.

- b. **Primary source verification of all prior education and training** is certified via the TQCVL. Training and Program Directors will be contacting the appropriate institutions to ensure you have the appropriate qualifications and credentials as required by the admission criteria of the training program in which you are enrolled.
10. **Additional On-boarding Forms.** Additional pre-employment forms include the Application for Health Professions Trainees (VA 10-2850D) and the Declaration for Federal Employment (OF 306). These documents and others are available online for review at <https://www.va.gov/oaa/app-forms.asp>. Falsifying any answer on these required Federal documents will result in the inability to appoint or immediate dismissal from the training program.
  11. **Proof of Identity per VA.** VA on-boarding requires presentation of two source documents (IDs). Documents must be unexpired and names on both documents must match. For more information visit: <https://www.oit.va.gov/programs/piv/media/docs/IDMatrix.pdf>

### **Additional information regarding eligibility requirements**

- Trainees receive term employee appointments and must meet eligibility requirements for appointment as outlined in VA Handbook 5005 Staffing, Part II, Section B. Appointment Requirements and Determinations.  
[https://www.va.gov/vapubs/viewPublication.asp?Pub\\_ID=646&FTtype=2](https://www.va.gov/vapubs/viewPublication.asp?Pub_ID=646&FTtype=2)
- Selective Service website where the requirements, benefits and penalties of registering vs. not registering are outlined: <https://www.sss.gov/Registration/Why-Register/Benefits-and-Penalties>

### **Additional specific suitability information from Title 5 (referenced in VHA Handbook 5005):**

(a) *Specific factors.* In determining whether a person is suitable for Federal employment, only the following factors will be considered a basis for finding a person unsuitable and taking a suitability action:

- (1) Misconduct or negligence in employment;
- (2) Criminal or dishonest conduct;
- (3) Material, intentional false statement, or deception or fraud in examination or appointment;
- (4) Refusal to furnish testimony as required by § 5.4 of this chapter;
- (5) Alcohol abuse, without evidence of substantial rehabilitation, of a nature and duration that suggests that the applicant or appointee would be prevented from performing the duties of the position in question, or would constitute a direct threat to the property or safety of the applicant or appointee or others;
- (6) Illegal use of narcotics, drugs, or other controlled substances without evidence of substantial rehabilitation;
- (7) Knowing and willful engagement in acts or activities designed to overthrow the U.S. Government by force; and
- (8) Any statutory or regulatory bar which prevents the lawful employment of the person involved in the position in question.

(b) *Additional considerations.* OPM and agencies must consider any of the following additional considerations to the extent OPM or the relevant agency, in its sole discretion, deems any of them pertinent to the individual case:

- (1)** The nature of the position for which the person is applying or in which the person is employed;
- (2)** The nature and seriousness of the conduct;
- (3)** The circumstances surrounding the conduct;
- (4)** The recency of the conduct;
- (5)** The age of the person involved at the time of the conduct;
- (6)** Contributing societal conditions; and
- (7)** The absence or presence of rehabilitation or efforts toward rehabilitation.

## Post-Doctoral Residency Admissions, Support, and Initial Placement Data

### Internship Program Tables

Date Program Tables are updated: AUGUST 2022

#### **Program Disclosures**

Does the program or institution require students, trainees, and/or staff (faculty) to comply with specific policies or practices related to the institution’s affiliation or purpose? Such policies or practices may include, but are not limited to, admissions, hiring, retention policies, and/or requirements for completion that express mission and values?	No
If yes, provide website link (or content from brochure) where this specific information is presented:	

#### **Post-doctoral Residency Program Admissions**

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:
<p>Link to current VA eligibility requirements:  <a href="#">Resources for Health Professions Trainees Coming to VA   Eligibility and Forms - Office of Academic Affiliations</a></p>
<p><b>Applicants must meet the following prerequisites to be considered for the program and prior to admission:</b></p> <ol style="list-style-type: none"> <li>1. Have a doctoral degree in Clinical or Counseling Psychology from an accredited program or an accredited re-specialization training program in Clinical or Counseling Psychology.</li> <li>2. Applicants must have completed an accredited internship program or have completed a VA-sponsored internship (including a new VA internship that is not yet accredited).</li> <li>3. U.S. citizenship</li> <li>4. Male applicants born after 12/31/1959 must have registered for the draft by age 26</li> <li>5. Selected applicants are subject to fingerprinting and background checks. Selection decisions are contingent on passing these screens.</li> </ol> <p>(For complete information about eligibility for VA appointment see National VA Requirements on page 3.)</p> <ol style="list-style-type: none"> <li>6. VA is a Drug-Free Workplace. HPTs do not undergo pre-employment drug screening. However, they are subject to random drug testing throughout the entire VA appointment period. You will be asked to sign an acknowledgement document stating you are aware of this practice. It should not be assumed that legal recreational use of substances or having a prescription for medical use will make it permissible to fail a drug screen. This site will follow all federal rules and policies and any use could potentially impact your placement and/or completion of internship.</li> </ol>
<p><b>Describe any other required minimum criteria used to screen applicants:</b></p>
<p>Having training and/or clinical experiences in health or community psychology is preferred, but not required.</p>



### Financial and Other Benefit Support for Upcoming Training Year\*

Annual Stipend/Salary for Full-time Residents	\$47,197	
Annual Stipend/Salary for Half-time Residents	N/A	
Program provides access to medical insurance for residents?	Yes	
If access to medical insurance is provided:		
Trainee contribution to cost required?	Yes	
Coverage of family member(s) available?	Yes	
Coverage of legally married partner available?	Yes	
Coverage of domestic partner available?		NO
Hours of Annual Paid Personal Time Off (PTO and/or Vacation)	Yes - 4hrs accrued/2 week pay period (104 hours total)	
Hours of Annual Paid Sick Leave	Yes - 4hrs accrued/2 week pay period (104 hours total)	
In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?	X Yes – to be determined on a case by case basis	
Other Benefits (please describe): Authorized Absence for professional development (e.g., professional presentation, EPPP); 11 annual federal holidays (paid); liability protection		

\*Note. Programs are not required by the Commission on Accreditation to provide all benefits listed in this table.

### Initial Post-Residency Positions

(Provide an Aggregated Tally for the Preceding 3 Cohorts)

	2018-2021	
Total # of residents who were in the 3 cohorts	6	
Total # of residents who remain in training in the residency program	0	
	PD	EP
Academic teaching	0	0
Community mental health center	0	0
Consortium	0	0
University Counseling Center	0	0
Hospital/Medical Center	0	2
Veterans Affairs Health Care System	0	4
Psychiatric facility	0	0
Correctional facility	0	0
Health maintenance organization	0	0
School district/system	0	0
Independent practice setting	0	0
Other	0	0

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.

## **Psychology Setting**

### **Training Setting**

The Dayton VAMC is part of VISN10, which covers the entire state of Ohio and portions of Kentucky, Michigan, and Indiana. The medical center is located at the west edge of Dayton, in Southwestern Ohio. Much of the pastoral setting was preserved while establishing a modern, state of the art comprehensive medical facility. The current medical center complex consists of approximately 60 buildings on about 240 acres. The medical center is also responsible for four Community Based Outpatient Clinics (CBOCs) in Springfield, Ohio, Middletown, Ohio, Lima, Ohio, and Richmond, Indiana.

The Dayton VAMC is an active teaching hospital affiliated with the Boonshoft School of Medicine at Wright State University. It also has numerous other affiliation agreements with colleges, medical centers, medical schools, universities, and training programs throughout the area along with sharing agreements with other medical centers in the area and the Department of Defense.

The Psychology Training Program staff includes more than 30 psychologists of diverse geographic, ethnic, age, academic, and specialty backgrounds. Clinically, the psychologists serve in various areas of the Medical Center, and their activities encompass direct patient care services within Internal Medicine, Primary Care, Extended Care, Rehabilitation Services, and outpatient and inpatient Mental Health. Administratively, psychology does not exist as a separate entity, but rather psychologists work within and report to relevant service lines, primarily the Mental Health Service Line.

The postdoctoral residency program is primarily located in the Primary Care Outpatient Clinic at the Dayton VA Medical Center. Within the Primary Care Outpatient clinic, psychologists function in the context of a co-located, collaborative Primary Care – Mental Health Integration team (PC-MHI). All PC-MHI psychologists are imbedded within their respective Primary Care "teamlets" that include a primary care provider (PCP), RN, LPN, and an MSA. Services include consultation, assessment, brief therapy, and staff education. Treatments offered are brief, evidence-based interventions, crisis/risk evaluation, and psychoeducational groups that are frequently CBT-informed.

Supervising psychologists are active with a variety of clinical functions and activities in support of medical center programs. These include the Psychiatric Consultation & Liaison team (serving inpatient medical units), Diabetes Self-Management Program, Health Promotion/Disease Prevention, Tobacco Cessation, and the MOVE Program. Other training experiences are based on availability including the Hematology/Oncology Clinic, Audiology, and the Sleep Clinic. Supervising psychologists are also involved in provision of specialty type assessments, such as pre-surgical transplantation evaluations.

For more information on the Dayton VA Medical Center, please go to the web site:

<http://www.dayton.va.gov/>

### **Training Model and Program Philosophy**

The postdoctoral residency provides advanced generalist education and training with a focus on provision of services within primary care, behavioral health, and women's health. The training and services provided will occur within the frameworks of Patient Centered Medical Home, women's health, health psychology, and specialty medical clinics. The residents will develop expertise in complementary areas of Health Promotion and Disease Prevention, and specialty

psychological assessments, such as pre-surgical transplantation and bariatric evaluations. The residents will have an opportunity to develop and utilize consultation and behavioral health skills needed while providing mental health services in a primary care and inpatient medical settings.

The training provided is consistent with the Practitioner-Scholar model. The program will produce psychologists who understand and implement evidence-based interventions and use their skills to further contribute to our scientific understanding and literature in the field of psychology.

Residents in our program will develop the clinical, consultation, and behavioral health skills needed to provide patient centered care as part of a multidisciplinary team. Multidisciplinary teams in PC-MHI include primary care physicians, nurse practitioners, pharmacists, psychiatrists, social workers, nurses, nutritionists/dieticians, and administrative staff. Our residents will have the opportunity to train with other students and developing professionals from varying disciplines including but not limited to: pharmacology students and nursing students of varying levels.

The Psychology Training Program recognizes and respects the varied interests, backgrounds, and professional goals residents bring to the postdoctoral residency program. Every effort is made to accommodate career aspirations and provide individualized training plans and opportunities for professional development, including interdisciplinary collaboration, membership in professional organizations, attendance at conferences, and pursuit of research interests, such that residents may further develop unique and specific interests.

## ***Aim***

The overarching aim of the postdoctoral residency is to produce generalist psychologists with advanced competence in health service psychology, with a focus on providing services in a variety of interprofessional settings, including primary care, women's health, and medical settings.

## ***Professional Wide Competencies***

The postdoctoral residency program provides broad, generalist training opportunities reflecting the competencies of psychological practice. The profession wide competencies identified in APA's Standards of Accreditation (see also IR C-8 I) are evaluated across training experiences. The competencies are documented on formal competency evaluation forms.

### **A. Integration of Science and Practice**

Demonstration of integration of science and practice. Respect for and application of scientifically derived knowledge.

- Demonstrate the ability to critically evaluate foundational and current research that is consistent with the program's focus area(s) or representative of the program's recognized specialty practice area.
- Integrate knowledge of foundational and current research consistent with the program's focus area(s) or recognized specialty practice area in the conduct of professional roles (e.g. research, service, and other professional activities).
- Demonstrate knowledge of common research methodologies used in the study of the program's focus area(s) or recognized specialty practice area and the implications of the use of the methodologies for practice.
- Demonstrate the ability to formulate and test empirical questions informed by clinical

problems encountered, clinical services provided, and the clinic setting within which the resident works.

- Demonstrate the substantially independent ability to critically evaluate research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including the host institution), regional, or national level.

## **B. Ethical and Legal Standards**

Responds professionally in increasingly complex situations with a greater degree of independence across settings. Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.

- Be knowledgeable of and act in accordance with each of the following:
  - the current version of the APA Ethical Principles of Psychologists and Code of Conduct;
  - relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
  - relevant professional standards and guidelines.
- Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas as they pertain to the accredited area.
- Conduct self in an ethical manner in all professional activities

## **C. Individual and Cultural Diversity**

Develop the ability to conduct all professional activities with sensitivity to human diversity, including the ability to deliver high quality services to an increasingly diverse population. Demonstrate knowledge, awareness, sensitivity, and skills when working with diverse individuals and communities who embody a variety of cultural and personal background and characteristics.

- Demonstrate an understanding of how one's personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves;
- Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities related to the accredited area including research, training, supervision/consultation, and service;
- 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 their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
- The ability to independently apply their knowledge and demonstrate effectiveness in working with the range of diverse individuals and groups encountered during residency, tailored to the learning needs and opportunities consistent with the program's aim(s).

## **D. Research**

Demonstration of integration of science and practice. Respect for and application of scientifically derived knowledge.

- Engages in scholarly activities that can include research, evaluation and other forms of inquiry
- Applies scientific methods in research activities

## **E. Professional Values, Attitudes, and Behaviors**

Responds professionally in increasingly complex situations with a greater degree of

independence across levels of training. Monitors and independently resolves situations that challenge professional values and integrity

- Conducts self and behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness
- Independently attends to priorities and completes tasks in a timely manner. Attends scheduled meetings/appointments on time.
- Displays consolidation of professional identity as a psychologist; effectively conveys to others the roles/skill set that the psychologist brings to specific settings; demonstrate an emerging professional identity consistent with the Clinical Health Psychology specialty
- Respond professionally in increasingly complex situations with a greater degree of independence
- Accurately self-assesses competence in all competency domains; integrates self-assessment in practice; recognizes limits of knowledge/skills and acts to address them; has extended plan to enhance knowledge/skills
- Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- Self-monitors issues related to self-care and promptly intervenes when disruptions occur; recognizes the importance of health professional self-care in medical settings
- Apply scientific knowledge and skills in Clinical Health Psychology to advocate for equity and access to quality care

#### **F. Communication and Interpersonal Skills**

Responds professionally in increasingly complex situations with a greater degree of independence across levels of training. Demonstrates effective interpersonal skills and the ability to manage difficult communication well. Verbal communication is informative, clear, and appropriate to the audience

- Develops and maintains effective relationships with a wide range of individuals, including colleagues and staff within and outside the immediate workgroup and a wide variety of clients (both internal and external); Demonstrates understanding that patient care is the responsibility of a team of professionals, not a single clinician, and practices accordingly
- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts; uses language appropriate to the patient's and clinician's education and culture; uses visual aids to enhance a patient's and family's understanding of plan of care, intervention, etc.
- Demonstrates effective interpersonal skills and the ability to manage difficult communication well

#### **G. Assessment**

Conducts evidence-based assessment consistent with the scope of Health Service Psychology

- Selects and applies evidence-based biopsychosocial assessment methods appropriate for the patient's physical illness, injury, or chronic health condition/disability; collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment

as well as relevant diversity characteristics of the service recipient; understands strengths and limitations of screening and assessment tools designed for specialty mental health services when adapted for primary care/medical settings

- Independently understands the strengths and limitations of diagnostic approaches and interpretation of results from multiple measures for diagnosis and treatment planning
- Utilizes case formulation and diagnosis for intervention planning in the context of stages of human development and diversity and treatment setting
- Independently and accurately conceptualizes the multiple dimensions of the case based on the results of assessment
- Communicates orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences
- Assesses factors that facilitate or inhibit knowledge, values, attitudes, or behaviors affective health functioning, treatment and treatment adherence and health care utilization of patients, and when applicable, populations
- Assesses the biopsychosocial impact of undergoing medical procedures (e.g., screening, diagnostic, and intervention/prevention procedures)
- Independently applies knowledge of evidence-based practice, including empirical bases of assessment

#### **H. Intervention**

Demonstrates competence in evidence-based interventions consistent with the scope of Health Service Psychology

- Demonstrates the ability to establish and maintain effective relationships with the recipients of psychological services.
- Application of evidence-based intervention specific to the service delivery goals and treatment setting; Application of relevant research literature to clinical decision making
- Displays clinical skills with a wide variety of clients and uses good judgment even in unexpected or difficult situations
- Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.
- Demonstrates ability to identify risk factors for suicide. Demonstrates knowledge of appropriate interventions and procedures for hospitalizing suicidal patients.

#### **I. Supervision**

Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.

- Understands ethical, legal, and contextual issues of the supervisor role to include evaluation, power, responsibility/liability, and imperative
- Demonstrates knowledge of and effectively addresses limits of competency to supervise
- Actively participates in group supervision and didactic trainings; shares professional perspective and knowledge with others in a manner which is helpful and palatable to others
- Applies knowledge of supervision in direct or simulated practice with psychology trainees or other health professionals. Examples of direct or simulated practice examples of supervision include, but are not limited to, role-played supervision with others, and umbrella supervision with other trainees

#### **J. Consultation and Interprofessional/Interdisciplinary Skills**

Intentional collaboration of professionals in health service psychology with other individuals or groups to address a problem, seek or share knowledge, or promote effectiveness in professional activities

- Independently determines situations that require different role functions and shifts roles accordingly to meet referral needs; demonstrates understanding of various contexts of consultation (e.g., patient-centered; consultee-centered; primary care; inpatient medical setting)
- Demonstrate knowledge and respect for the roles and perspectives of other professions.
- Demonstrates beginning, basic knowledge of and ability to display the skills that support effective interdisciplinary team functioning

#### **K. Leadership**

- Demonstrates leadership within an interprofessional team related to clinical practice
- Demonstrates ability to develop or enhance practice, educational program, or program, of research

### **Program Structure**

Residents will participate in a variety of clinical and consultation experiences during the training year. Core clinical activities will include brief individual and group therapy interventions, psychological assessment, and suicide risk assessments. Consultation activities will include curbside consultations with primary care staff and inpatient medical staff, participation in mental health and primary care meetings, and potential educational trainings for staff and psychology interns. Diversity considerations will be emphasized throughout. Residents will participate in didactic and professional development activities, as well as a minimum of two (2) hours of weekly individual supervision.

#### **Supervision**

Supervision is competency and development based, with consideration that residents are mature learners who are expected to perform with increasing degrees of independence throughout the training year. The program encourages open and ongoing contact between supervisor and resident. Residents can expect to receive a minimum of two (2) hours of individual supervision per week and two (2) hours of weekly didactic series, including group supervision/case consultation and seminars. Additional supervision meetings will be set up with relevant psychology faculty for more specialized supervision as appropriate. These additional supervision meetings will depend on the resident's areas of interest and the mutual agreement of the resident and the Director of Training on areas the resident would like to focus on and gain additional skills. Methods of supervision will include direct observation, review of notes, and consultation with other mental health professionals interacting with the resident. Residents may have an opportunity to provide umbrella supervision to psychology interns. Residents will also provide formal didactic presentations to the Dayton VAMC throughout the year.

#### **Method and Frequency of Evaluation**

Each resident is expected to develop and demonstrate certain functional and foundational competencies in clinical skills during the training year. The evaluation process is a yearlong ongoing activity that is done formally and informally through oral and written feedback in the context of direct observation of the resident's activities, during face to face supervision, through review of work samples, and through formal semiannual progress review of the various clinical and professional behaviors. The resident will complete a self-evaluation at the start of the training year and the supervisor(s) will provide a formal written evaluation of the

competencies at the mid- and end-of-the-year points. Successful completion of the program requires the demonstration of these competencies. Satisfying competencies requires demonstration and observation of a level of knowledge and skill expected of a resident who is preparing to enter the practice of psychology as an independent professional.

## **Training Experiences**

COVID-19 Statement: The Dayton VA Psychology Residency Program seeks to provide the highest quality Veteran care, training, and supervision possible. During this time of global pandemic, a variety of adjustments have been made to ensure continuity of clinical services as well as training experiences and supervision. The safety of our patients, staff, and trainees is a top priority. As such, a significant amount of clinical, supervision, and training experiences will be delivered in a “virtual” format for the foreseeable future. Training will be provided in the provision of tele mental health to include both logistical and ethical/clinical considerations. Attention continues to be paid to ongoing changes in laws, directives, and guidance within the field and needed adjustments are being made as appropriate. It is our expectation that both clinical services and training experiences may be modified over time to meet current needs as we navigate new ways of living in this COVID-era. Training experiences may be modified as needed throughout the training year depending on appropriate COVID-19 guidelines. At this facility, trainees and most staff continue to work on site. The majority of the experiences described below are available to residents in both face to face and virtual formats.

We are monitoring information daily from sources to include:  
VA’s Office of Academic Affiliations (OAA)  
VA’s Office of Mental Health and Suicide Prevention (OMHSP)  
American Psychological Association (APA)  
Association of Psychology Postdoctoral and Internship Centers (APPIC)  
Association of State and Provincial Psychology Boards (ASPPB)

Residents will have opportunities to develop and utilize consultation, assessment, diagnostic, and intervention skills while providing mental health and health psychology services in a primary care setting and inpatient and outpatient medical settings. The models for providing the bulk of these services encourage residents to provide services that are evidence-based, timely, strengths-based, and sensitive to the needs of the veteran.

### **Primary Care-Mental Health Integration (PC-MHI)/Women’s Health Clinic (WHC)**

The residents will be members of the Prime Care-Mental Health Integration (PC-MHI) team, working in concert with and under the supervision of the PC-MHI psychologists and in collaboration with the other PC-MHI staff (i.e., psychiatrist, social worker, and RN BHL care manager). This includes the Women’s Health Clinic, which provides gender specific comprehensive primary care and behavioral health services for women veterans. During this clinical experience, the resident will have opportunities to provide:

- Functional assessments
- Brief, evidence-based psychological interventions
- Consultation on pain and polytrauma conditions
- Psycho-educational classes
- Consultation to primary care providers, RNs, LPNs, social workers, pharmacists, and other support staff
- On-call and crisis management services
- Staff education
- Program Development



Clinical Leadership activities, including potential participation in quarterly Women Veterans Health Committee meetings

### **Consultation & Liaison (C&L)**

The residents will spend one (1) day per week for a minimum of 6 months with the inpatient psychiatric Consultation & Liaison team. The residents will have the opportunity to serve in a consultation role for inpatient medical and surgical units throughout the medical center, including the Emergency Department. Within the C&L team, residents may have opportunities to provide:

- Assessment and diagnostic evaluations
- Formulation of recommendations
- Development of intervention strategy
- Facilitation of communication among staff, patients, and family members
- Pre-surgical transplantation evaluations
- On-call and crisis management services

### **Health Psychology/Behavioral Medicine**

The residents will spend one (1) day per week for a minimum of 6 months with the Health Behavior Coordinator. Residents may have opportunities to provide:

- MOVE! (weight management) classes
- Self-management shared medical appointments within various specialty medical clinics (e.g., Congestive Heart Failure, Diabetes-Mellitus, Non-Alcoholic Fatty Liver Disease)
- Tobacco Cessation)
- Audiology (e.g., Tinnitus self-management group)
- Hematology/Oncology

### **Clinical Leadership/Activities**

To assist residents in developing the foundational and functional competency areas, the residents must complete the following activities in conjunction with the supervisor(s) and/or the Director of Training (adequate time will be allotted to accommodate these activities):

1. Program Development: Each resident will propose and execute one (1) of the following:
  - a. *A program to improve clinical functioning of patients or among patients and medical staff or*
  - b. *A project designed to improve patient or professional competence of PC-MHI staff, primary care staff, or other Dayton VAMC staff or*
  - c. *A program evaluation project designed to evaluate a component of an existing psychological or medical service offered through the residency program.*
2. Clinical Supervision: To assist in the development of the reflective practice self-awareness, supervision, ethical-legal standards-policies, and management-administration competencies, the resident will receive instruction in clinical supervision. In addition, the residents may also be provided opportunities to practice performing clinical supervision via umbrella supervision to psychology pre-doctoral interns or practicum level trainees. Residents are also encouraged to participate in Psychology Training Committee meetings.
3. Clinical leadership: The residents will be instructed in management procedures required for operating a clinical service within a primary care setting. Additional opportunities for administrative training may be developed depending on resident

interest and availability.

4. Didactic Series: Residents are expected to attend all scheduled didactics and required to attend at least 85% of the didactic series. This flexibility will allow for missing didactics due to various circumstances, including planned leave taken by the trainee. As part of the didactic series, the residents are required to complete the following activities:

- a. Diversity Case/Article Review
- b. Educational Seminars

5. Grand Rounds: The residents are required to attend two (2) Grand Rounds per residency training year. Grand Rounds are offered by VA Medical Grand Rounds or Wright State Medical School's Psychiatry Department.

6. Caseload: The residents will maintain a caseload and clinical activity sufficient that a minimum of 10 client hours per week of face-to-face, direct service is provided

7. Specialty Assessments: The residents will complete a minimum of two (2) pre-surgical/transplantation evaluations (e.g., renal pre-transplantation, bariatric pre-surgical, spinal cord stimulator pre-surgical).

8. Specialty Clinic: The residents will participate in at least one (1) specialty medical clinic providing brief psychological intervention and/or psychoeducation. Residents may participate in specialty medical clinics such as the Diabetes Self-Management clinic, Audiology clinic, Neurology clinic, Hematology/Oncology clinic, and Sleep clinic.

Other didactic, training, and/or mentoring opportunities will be made available to the residents, including, workshops and seminars held at Wright Patterson Air Force Base, training workshops sponsored by the Dayton Area Psychological Association and the Center for Deployment Psychology, diversity brown bags, VA mental health service educational meetings, and other training/learning opportunities as available throughout the year. Some of the topics presented in the past among these opportunities have included: PTSD and Dementia; ACT; TBI; Sleep Disorders; Motivational Interviewing; Substance Abuse; Eating Disorders; and Borderline Personality Disorder.

### ***Requirements for Completion of Postdoctoral Residency***

The performance and progress of residents will be evaluated using the Competency Evaluation form at the beginning of the year (resident self-evaluation) and supervisor evaluations at the mid-point and end of the training year. Throughout the training year, the resident will receive ongoing evaluation. If, at any point, the supervisor evaluates the resident to be performing at a substandard level, or if the resident scores lower than the minimum required scores in Competency Evaluation form, this will prompt a remediation plan to go into effect. This written remediation plan will be developed by the resident's primary supervisor with the resident's input. The plan will be tailored to meet the specific needs of the resident to enhance the area(s) of substandard performance and to support the resident in meeting the minimum required standards of the residency program. If the resident does not respond to the remediation (i.e., continues to perform at a substandard level), due process procedures will be implemented.

No partial credit is granted regarding the residency program; successful completion of the residency program is an all-or-none decision. Reasonable adjustments may be made to the residency requirements for successful completion if necessary should there be a national emergency, such as COVID-19, that impacts training experiences. That stated, our emphasis on

developing competencies will be our top priority and these will need to be met regardless of any other modifications during the training year.

To successfully complete the residency program, the resident must meet the following minimum requirements:

1. For the end of the training year evaluation period, obtain ratings of at least a minimum level of achievement 3 "Resident has achieved mastery appropriate for independent functioning" in all items for each Goal/Competency area.
2. Execution/completion of the Clinical Leadership/Activities in consultation with the primary supervisor and/or Director of Training (see Training Experiences for further detail of these Clinical Leadership/Activities).
3. Not to have been found to have engaged in any significant ethical/legal transgression during the training year.

## ***Facility and Training Resources***

Each resident will have an assigned work space in the Primary Care Outpatient Clinic. Our medical center includes state-of-the-art computer equipment, with access to the hospital network and Windows-based software, including computerized patient record system (CPRS), VA Vista, and Office-based applications. Internet and intranet LAN connectivity are provided. In the first two weeks, the resident will receive training and orientation on the various computer system and Dayton VA policies and procedures.

The Health Sciences Library provides access to many volumes of professional books and subscribes to over 300 professional journals. Immediate access to a wide variety of online electronic journals is available. Library staff members are experts at completing literature searches and can obtain copies of articles and borrow books from other institutions. Also, the library has an extensive collection of audio, video, and microfilm holdings.

## ***Administrative Policies and Procedures***

***Stipend:*** Residents receive a competitive stipend paid in 26 biweekly installments. VA postdoctoral residency stipends are locality adjusted to reflect different relative costs in different geographical areas. Currently, the stipend for the Dayton VAMC postdoctoral residency is \$47,197 for the one-year position.

***Training year:*** The training year will be from mid-August 2023 to mid-August 2024. It is expected that residents will complete the entire training year.

***Benefits:*** Postdoctoral residents are Health Professional Trainees (HPTs). HPTs directly paid by VA are appointed under authority 38 USC 7405 subsection (a)(1) for a temporary period, not to exceed one year (2080 hours or less). All direct VA-paid HPTs, to include interns, residents, fellows, externs trainees, and students, shall be appointed in one-year intervals, renewable on an annual basis for no more than three years. VA residents are eligible for Federal Employee Health Benefits (for self, married spouse, and legal dependents). Residents may not be eligible for dental or vision insurance. As temporary employees, residents may not participate in VA retirement programs and are not eligible for paid parental leave or FMLA.

***Liability Protection:*** When providing professional services at a VA healthcare facility, VA sponsored trainees acting within the scope of their educational programs are protected from personal liability under the Federal Employees Liability Reform and Tort Compensation Act 28,

U.S.C.2679 (b)-(d).

**Holidays and Leave:** Residents receive 11 annual federal holidays. In addition, residents accrue 4 hours of sick leave and 4 hours of annual leave for each full two-week pay period.

**Professional Development:** Authorized absence (AA) may be given for attendance at educational and/or professional development activities outside the medical center, including conferences, workshops, licensure examinations, and professional meetings, and VA employment related interviews. AA for educational activities counts fully toward the 2080 hour residency. As with annual leave, authorized absence must be worked out in advance with clinical supervisor(s) and the Director of Training.

**Due Process Statement:** It is the practice of the Dayton VAMC postdoctoral residency program to attempt to address all problems and complaints at the lowest possible level, utilizing formal procedures only when standard supervisory approaches have proven unsuccessful in resolving an issue.

As no one set of procedures can be established to cover all potential problem scenarios, emphasis is placed on resolving issues (a) at the lowest possible level, (b) using the least formal means, and (c) in a manner that supports all parties involved. Some situations may require little if any input from the psychology training committee, some events may require formal action immediately, while some situations may involve long term informal monitoring. Professional judgments will be required. In all cases it is important to maintain the identity and integrity of the program. A full copy of the Due Process Policy is available upon request.

**Self-Disclosure:** The Dayton VAMC postdoctoral residency program values self-reflection in professional training. Self-reflection is an integral component of being an effective, compassionate professional. While supervisors vary in the level of self-disclosure they encourage in supervision, some level of self-reflection and self-disclosure is part of the supervisory process. Applicants and residents are encouraged to discuss this issue with prospective supervisors.

As stated in the APA Ethics Code, a resident may be required to disclose personal information if it becomes necessary to evaluate or obtain assistance for the resident whose personal problems are preventing them from performing their training or professionally related activities in a competent manner or posing a threat to students or others.

## **Directions to the Dayton VA Medical Center**

We are no longer hosting any in-person interviews. If you are in the area and would like to visit the campus, please be aware of current coronavirus restrictions. Everyone entering the facility may be screened, and visitors may be limited. Face coverings are mandatory. While you may certainly tour our beautiful historic grounds, please contact us first if you wish to plan a visit. We will not engage in interviewing nor use data from your visit to increase or improve your rankings. While we understand that visiting a facility can help inform your rankings and choices you need to make, it is our goal to maintain fairness and safety for all.

Interstate road 70 runs east-west a few miles north of Dayton. Interstate road 75 bisects Dayton in a north-south direction and US 35 bisects Dayton in an east-west direction. The VA Medical Center is on the west side of Dayton. Visitors are advised to use US 35 west from the I-75 / US 35 interchange. Take US 35 west to Liscum Drive (second traffic light). The medical center is on the right. Building 302 (Outpatient Mental Health) is on the south side of the campus with parking in the rear of the building. If you need further directions, lodging information, or have other questions, please feel free to contact us by telephone or email. Also, a map can be obtained on the Dayton VHA Medical Center Web Site at [https://www.dayton.va.gov/visitors/campus.asp#campus\\_map](https://www.dayton.va.gov/visitors/campus.asp#campus_map).

Note: It is our experience that electronic devices have not been reliable with providing good driving directions on the VA campus. We encourage you to look at a map as the campus is large and it can be easy to get misdirected if you come in by the National Cemetery.

For any history buffs, the Dayton VA was one of the original Soldier's Homes and is now a National Historic Site. For more info check out:

<https://www.dayton.va.gov/about/history.asp>

<https://www.dayton.va.gov/museum/index.asp>



## **Training Staff**

### **Primary Care–Mental Health Integration Supervisors:**

#### **Miller, Lyndsey N.**

Psy.D. Clinical, 2010, Wright State University School of Professional Psychology  
MSCP, Psychopharmacology, 2015, College of Pharmacy University of Hawaii at Hilo  
Program Manager, Primary Care-Mental Health Integration and Neuropsychology  
Director of Training, Psychology Postdoctoral Residency  
National VA CBT-I Consultant  
At Dayton VA Medical Center since 2016  
Licensed Psychologist, State of New Mexico  
Professional Organizations: APA, GPA, APA Divisions 12, 18, 28, 38, & 55  
Clinical Interests: Behavioral Sleep Medicine, Cultural Diversity, Differential Diagnosis, Assessment, Neuroscience  
Research Interests: Health Psychology  
Theoretical Orientation: Cognitive-Behavioral, Integrative

#### **Denninghoff, Christina R.**

Psy.D. Clinical, 2020, Mercer University  
Staff Psychologist, Primary Care – Mental Health Integration  
At Dayton VA since 2019 (internship 19-20, residency 20-21, and now staff)  
Licensed Psychologist, State of Ohio  
Professional Organizations: OPA  
Clinical Interests: Behavioral Sleep Medicine, Assessment  
Theoretical Orientation: Cognitive-Behavioral

#### **Shoenleben, Jacob T.**

Psy.D. Clinical, 2018, Wright State University School of Professional Psychology  
Staff Psychologist, Primary Care – Mental Health Integration  
At Dayton VA Medical Center since 2022 (internship 17-18, residency 18-19, and now staff)  
Licensed Psychologist, State of Ohio  
Research Interests: Obesity and weight management, Behavioral medicine/health psychology  
Clinical Interests: Weight management, pre-bariatric surgery evaluations, behavioral medicine/health psychology, anxiety  
Theoretical Orientation: Cognitive-Behavioral

### **Consultation & Liaison Supervisor:**

#### **Johnson, Jeremy T.**

Ph.D. Clinical, 2012, Sam Houston State University  
Program Manager, Mental Health Acute Care  
At Dayton VA Medical Center since 2014  
Licensed Psychologist, State of Alabama  
Clinical Interests: Differential diagnosis, cognitive assessment, neurocognitive disorders, forensic psychology, risk management  
Theoretical Orientation: Cognitive-Behavioral, Interpersonal

### **Health Psychology Supervisor:**

#### **Verdaguer, Ramon**

Ph.D. Clinical, 1990, Loyola University of Chicago  
ABPP 2004, Clinical Health Psychology

Health Behavior Coordinator

At Dayton VA Medical Center since 1996

Licensed Psychologist, State of Ohio (Illinois -- inactive)

Professional Organizations: Div. 38, APA

Research Interests: Positive psychology

Clinical Interests: Wellness and health promotion, pre-surgical psychological evaluations

**Other Primary Care-Mental Health Integration Staff (non-supervisory):**

**Loranzan, Jeri K.**

Doctor of Social Work in Advanced Clinical Practice (DSW), 2022, University of Alabama

MSW, Clinical 2012, Health Specialization and Child and Family Concentration, Loyola University Chicago

Primary Care-Mental Health Integration and Behavioral Health Laboratory (BHL) SW Care Manager

At Dayton VA Medical Center since 2013

Licensed Independent Social Worker w/ Supervision Designation State of Ohio; Licensed

Master Social Worker Clinical, State of Michigan; Licensed Practical Nurse State of Michigan

Professional Organizations: The American Board of Clinical Social Work

Clinical Interests: Chronic Pain, Complementary and Alternative Treatments for Mental Health Conditions

Research Interests: Treatment of Chronic Pain in an Integrated Setting, Building Resiliency,

Psychosocial Impacts of Vision Loss

Theoretical Orientation: Cognitive-Behavioral, Interpersonal

**Martin, Lisa**

RN, BSN

PC-MHI RN Care Manager

At Dayton VA Medical Center since 2014

**Patzke, Abbie**

Psy.D. Clinical, 2022, Wright State University School of Professional Psychology

Staff Psychologist, PC-MHI and Integrative Medicine

At Dayton VA Medical Center since 2022

Professional Organizations: APA

Clinical Interests: Health Psychology, Chronic Pain, Insomnia, Trauma-Related Disorders,

Children/Families and Foster Care

Theoretical Orientation: Cognitive-Behavioral, ACT, Integrative

**Sondergard, Ryan**

Doctor of Osteopathic Medicine (D.O.), 2015, A.T. Still University

Psychiatric Residency, 2015-2019, Saint Louis University

Board Certified, 2019, American Board of Psychiatry and Neurology

Staff Psychiatrist, Dayton VA Medical Center

At Dayton VA Medical Center since 2022

Clinical Interests: Electroconvulsive Therapy

**Psychology Staff:**

**Aldredge, Jessica Beadel**

Ph.D. Clinical, 2016, University of Virginia

Lead Psychologist

Associate Program Manager, Mental Health Clinic

Evidence Based Psychotherapy Coordinator

At Dayton VA Medical Center since 2019 (internship 15-16)

Licensed Psychologist, State of Ohio and State of Indiana

Clinical Interests: Anxiety and related disorders, trauma-related disorders, cognition, evidence-based practice

Theoretical Orientation: Cognitive-Behavioral

Professional Memberships: ABCT, APS, APA

Google Scholar Link: <https://scholar.google.com/citations?user=88ptUxLfZDUC&hl=en&oi=ao>

**Allen, Jacqueline**

Psy.D. Clinical, 2009, Wright State University of Professional Psychology

Substance Use Disorder Clinic Outpatient Lead

At Dayton VA Medical Center since 2018

Licensed Psychologist, State of Ohio

Professional Organizations: DAPA, EMDRIA

Clinical Interests: PTSD, Substance Use Disorder, Group Therapy, Personality Disorders with primary interest in Anti-Social Personality Disorder

Theoretical Orientation: Cognitive-Behavioral

**Baum, David**

Psy.D. Clinical, 2016, Xavier University

Staff Psychologist, Substance Use Disorder Clinic

(MHR RTP Lead)

At Dayton VA Medical Center since 2015 (internship 15-16)

Licensed Psychologist, State of Ohio

Licensed Independent Chemical Dependency Professional, State of Ohio

Professional Organizations: APA, OPA

Clinical Interests: Substance Use Disorder, Borderline Personality Disorder, Trauma-Related Disorders

Theoretical Orientation: DBT/CBT

**Bischoff, Andrea M.**

Psy.D. Clinical, 2008, Wright State University School of Professional Psychology

Program Director, MHR RTP and Special Emphasis Programs

At Dayton VA Medical Center since 2012

Licensed Psychologist, State of Ohio

Professional Organizations: DAPA, Division 36

Clinical Interests: Primary Care Integration, Behavioral Medicine, Women's Health

Theoretical Orientation: Cognitive-Behavioral

**Bizimana, Albine**

Psy.D. Clinical, 2019, Wright State University School of Professional Psychology

Staff Psychologist, Trauma Recovery Clinic

At Dayton VA Medical Center since 2019

Licensed Psychologist, State of Ohio

Theoretical Orientation: Cognitive-Behavioral

Professional Organizations: DAPA

Clinical interests: Evidence-based treatment for PTSD, anxiety, substance use disorders, acute psychiatry and managing high risk cases, complex trauma; group psychotherapy; supervision, mentorship

Research interests: Trauma-informed models, PTSD, mindfulness-based therapies, treating comorbid dx with PTSD, burnout and compassion fatigue, diversity and inclusion



**Chaffins, Belinda**

Psy.D. Clinical, 2003, Wright State University School of Professional Psychology  
Staff Psychologist, Mental Health Clinic  
At Dayton VA Medical Center since 2010  
Licensed Psychologist, State of Ohio  
Clinical Interests: Sexual Health, Couples, Health and Wellness, Alzheimer's  
Theoretical Orientation: Cognitive-Behavioral and Humanistic

**De Marchis, Massimo**

Psy.D. Clinical, 1987, Wright State University School of Professional Psychology  
Staff Psychologist, Inpatient Psychiatric Unit  
At Dayton VA Medical Center since November 2009  
Licensed Psychologist, State of Ohio  
Licensed Independent Chemical Dependency Counselor (LICDC)  
APA Certificate of Proficiency in the treatment of Substance Use Disorders  
Resident, American Board of Sleep Medicine  
Clinical Interests: General mental health, forensic psychology, addictions, sleeps disorders  
Theoretical Orientation: Cognitive-Behavioral and ACT

**Diehl, Jane A.**

Ph.D. Clinical, 1984, University of Toledo  
Staff Psychologist, Substance Abuse Treatment Program  
At Dayton VA Medical Center since July 2009  
Licensed Psychologist, State of Ohio  
Professional Organizations: Dayton Area Psychological Association, Ohio Psychological Association, American Psychological Association, APA divisions 29, 39, and 42, founding member Caring Connections (association of Dayton women private practice psychologists), International Society for the Psychological Treatment of the Schizophrenias and Other Psychoses  
Clinical and Research Interests: Psychotherapy of schizophrenia and related disorders; other psychoses; dissociative disorders; borderline and other personality disorders; trauma, PTSD; adult children of physical, sexual, and emotional abuse and addictions  
Theoretical Orientation: Psychodynamic, Interpersonal, Cognitive, Eclectic

**Drake, David**

Ph.D. Clinical, 1992, University of North Texas  
Staff Psychologist, Mental Health Clinic  
At Dayton VA Medical Center since 2010  
Licensed Psychologist, State of Ohio and Kentucky  
Professional Organizations: APA  
Clinical Interests: Treatment of depression and anxiety disorders  
Theoretical Orientation: Psychodynamic

**Farr, Kenneth L.**

Ph.D., Clinical, 1996, University of Texas Southwestern Medical Center at Dallas  
Staff Psychologist, Compensation and Pension Service  
At Dayton VA Medical Center since 2016  
Licensed Psychologist, State of Texas  
Clinical Interest: Psychological Assessment, Trauma-related Disorders, Iraq and Afghanistan Veterans  
Theoretical Orientation: Eclectic

**Feiner, Adam J.**

Psy.D. Clinical, 2009, Widener University

MBA, Business Administration, 2010  
Mental Health Intensive Case Management and  
Community Residential Care Programs Manager  
At Dayton VA Medical Center since 2006  
Licensed Psychologist, State of Ohio and Commonwealth of  
Pennsylvania  
Professional Organizations: DAPA, OPA, APA Division 13, APA Division 49  
Clinical Interests: Evidence-based treatment for Serious Mental Illness; Chronic Pain; Depression  
Theoretical Orientation: Acceptance and Commitment / Mindfulness Based Cognitive-Behavioral

**Foster, Mary**

Ph.D. Clinical, 2010, University of Cincinnati  
Neuropsychologist  
At Dayton VA Medical Center since 2021  
Licensed Psychologist, State of Ohio  
Clinical Interests: Neuropsychology, dementia (major neurocognitive disorder), mild  
cognitive impairment (mild neurocognitive disorder)  
Theoretical Orientation: Cognitive Behavioral

**Froemming, Maren W.**

Ph.D. Clinical, 2020, Bowling Green State University  
Military Sexual Trauma Coordinator, Women's Mental Health Champion  
At Dayton VA Medical Center since 2021  
Licensed Psychologist, State of Ohio  
Clinical Interests: Evidence-based treatments, trauma-related disorders, group psychotherapy,  
sexual health  
Theoretical Orientation: Traditional and third-wave cognitive-behavioral

**Garmon, Yolanda T.**

Psy.D. Clinical, 2003, Wright State University School of Professional Psychology  
Program Manager, Psychosocial Rehabilitation and Recovery Center and Family Services Program  
At Dayton VA Medical Center since 2009  
Licensed Psychologist, State of Ohio  
Clinical Interests: serious mental illness; women's issues; multicultural issues; domestic  
violence issues; substance abuse; family/couple therapy; group therapy; geriatric issues  
Theoretical Orientation: Cognitive-Behavioral

**Gootzeit, Joshua**

Ph.D. Clinical, 2014, University of Iowa  
Staff Psychologist, Trauma Recovery Clinic, PTSD Residential Lead  
At Dayton VA Medical Center since 2015  
Licensed Psychologist, State of Ohio  
Clinical Interests: Assessment and treatment of PTSD, EBPs for PTSD, behaviorism,  
acceptance-based treatments  
Theoretical Orientation: Cognitive-Behavioral

**Jackson, Monica**

Ph.D. Clinical, 1993, University of Cincinnati  
Chief Mental Health Residential and Recovery Program  
At Dayton VA Medical Center since 2009  
Licensed Psychologist, State of Ohio  
Professional Organizations: Ohio Psychological Association  
Clinical Interests: Chronic mental illness, substance dependence, women's issues, cultural issues,

trauma

Theoretical Orientation: Cognitive-Behavioral, Psychodynamic

**Merricle-Wurst, Mindy**

Psy.D. Clinical, 2020, Wright State University School of Professional Psychology

Staff Psychologist, Trauma Recovery Clinic

At Dayton VA Medical Center since 2019 (internship 19-20, residency 20-21, and now staff)

Clinical Interests: Evidence-based treatment for PTSD, anxiety, depression, anger management, grief and loss issues, and serious mental illness; group psychotherapy; couples and family therapy, mentorship, program development

Theoretical Orientation: Cognitive Behavioral

**Obert, Kelly S.**

Psy.D. Clinical, 2017, Wright State University School of Professional Psychology

Program Manager, Mental Health Clinic

At Dayton VA Medical Center since 2016 (Internship 16-17)

Licensed Psychologist, State of Ohio

Professional Organizations: OPA, DAPA, Division 38

Clinical Interests: Behavioral Medicine

Research Interests: Health Psychology, Program Evaluation

Theoretical Orientation: Cognitive-Behavioral

**Pike, Danielle**

Psy.D. Clinical, 2019, Chicago School of Professional Psychology

Staff Psychologist, Trauma Recovery Clinic

At Dayton VA Medical Center since 2020

Licensed Psychologist, State of Wisconsin

Professional Organizations: APA; Midwestern Psychological Association

Clinical Interests: Trauma; PTSD; moral injury; gender related issues

Theoretical Orientation: Cognitive-Behavioral, Critical Theory/Feminist

**Perry, Patricia A.**

Psy.D. Clinical, 1996, Wright State University School of Professional Psychology

Staff Psychologist, Community Living Center

At Dayton VA Medical Center since 2008

Licensed Psychologist, State of Ohio (Indiana – inactive)

Professional Organizations: APA

Clinical Interests: Psychodiagnosis, psychopharmacology, resident adjustment to long term care and family caregiver stress, sexual abuse survivor treatment, termination issues in therapy, the development of the therapist over time, managing compassion fatigue, and interdisciplinary collaboration

Research Interests: Evaluating the effective use of supervision, determining competence / proficiency in interviewing, and meeting the needs of an aging population in long-term care settings

Theoretical Orientation: Interpersonal or dynamic case conceptualization with eclectic and integrative interventions

**Rankins, J. LeBron**

Ph.D. Clinical, Kent State University

Staff Psychologist, Home Based Primary Care

At Dayton VA Medical Center since 2013

Licensed Psychologist, State of Ohio and New York

Clinical Interests: Suicide prevention, men's issues, depression and anxiety

Theoretical Orientation: Cognitive-Behavioral and Client Centered

**Rodgers, Rahema**

Psy.D. Clinical, 2006, Wright State University School of Professional Psychology  
ABPP 2013, Clinical Psychology  
Staff Psychologist, Family Services Program  
At Dayton VA Medical Center since 2010  
Licensed Psychologist, State of Ohio  
Professional Organizations: Dayton Area Psychological Association  
Research Interests: Multicultural & Family Issues  
Clinical Interests: Marriage and Family, Assessment  
Theoretical Orientation: Cognitive-Behavioral

**Rodzinka, Kristin J.P.**

Ph.D. Clinical, 2005, University of Arkansas  
ABPP 2013, Clinical Psychology  
Internship Director of Training  
Trauma Recovery Clinic Programs Manager  
VAPTC External Liaison  
VISN 10 PTSD Mentor  
At Dayton VA Medical Center since 2007  
Licensed Psychologist, State of Ohio (Indiana – inactive)  
Professional Organizations: DAPA, AVAPL, VAPTC  
Research Interests: Sexual Trauma; PTSD; Psychology Training; Competency Based Supervision  
Clinical Interests: evidence-based treatment for PTSD, anxiety, depression, personality disorders, and serious mental illness; group psychotherapy; supervision, mentorship  
Theoretical Orientation: Mindfulness Based Cognitive-Behavioral

**Schwendener-Holt, Mary J.**

PhD. Counseling, 1995, Southern Illinois University – Carbondale  
ABPP, 2019, Counseling Psychology  
MDiv 2015, Earlham School of Religion  
Staff Psychologist, Home Based Primary Care  
At Dayton VA Medical Center since 2012  
HSPP Licensed Psychologist, State of Indiana  
Licensed Clinical Addictions Counselor, State of Indiana  
Professional Organizations: American Psychological Association (APA), Indiana Psychological Association (IPA), Dayton Psychology Association (DPA)  
Clinical Interests: general psychotherapy, women's issues, trauma, addictions, dual diagnosis, personality disorders, adult children of dysfunctional families, mindfulness  
Theoretical Orientations: Mindfulness/Acceptance based treatment, interpersonal, psychodynamic, cognitive behavioral, and systems

**Toliver, Janine**

PsyD, Clinical, 2017, Wright State University School of Professional Psychology  
Staff Psychologist, Psychosocial Rehabilitation and Recovery Center  
At Dayton VA Medical Center since 2018  
Licensed Psychologist, State of Ohio  
Professional Organizations: APA  
Clinical Interests: Substance Use Disorders, Insomnia, PTSD, & Grief and Loss, Health Psychology  
Research Interests: Multicultural Issues, Substance Use Disorders, Mindfulness Based Practices, Health and Wellness, Disability  
Theoretical Orientation: Cognitive-Behavioral

**Weathers, M. Troy**

Psy.D. Clinical, 2022, Xavier University

Staff Psychologist, Mental Health Clinic

At Dayton VA Medical Center since 2021 (internship 21-22)

Professional Organizations: DAPA, OPA, ABCT (Military/Veteran and Sexual & Gender Minority SIGs), APA (divisions 18, 44, 50, 55, and 56), GLMA (Health Professionals Advancing LGBT Equity), AVAPL

Research Interests: LGBT, DBT, group psychotherapy, Program Evaluation

Clinical Interests: LGBT, Trauma/PTSD, Addictions/Substance Abuse, group psychotherapy, DBT, suicide prevention and postvention

Theoretical Orientation: CBT, DBT, MI

## **Local Information**

Information about Dayton, OH can be obtained from these websites:

General Information: <https://www.daytonohio.gov/>

Area Metroparks: <http://www.metroparks.org>



Updated September 2022

Theater: <http://www.daytonlive.org>



Minor League Baseball – Dayton Dragons: <http://www.milb.com/dayton>



Updated September 2022

Dayton Art Institute: <http://www.daytonartinstitutue.org>



Downtown Dayton: <http://www.downtowndayton.org>





Updated September 2022

Second Street Market: <http://www.metroparks.org/places-to-go/2nd-street-market>



Front Street Art Collective: <http://www.frontstreet.art>

