

# VA Tennessee Valley Healthcare System



## Doctoral Internship in Clinical Psychology



## DOCTORAL INTERNSHIP SETTING

Founded in the middle of the last century, the VA Medical Centers in Nashville, Tennessee and in Murfreesboro, Tennessee (Alvin C. York Medical Center) were administratively separate institutions for many years. Historically, the medical center in Murfreesboro was a large, long-term psychiatric hospital. In the 1980s an affiliation was established with Meharry Medical School and the center's medical and surgical facilities were extensively upgraded. The Nashville VA Medical Center is adjacent to and has a long-standing affiliation with Vanderbilt University Medical Center. The two medical centers merged administratively, into the VA Tennessee Valley Healthcare System (TVHS), in the late 1990s. TVHS now consists of two campuses, the Alvin C. York Campus and the Nashville Campus, as well as many community-based outpatient clinics, which provide services closer to Veterans who live at a distance from the campuses.

The Nashville VA Medical Center and the Alvin C. York VA Medical Center trained psychology interns as a part of a Consortium since 1980 and 1994, respectively. In 2018, the Consortium dissolved, and the VA at Tennessee Valley Healthcare System has operated as a separate program since that time. When the medical center merger was first contemplated, the psychology sections at both medical centers began working to integrate their training programs, eventually merging into one and funding six intern positions, with a single Training Committee coordinating the training program. In addition to internship, the training program has offered psychology practicum training to students from Vanderbilt University and Tennessee State University.

Over the last several years, TVHS has hired a significant number of new psychologists and

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### PROGRAM WEBSITE:

[Clinical Psychology Programs | VA Tennessee Valley Health Care | Veterans Affairs](#)

**APPLICATIONS DUE:** TUESDAY, NOVEMBER 1, 2023

### ACCREDITATION STATUS:

The VA TVHS internship is accredited as a doctoral internship in health service psychology by the Commission on Accreditation of the American Psychological Association. The next site visit will be in 2029.

Questions related to the program's accreditation status should be directed to the Commission on Accreditation:

**Office of Program Consultation and Accreditation  
American Psychological Association**

initiated new mental health programs. There are currently over 70 licensed clinical psychologists working between the two main campuses. Clinical services are provided in outpatient, inpatient, long-term care, and off-site settings. Veterans are seen by Psychology for a variety of mental health and physical diagnoses. TVHS has a strong tradition of providing excellent mental health care to Veterans.

## **ADMINISTRATIVE POLICIES AND PROCEDURES**

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The internship is full-time for a year beginning July 1, 2024 and ending June 27, 2025. The stipend for the program is \$33,469 for the year, paid biweekly. VA trainee stipends are determined nationally and are locally adjusted based on cost-of-living differences across geographical areas. Interns are required to complete 2080 hours of employment within the training year, and 500 of those will be direct clinical hours. Interns will be supervised throughout the year on their clinical work. Some interns elect to work more than 40 hours; however, if an intern's supervisor is not available, the intern may not engage in any clinical activities.

Benefits include 13 vacation days, 13 sick days, 11 federal holidays as well as any unplanned federal holidays (e.g., days of mourning), up to 5 days of approved educational or professional leave, and the ability to purchase group health insurance, dental insurance, and vision insurance. Malpractice coverage is provided under the Federal Tort Claims Act. Interns can utilize their professional leave (i.e., Authorized Absence) for workshops and presentations with advanced supervisory approval; interns can apply for travel assistance money through the TVHS Education Department for these presentations.

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 a training year, HPTs will be notified of the change and impact as soon as possible and options provided. The VA Training Director for your profession will provide you with the information you need to understand the requirement and reasons for the requirement in timely manner.

Interns are subject to fingerprinting, background checks, and drug screening at the time of hire. Selection decisions are contingent on passing these screens. VA also conducts random drug screening on employees. More specific information regarding drug screening can be found here: [VA Drug-Free Workplace Program Guide for Veterans Health Administration Health Professions Trainees](#)

Additionally, as a condition of appointment, interns must: furnish evidence or a self-certification that they are physically and mentally fit to perform the essential functions of the

training program; have up-to-date vaccinations for healthcare workers as recommended by the Centers for Disease Control (CDC) [Recommended Vaccines for Healthcare Workers | CDC](#); and have undergone baseline tuberculosis (TB) testing per CDC healthcare personnel guidelines [TB Screening and Testing of Health Care Personnel | TB | CDC](#). More information regarding eligibility requirements can be found here: [Am I Eligible? Checklist for VA HPTs](#)

Formal complaint/grievance procedures are included in the doctoral internship handbook which is provided at the beginning of the training year.

## **Internship Program Admissions**

### **APPOINTMENTS:**

- The program has six (6) doctoral internship positions next year. One (1) of the internship positions is designated as a neuropsychology focused position and has a different NMS Match Number. The training year will begin on July 1, 2024 and end on June 27, 2025. A full year of training is required for successful completion.

### **ELIGIBILITY REQUIREMENTS:**

- Enrollment in an APA-accredited doctoral program in clinical or counseling psychology.
- United States citizenship.
- A male applicant born after 12/31/1959 must have registered with the Selective Service by the age of 26 to be eligible for any US government employment.
- Interns are expected to complete all coursework prior to the start of the internship program.

### **APPLICATION REQUIREMENTS:**

- Applicants must submit a completed APPI through APPIC.
- Three letters of recommendation are required, and it is preferred that at least one letter be from a member of your graduate school's faculty.
- No supplemental or additional application materials are required.

### **APPLICATION SUBMISSION PROCEDURE:**

- All application materials should be submitted through the APPIC portal.
- All interns are selected in accordance with the APPIC guidelines.

### **RECRUITMENT/SELECTION PROCEDURES:**

Review of applications will begin immediately following the November 1, 2023 deadline. A subcommittee comprised of the Director of Training, the Assistant Directors of Training, and additional psychology supervisors involved in intern training will be formed to review applicant files, identify candidates for interviews, conduct interviews, and identify top candidates for each position. Identified applicants are interviewed virtually. Applicants will virtually interview with multiple supervisors throughout the interview day at both the Nashville and Murfreesboro sites.

When interviews are completed, a rank-ordered list of applicants is compiled. Applicants not deemed to be a good fit with the internship program are not included in the ranking. The TVHS Internship Program will participate in the APPIC Phase I and Phase II matching process.

Interview dates for the 2023 recruitment cycle will be 12/7/2023, 12/11/2023, 1/9/2024, and 1/19/2024.

Prior to beginning the doctoral internship year, it is necessary for the selected trainee to complete an Optional Application for Federal Employment (OF 612) and a Declaration for Federal Employment (OF 306). During the training year, doctoral interns are responsible for adhering to the policies and procedures of the Psychology Training Program and the Psychology Section. Also, many of the laws, rules, and guidelines that apply to federal employees are also applicable to trainees in federal training positions. For example, interns may be subject to random drug screening. A copy of the policies and procedures of this training program, including grievance procedures, will be made available to internship applicants at the time of their interview and is provided to each trainee during orientation at the beginning of the training year.

## **TRAINING MODEL AND PROGRAM PHILOSOPHY**

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The aim of this doctoral internship program is to provide generalist training that will prepare interns to work as entry level or early career psychologists or fellows within a variety of clinical settings in the VA healthcare system.

### ***SUPERVISED CLINICAL EXPERIENCE***

The program focuses on education and training via supervised clinical experience, placing a priority on training above generation of clinical workload. Interns will receive clinical supervision directly through the Psychology section, with a focus on improving upon their Clinical Psychology skills.

Interns will be provided with adequate clinical experiences and supervision to allow for successful skill acquisition to make the intern eligible for employment or fellowship training. At a minimum, interns will receive a total of four (4) hours of supervision per week. This will include a minimum of two (2) hours of individual, face-to-face supervision per week. Interns will also receive at least one (1) hour of group supervision per week. Other training activities will include weekly didactic presentations, case conferences, treatment team meetings, and *ad hoc* supervision. Interns may also have the opportunity to participate in supervised supervision of lower-level trainees (i.e., practicum students) on select rotations and/or through group therapy experiences.

## ***SUPERVISION AND TEACHING***

Interns may have opportunities to supervise practicum students from Vanderbilt University and/or Tennessee State University. Interns will also be involved in clinical education through supervision and the provision of educational presentations to trainees/residents and possibly psychology staff and staff from other disciplines, such as Psychiatry, Pharmacy, Nursing, etc. Other training opportunities will be made available to interns (as listed below).

## **COMPETENCIES**

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### ***PROGRAM SPECIFIC COMPETENCIES***

VA TVHS interns will have specific clinical experiences and didactics to prepare them for a career in a VA healthcare system. Interns will have the opportunity to work in VA specific clinical settings, such as Primary Care Mental Health Integration (PCMHI), Behavioral Health Interdisciplinary Programs (BHIP), and the Veterans Recovery Center (VRC); while similar models of care may be available in the community, these specific models have been developed especially for the VA and are relatively consistent across VA systems. Additionally, VA TVHS interns will participate in didactics which are focused on VA recognized Evidence Based Psychotherapies (EBPs), VA practice guidelines, and leadership potential within the VA healthcare system. Supervisors will be working from the lens of preparing future VA psychologists when evaluating interns on the specific objectives on the VA TVHS Psychology Internship Evaluation Form.

### ***PROFESSION-WIDE COMPETENCIES***

Interns will be trained and evaluated in the profession-wide competency areas outlined below. Interns will receive formal, written performance evaluations at the end of all rotations by all psychologists supervising a significant portion of the intern's clinical work.

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I.	Research	VI.	Assessment
II.	Ethical & legal standards	VII.	Intervention
III.	Individual and cultural diversity	VIII.	Supervision
IV.	Professional values, attitudes, and behaviors	IX.	Consultation & interprofessional/interdisciplinary skills
V.	Communication & interpersonal skills		



## **PROGRAM STRUCTURE AND REQUIREMENTS FOR COMPLETION**

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Each intern is expected to complete a full year of training that includes a minimum of 2080 hours (including earned sick and annual leave and recognized Federal holidays), although an intern's training goals may result in an internship that exceeds this minimum requirement. Each intern must complete at least 500 hours of direct clinical contact during the training year.

To successfully complete the program, an intern must demonstrate, through the mechanism of supervised clinical practice, a level of competence commensurate with an early career psychologist in all the professional competencies rated by the Training Program. In practice, this will be indicated by supervisor ratings on the Final Performance Evaluation Instrument. For successful completion of the program, interns are required to achieve a minimum average score of 4.0 for each competency. This is described as "Meets early career developmental expectations/Competent to practice: Strong mastery of skills and thorough understanding of concepts. Although weekly supervision is still required by the program, could practice independently but may require consultation for more complex cases." Additionally, the intern must score a minimum of 4 on each of the items in the Ethical and Legal Standards Competency and a minimum of 4 on specific items on the Professional Values, Attitudes, and Behaviors Competency.

The intern must complete at least one research and/or quality improvement project during the training year and present their project at the end of the year on Research Day.

An internship in clinical psychology is an organized and structured sequence of training experiences. The internship program is either successfully completed or not successfully completed. No partial internship "credit" will be certified by the Training Program for any intern who voluntarily leaves or is terminated from the Training Program.

Interns are required to attend at least 80% of required didactics presentations. The required didactics include weekly Neuropsychology Seminar, weekly Internship Didactics, monthly Psychology Grand Rounds, and regular Case Conference. Specific rotations may have other didactics requirements, as well.

### **GENERAL REQUIREMENTS FOR COMPLETION**

- General track interns will complete at least three major rotations throughout the year, and neuropsychology track interns will complete at least two. One or two major rotations may be completed simultaneously depending on rotation requirements. Clinical rotation hours will total 32 hours/week, including 4 hours of supervision.
- 500 direct clinical contact hours
- Didactic seminars – at least 2-3 hours/week
- Case presentation 1 hour/week (each intern will be required to present at least 2 cases

- per year)
- Research/Quality Improvement Project 4 hours/week (includes supervision) with a final product such as a poster, a literature review, treatment manual, etc. Interns are required to do an oral presentation supplemented with a PowerPoint presentation at the annual research day held in the Spring.
- Successful completion of the full year of training, consisting of a minimum of 2,080 employment hours to be completed in no less than one calendar year (including earned sick and annual leave and federal holidays).
- The intern must complete the rotation requirements for each rotation selected for the training year.
- The intern must complete the didactic requirements as specified in the program guidelines which includes the number of educational activities the intern must attend and how many educational presentations must be completed during the training year. This will include at least one presentation in the training program's didactics series for practicum students.

At the end of the training year and once all requirements are successfully completed, the intern will be provided with a certificate of completion stating that they have successfully completed a full year of supervised doctoral training in clinical psychology.

## **FACILITY AND TRAINING RESOURCES**

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Many resources are available to doctoral interns at TVHS. The intern will be provided with a private or shared office equipped with a networked personal computer/laptop. The PCs provide easy access to patients' computerized medical records, email, the internet, and statistical software for research/QI projects. The intern will also have access to printing and copying resources. Now, TVHS employs over 70 full-time Licensed Psychologists within the Psychology Section. Psychology has multiple support staff, including a dedicated program support assistant. Business office scheduling clerks assist the Psychology section with scheduling of appointments. Library access is available to interns through the Medical Center's professional library which includes an extensive on-line catalog and the ability to utilize interlibrary loan services. Multiple group rooms are available, and most are equipped with A/V equipment. Telemental health equipment is readily available in the same buildings as Psychology and in intern clinical offices.

## **TRAINING EXPERIENCES**

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### ***CLINICAL ROTATIONS***

Psychology interns will have the opportunity to rotate through a variety of settings, including: outpatient psychotherapy through Behavioral Health Interdisciplinary Program (BHIP),



Neuropsychology, Transplant, Palliative Care, Community Living Center (CLCs), Dementia Care Center, Pain Psychology, PTSD specialty outpatient clinic, Bariatric Psychology, Oncology, and Inpatient Psychiatry. The internship provides opportunities at various locations which increases the ability of interns to have training experiences in both urban and rural settings; examples of these experiences include Pain Psychology being offered at both the Murfreesboro and Nashville campuses and Primary Care Mental Health Integration being offered at multiple locations. Interns are required to matriculate through *at least* one rotation at each campus (Murfreesboro and Nashville). This means that interns are *required* to spend at least 4 months in Murfreesboro and *may* be required to spend up to 8 months in Murfreesboro.

### ***TIERED SUPERVISION***

Interns may have the opportunity to participate in tiered supervision of practicum students on select rotations and/or through a group therapy experience. Tiered supervision of group therapy entails the practicum student and intern co-leading a group until the practicum student is ready to lead the group independently. The intern provides at least 30 minutes of individual supervision to the practicum student weekly and receives another 30 minutes of supervision by a licensed psychologist. Interns are also integrated into our practicum program through their involvement in a Practicum Didactics series; interns present at least one topic to the practicum students during the year.

### ***PSYCHOLOGICAL ASSESSMENT***

Interns who are not explicitly placed on a rotation that is primarily assessment-based will rotate through a Psychological Assessment Clinic one day per week for four months. The clinic serves veterans in need of psychological assessment with a focus on diagnostic clarification and personality assessment. Veterans complete 3-4 hours of psychological testing that may include a structured interview, personality testing, performance-based tests, and cognitive tests. Feedback is provided to the veteran and referring provider to inform treatment planning.

### ***DIDACTICS***

Interns are required to attend at least 80% of each didactics seminar.

- Neuropsychology Seminar: Every Friday from 8:00 to 9:15am, all interns attend a seminar focused on issues relating to neuropsychology. Topics include functional neuroanatomy, cognitive domains, neurologic and psychiatric disorders, ethical issues, and cultural neuropsychology.
- Didactics Seminar: A didactic seminar is scheduled from 9:30 to 10:30 a.m. every Friday. The presenter may be a faculty member or a professional from the community with relevant expertise. Topics include those that are unique to veterans and the VA, including veteran culture and empirically based psychotherapies (EBPs), competency-based

supervision domains, and a quarterly diversity journal club.

- Case Presentation: Most Fridays, a Case Conference is scheduled from 10:30 to 11:30 a.m. During the Case Conference one intern will present a case with which they are involved. Diversity in case selection is encouraged. A faculty discussant is present to facilitate discussion among the intern class and to share their own case-related expertise with the internship class. Interns are required to present at least two case presentations per training year.
- Psychology Grand Rounds: A monthly didactic seminar is scheduled on the 3<sup>rd</sup> Wednesday of the month for all Psychology interns and staff.
- Other learning experiences: Geropsychology journal club, Neuropsychology journal club, annual TVHS Diversity Conference

### ***RESEARCH OR QUALITY IMPROVEMENT PROJECT***

Interns are required to select a research/quality improvement supervisor to work with on a longitudinal project. Interns and supervisors are free to choose any project they would like to complete during the year. However, it is strongly recommended that the scope of the project matches the time allotted to complete (4 hours/week). Some project ideas that have worked well in the past have included:

- Developing a group treatment manual and assessing treatment outcomes
- Assessing the quality of care in a clinic based on pre- and post-treatment data
- Evaluating outcomes of a new program
- Administering surveys to gather information regarding a specific area of interest
- Completing a literature review on a topic of interest
- Working on an existing project

### ***OPTIONAL ADMINISTRATIVE EXPERIENCE***

Interns who are interested in gaining some experience in Psychology Administrative roles within the VA system may have the opportunity to participate in an Administration Supplementary Experience during the last 4 months of the training year, if certain requirements are met. These requirements include the demonstration of adequate progress on training evaluations and the construction of a clearly outlined plan for meeting the 500-hour clinical requirement by the end of the training year, factoring in this additional 4-hour/week, non-clinical, experience. The nature of this optional experience will vary, depending on the role of the supervisor, but activities may involve participation in ongoing projects, designing and implementing a brief quality improvement project, and/or shadowing the supervising psychologist for a portion of the time if that is deemed to be a beneficial training experience.

## **ROTATION DESCRIPTIONS**

### **Nashville Campus:**

#### **Behavioral Health Interdisciplinary Program (BHIP)**

**Supervisor:** Eric J. Aureille, Ph.D., & Natalie Holt, Ph.D.

**Rotation Setting:** Outpatient Psychotherapy/BHIP clinic provides outpatient care (i.e., psychotherapy and pharmacotherapy) to veterans diverse in age, race/ethnicity, age, socioeconomic status, and other demographic variables. Presenting problems include a wide range of psychopathological conditions (e.g., PTSD, MDD, Bipolar Disorder, Panic Disorder, GAD), grief and loss, adjustment issues, comorbid pathologies including substance use and medical disorders.

**Training:** This rotation provides opportunities for training in the following areas: diagnostic interviewing, report-writing, development of treatment plans, and psychotherapy. Extensive training is provided in Cognitive-Behavioral Therapy (CBT), Cognitive Processing Therapy (CPT), mindfulness-based approaches, and the Unified Protocol for Transdiagnostic Therapy of Emotional Disorders. Interns will enhance skills in functioning as a member of an interdisciplinary treatment team, comprised of psychologists, psychology practicum students, psychiatrists, medical residents, social workers, and psychiatric nurses. This would be an excellent rotation for an intern wishing to develop a broad base of clinical skills for application in multiple career settings including, but not limited to, VA, outpatient clinics, and university-based hospitals.

#### **Neuropsychological Assessment**

**Supervisors:** Maria E. Cottingham, Ph.D., ABPP-CN, Elizabeth A. Fenimore, Ph.D., & Shereen Haj-Hassen, Ph.D.

**Rotation Setting:** The neuropsychological assessment rotation provides an opportunity to learn more about brain-behavior relationships, the field of neuropsychology, various methods of assessment, and the functioning of a neuropsychology service within a medical center setting. Neuropsychology is a consultative service that receives referrals from various sources including neurology, neurosurgery, psychiatry, primary care, and other specialty clinics/services (e.g., transplant). The service primarily provides differential diagnostic assessment and recommendations for treatment, with most patients being seen on an outpatient basis, though there are occasional opportunities for inpatient assessments, as well. Typical cases involve the assessment of cortical and subcortical dysfunction associated with various medical and psychiatric conditions, illnesses, and injuries, including degenerative dementias (e.g., Lewy body,

Alzheimer's, frontotemporal), multiple sclerosis, cerebrovascular disease, epilepsy, traumatic brain injury, "normal aging" memory complaints, PTSD, major depression, and somatic symptom disorders.

**Training:** The neuropsychological assessment format employs a fixed-flexible battery approach, with typical tests including the WAIS-IV, WASI-II, CVLT-3, RBANS, COWAT, D-KEFS, MMPI-2-RF, and others (including multiple performance validity tests). Interns are expected to conduct at least two supervised assessments per week, depending upon their level of experience and training needs. Interns will gain advanced training in conducting a neuropsychological clinical interview, administering and scoring commonly used neuropsychological tests, interpreting the results, developing useful recommendations, writing a comprehensive but relatively brief (4-6 page) neuropsychological report, and providing feedback to patients, families, and other medical staff. Through the clinical cases, neuropsychology seminar, neuropsychology journal club, and outside readings, interns will have the opportunity to gain a deeper understanding of functional neuroanatomy to integrate into the report and recommendations. Supervision includes 2 hours of scheduled individual time, as well as *ad hoc* supervision. Supervision is also provided via written detailed feedback on each of the intern's neuropsychological reports, and this feedback is also gone over with the intern in-person. Because the services provided by neuropsychology are often communicated to the referral source solely in writing, interns will be expected to have, or be willing to develop, excellent written communication skills during the rotation. The overall goal of this rotation is to help the intern gain a broad understanding of brain-behavior relationships that will enhance their general clinical skills. For those who are interested in pursuing post-doctoral neuropsychological training, this rotation will also provide a firm foundation for the post-doctoral residency and eventual board certification. Neuropsychology track interns will spend up to 8 months in this rotation, and at least 4 of those months will be full-time (32 hours per week).

## **Oncology – Mental Health Integration (O-MHI)**

**Supervisor:** Shelby M. Reyes, Ph.D.

**Rotation Setting:** The O-MHI rotation includes primarily outpatient, with the occasional inpatient, work with veterans who have been diagnosed with cancer. The primary hematology-oncology clinic takes place Monday through Thursday mornings, where the intern/psychologist may be contacted for a consultation or warm hand-off. Inpatient appointments occasionally occur if patient is currently in house for chemo treatment and has requested services. Psychotherapeutic interventions may be conducted via telehealth as well.

**Training:** The goal of this rotation is to provide opportunities to build skills to assess and treat the basic psychological, behavioral, and emotional needs of cancer patients across a broad spectrum of diagnoses and stages of disease. This will involve the intern working alongside the

supervising psychologist to provide initial care and assessments through warm hand-offs/same-day access appointments, as well as follow-up psychotherapeutic interventions. Therapeutic services will range from brief focused treatments (i.e., brief CBT-insomnia, brief CBT-chronic pain, brief CBT-anxiety in advanced stage cancer patients) to longer term therapy or supportive services. Interns will learn how to effectively communicate and establish relationships with a diverse group of medical practitioners, nurses, and pharmacological providers. Presenting problems include anxiety, depression, pain management, and grief, among others. Treatment modalities include mindfulness-based interventions, ACT, DBT, CBT, and supportive psychotherapy. Further supervision support can be given for clinical hypnosis, as appropriate.

## **Palliative Care**

**Supervisor:** Daniel Kearns, Psy.D.

**Rotation Setting:** The Palliative Care rotation includes inpatient and outpatient work with veterans who have life-limiting illness including, but not limited to, cancer, ALS, COPD, renal failure, dementia, chronic pain, and cardiac disease. The intern will work alongside the supervising psychologist as a member of an interdisciplinary team comprised of 4 attending Palliative Care physicians, 2 nurse practitioners, a social worker, and a chaplain. The Palliative Care team meets daily at 9:00 to review cases for the day. Inpatient care occurs in all wards of the hospital including 2G, 2N, 3N, the MICU, and on occasion the SICU. The Palliative Care outpatient clinic is scheduled Tuesday through Thursday. Outpatients have often been seen initially in the hospital and then for follow-up in clinic. The intern/psychologist may meet with patients individually or alongside the physician or nurse practitioner. Psychotherapeutic interventions may be conducted via telehealth as well.

**Training:** The intern will gain experience assessing mood, anxiety, PTSD, and decision-making capacity as well as providing psychotherapeutic interventions at bedside. Training experiences can include emotionally challenging situations when the intern may be called upon to provide support to family members in the immediate aftermath of a veteran's death. In the outpatient setting, the intern will assess for psychiatric symptoms and potential barriers to treatment. Immediate feedback will be provided to Palliative Care physicians and nurse practitioner. There are occasions where outpatient psychotherapy will be scheduled outside of the typical Palliative Care outpatient clinic. Presenting problems include PTSD, depression, anxiety, existential crisis, and grief among others. Treatment modalities include supportive psychotherapy, mindfulness-based interventions, CBT, and ACT. Interns are expected to attend Palliative Care journal club and other relevant didactics offered at Vanderbilt and the VA when possible.

## PTSD Outpatient Clinic

**Supervisor:** Kristen Luchene, Psy.D.

**Rotation Setting:** The PTSD Clinic is a specialty clinic, providing outpatient care to veterans who have been referred by various BHIP (Behavioral Health Interdisciplinary Program) providers. Veterans have typically, but not necessarily, served in combat, and range in age from 20s to 80s. Some veterans have experienced military sexual trauma. PTSD treatment within the clinic is not limited to military-related trauma; therefore, it is expected that referred veterans will receive treatment for their most distressing traumatic stressors, which may include non-military sexual trauma or the like. Once a consult is placed, Veterans complete a PTSD evaluation to assess treatment needs and generate recommendations. Next, cases are staffed with an interdisciplinary treatment team, and final treatment recommendations are made. Evidence-based treatments for PTSD are strongly emphasized, including Prolonged Exposure Therapy, Cognitive Processing Therapy, Eye Movement Desensitization and Reprocessing (EMDR) Therapy, and Cognitive Behavioral Conjoint Therapy. The PTSD Clinic also offers a psychoeducational group targeting Veterans who are new and/or ambivalent about PTSD treatment, Veterans who would like to develop better emotional regulation before beginning trauma therapy, and Veterans needing support after their episode of care.

**Training:** This rotation provides opportunities to improve skills in the following areas: diagnostic assessment and cognitive-behavioral therapy in individual and group modalities. Additionally, interns will enhance skills in functioning as a member of interdisciplinary treatment teams. Due to the complexity of referrals within the specialty PTSD clinic, interns typically gain experience in treating wide-ranging comorbid pathologies including depression, substance use, medical disorders and disabilities. Interns will gain experience in evidence-based assessment of PTSD via the CAPS-5, as well as evidence-based treatments for PTSD - either Prolonged Exposure Therapy or Cognitive Processing Therapy. It is expected that interns will either co-facilitate an existing psychoeducational group or develop their own group based on veteran needs and intern preferences and training.

## Transplant Psychology

**Supervisor:** Saundra Saporiti, Psy.D.

**Rotation Setting:** The psychologist on the liver, heart, kidney, and stem cell transplant teams is an integral part of the transplant program at this regional academic transplant center, which operates in conjunction with Vanderbilt University Medical Center. The patients seen are a diverse group in that they are referred to the Nashville VA Transplant Center from all regions of the country, including Puerto Rico, and represent various ethnicities, religious/spiritual backgrounds, and socioeconomic status. They also present with multiple medical and/or



psychiatric disabilities. In this setting, psychological evaluations of potential transplant candidates and their support person(s) are performed. These evaluations involve a diagnostic interview, cognitive and personality assessment, and a collateral interview. The psychologist formulates specific recommendations regarding suitability for transplantation, and possible interventions or behavioral markers which should be met before the candidate is listed. Follow-up regarding the patient's progress in meeting intervention goals is an ongoing part of the evaluation. Results of the evaluation are presented in an interdisciplinary team meeting involving psychologists, transplant physicians, transplant surgeons, nurses, and social workers. Candidacy for transplant is decided at these meetings. In addition to evaluation, psychological interventions (psychotherapy and support groups) are provided for pre- and post-transplant patients and their families/support persons.

**Training:** The intern will perform psychological evaluations of potential transplant candidates and their support person(s). These evaluations may occur in-person or in a virtual format. A goal of this rotation is the objective assessment of the risk of noncompliance, including relapse to smoking and substances of abuse, presence of dysfunctional family systems, presence of psychopathology, and cognitive impairment, any of which might be a barrier to successful transplantation. The intern must learn to communicate and report to non-mental health professionals clearly, both orally and in writing, and to work closely with medical center staff from a variety of disciplines. The intern and the staff psychologist attend team meetings together and are jointly involved in all aspects of the rotation. In addition, the intern will attend support groups for pre- and post- heart and liver transplant patients, as well as provide psychotherapy to pre- and post-transplant patients, as needed. While there is no ongoing research project on this rotation, there is potential for research if the intern is interested in initiating a project.

## **Murfreesboro Campus and Annexes:**

### **Active Management of Pain**

**Supervisor:** Jennifer Moore, Ph.D., HSP

**Rotation Setting:** The Active Management of Pain (AMP) program is in outpatient psychology as a specialty service. Veterans seen in this clinic are typically referred from the Pain Clinic in Murfreesboro, Patient Aligned Care Teams (PACT), the Primary Care-Mental Health Integration (PCMHI) clinics, and Outpatient Psychology (BHIPs). Ultimately, the program is for Veterans who experience chronic pain, and referrals are hospital wide. Regarding group demographics, the majority of members identify as male, age 40 or above, and primarily Caucasian and African American. Additionally,

many are service-connected for mental health issues, such as PTSD or depression, along with other chronic health concerns.

**Training:** This part-time rotation is primarily group education for Veterans living with chronic pain and is co-led with a physical therapist. Group topics include, but are not limited to, education regarding the pain cycle, relaxation techniques (e.g., mindfulness, progressive muscle relaxation), ways to communicate with others about their pain experience, shifting thoughts to improve mood, and ways to safely increase physical movement for muscle resiliency. Group sessions are held for 8 weeks, and group lasts approximately 2 hours, with 4 to 7 members. Both face-to-face (York campus only) and virtual options are available for Veterans. Prior to admission to group, each individual meets with the pain psychologist/intern and physical therapist for screening purposes. Following completion of this part-time rotation, interns will have increased understanding of group dynamics within a health care setting, as well as the impact of psychosocial factors on the experience of chronic pain. Additionally, interns will also have more understanding of interdisciplinary care and the process of shared medical appointments.

## Geropsychology

**Supervisor:** Elizabeth Thomas, Ph.D.

**Rotation Setting:** The intern will work primarily with older veterans for assessment and intervention services. Most of the veterans seen on this rotation reside on one of the Community Living Centers (CLCs) at this VAMC. The CLCs provide comprehensive, interdisciplinary care to veterans with various needs, such as short-term rehabilitative care and long-term skilled nursing care, including dementia related care.

**Training:** Interns will complete diagnostic interviews, brief cognitive assessments, capacity assessments, and individual and group therapy, as well as assist in the development of positive contingency plans with veterans. As a minor rotation, all work will be with CLC residents. If chosen as a major rotation, interns could have additional responsibilities including outpatient psychotherapy and involvement with REACH VA (a brief intervention for caregivers of veterans with dementia).

## MOVE! Bariatric Health

**Supervisor:** Umieca N. Hankton, Ph.D.

**Rotation Setting:** MOVE! is VA's national weight management program developed for Veterans by the National Center for Health Promotion and Disease Prevention (NCP). MOVE! is an evidence-based self-management program focusing on health and wellness through healthy eating, physical activity, and behavior change. Active participation in MOVE! reduces health risks, prevents or reverses certain diseases, and improves quality of life. The MOVE! program functions as a multi-disciplinary team of physicians, psychologists, registered dietitians/nutritionists, clinical pharmacists, and registered nurses who support Veterans in learning practical tools and strategies to lose weight, keep it off, and improve their health.

**Training:** Interns will conduct weekly bariatric/psychosocial intakes, bariatric psych evaluations, brief one-on-one health education sessions, and facilitation of weekly comprehensive lifestyle health workshops (6 of 18 modules) and support groups. Interns will attend the monthly bariatric treatment team meetings and weekly supervision with their rotation supervisor.

## Pain Psychology

**Supervisor:** Daniel Broderick, Ph.D.

**Rotation Setting:** The psychology pain clinic is in outpatient psychology as a specialty service. Veterans seen in this clinic are typically referred from the Pain Clinic in Murfreesboro, the Primary Care Mental Health Integration (PCMHI) clinics, and Outpatient Psychology (BHIPs), and other specialty mental health clinics (e.g., PTSD clinic, HPDP). Veterans seen in this clinic vary in age (early 20s to 70s) and socioeconomic status. Veterans most commonly identify as Caucasian or African American. The most common area of pain is the low back, although, Veterans with pain in other areas of the body as well as those who experience pain spread throughout the body have been seen. While chronic pain is the entry point diagnosis; depression, anxiety, grieving the loss of functioning, substance use, PTSD and other medical challenges are often co-occurring. Interns function as a member of the Interdisciplinary Outpatient Chronic Pain Team. Having a foundation in an integrative approach to treating pain will be useful to your career in psychology as it is a common issue in aging. If you are looking to work in the area of Health Psychology or Mind – Body Medicine, this rotation is significant.

**Training:** This rotation focuses on the role of psychology in chronic pain management. Individual and group therapy modalities teach Veterans how to cope with chronic pain conditions and engage in effective self-management methods for symptoms. Treatment options are primarily based on cognitive behavioral principles. Motivational Interviewing (MI) and Acceptance and Commitment Therapy (ACT) skills will also be developed. Following completion

of the rotation, interns will demonstrate understanding of the biopsychosocial model of chronic pain and utilize an evidence-based approach to assessment and treatment. Interns will be proficient in conducting a diagnostic clinical interview, developing a strong conceptualization of the case, and making appropriate recommendations for treatment. Interns will be able to effectively communicate results of assessments to Veterans, family members, and across disciplines to providers involved in the Veteran's care. Interns will demonstrate proficiency in the cognitive behavioral treatment of chronic pain.

Other opportunities include learning to do Spinal Cord Stimulator Pre-Surgical Evaluations and Ketamine Infusion Evaluations. Interns may have the opportunity to co-lead a pain management group based on Mindfulness Based Stress Reduction that integrates Problem Solving, MI, and ACT skills. Introduction to biofeedback may also become available pending VA COVID-19 restriction status.

## **PTSD Outpatient Clinic**

**Supervisor:** Joseph Paul, Psy.D.

**Rotation Setting:** The PTSD Clinic is a specialty clinic, providing outpatient care to veterans who have been referred by various BHIP (Behavioral Health Interdisciplinary Program) providers. Veterans have typically, but not necessarily, served in combat, and range in age from 20s to 80s. Some veterans have experienced military sexual trauma. PTSD treatment within the clinic is not limited to military-related trauma; therefore, it is expected that referred veterans will receive treatment for their most distressing traumatic stressors, which may include non-military sexual trauma or the like. Once a consult is placed, Veterans complete a PTSD evaluation to assess treatment needs and generate recommendations. Next, cases are staffed with an interdisciplinary treatment team, and final treatment recommendations are made. Evidence-based treatments for PTSD are strongly emphasized, including Prolonged Exposure Therapy, Cognitive Processing Therapy, Eye Movement Desensitization and Reprocessing (EMDR) Therapy, and Cognitive Behavioral Conjoint Therapy. The PTSD Clinic also offers a psychoeducational group targeting Veterans who are new and/or ambivalent about PTSD treatment. These Veterans are typically referred to the group prior to placement of a consult for treatment with the PTSD Clinical Team.

**Training:** This rotation provides opportunities to improve skills in the following areas: diagnostic assessment and cognitive-behavioral therapy in individual and group modalities. Additionally, interns will enhance skills in functioning as a member of interdisciplinary treatment teams. Due to the complexity of referrals within the specialty PTSD clinic, interns typically gain experience in treating wide-ranging comorbid pathologies including depression, substance use, medical disorders and disabilities. Interns will gain experience in evidence-based assessment of PTSD via the CAPS-5, as well as evidence-based treatments for PTSD, either Prolonged Exposure Therapy or Cognitive Processing Therapy. It is expected that interns will either co-facilitate an existing

psychoeducational group or develop their own group based on veteran needs and intern preferences and training.

### **Primary Care Mental Health Integration Clinic (PC-MHI)**

**Supervisor:** Brandon Baker, Ph.D.

**Rotation Setting:** The primary focus of this rotation is to gain experience as a functioning member of a primary care mental health integration (PCMHI) team. PCMHI provides same day mental health care to Veterans who are seen in a primary care setting. The team includes psychologists, social workers, prescribing practitioners, nurses, peer support specialist, and medical support assistants. The intern on this rotation will function as a fully integrated mental health care provider within a primary care setting. The PCMHI intern works alongside the Patient Aligned Care Teams (PACT) (physicians, nurses, and medical support assistants) delivering well rounded patient care. The PCMHI team operates within the primary care space and “huddling” with PACT teams daily to review care needs.

**Training:** The PCMHI intern will gain experience in providing care to a wide range of mental health needs. A goal of this rotation is to establish skills providing brief mental health care and working to motivate veterans to improve their overall health. This is accomplished through warm handoffs, completing brief assessments, utilizing measurement-based care, engaging in brief evidence based care, and aiding veterans as they take their first steps in utilizing mental health care.

Throughout this rotation, the intern will develop the ability to provide brief care as well as identify care needs that may require a higher level of mental health care. The intern will work with veterans diagnosed with a range of co-morbid psychological and medical disorders and address varying clinical presentations, including sleep disturbances, chronic pain, and adjusting to chronic illness. PCMHI interns will have opportunities to provide group care, individual care, and education to multiple types of care providers.

### **Psychiatric Inpatient Rotation**

**Supervisors:** Melissa Broome, Ph.D., & Lisa Lively-Brindley, Ph.D.

**Rotation Setting:** The Inpatient Rotation involves working on two, 30-bed acute psychiatric units. The patient population is 90% male and ranges in age from 18 – 85. In addition to psychiatric admissions, the acute unit also functions as the detoxification unit for the Addiction Medicine program. There are 6 treatment teams consisting of a psychiatrist, clinical pharmacy

specialist, social worker, utilization management nurse, and charge nurses from both units. These teams meet daily with the patients and are supplemented by nursing staff, psychiatric residents, and medical students. Admissions are assigned on a rotational basis. Lengths of stay vary from a few days to several months. Psychology works by consultation.

**Training:** The intern is responsible for individual psychotherapy cases. Interventions are time-limited and focused. Patients are referred for issues such as PTSD, depression, anxiety, grief, coping skills training, anger management, and relaxation training. The intern is expected to attend treatment team meetings when their patients are seen and/or discussed. There is also an opportunity for group therapy to be conducted. In addition, the intern can perform a variety of cognitive and personality assessments. Timely documentation in the computerized record is expected, as is verbal communication with the treatment team.



## TRAINING FACULTY

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**Eric Aureille, Ph.D.**

University of Minnesota

Internship: Tufts School of Medicine/Boston VAMC Consortium

Interests: PTSD, Anxiety Disorders, Forensic Psychology

### **Brandon Baker, Ph.D.**

University of North Texas/University of North Texas Health Science Center Consortium, 2013

Internship site: TVHS

Primary interests: Integrative Medicine Practice and Interdisciplinary Education



**Erica Barnes, Psy.D.**

Indiana University

Internship: Atlanta Psychological Services

Interests: Trauma, Dialectical Behavior Therapy, Readjustment/Reintegration Issues, Depression, Anxiety, Supervision



**Dan Broderick, Ph.D.**

Ball State University

Internship: West Haven VA Medical Center

Primary interests: the change/transformation process, mind-body connections/brain and behavior, lifestyle and mental health, the interface of spirituality and psychology, whole health, health psychology, biofeedback, mindfulness-based stress reduction, cognitive behavior therapy for chronic pain, cognitive behavior therapy for insomnia, acceptance and commitment therapy



**Melissa Broome, Ph.D.**

University of Missouri-St. Louis

Internship: Missouri Health Sciences Center Psychology Internship

Interests: Trauma, Substance Use Disorders, Dual Diagnosis, Clinical Training, Intra-Professional Collaboration, Health/Rehabilitation Psychology



**Maria Cottingham, Ph.D., ABPP-CN**

Fuller Graduate School of Psychology

Internship: Yale University School of Medicine

Interests: Neuropsychology, Neuropsychology of Psychiatric Illness, Differential Diagnosis of Dementias, Performance Validity, Ethnocultural Bias in Neuropsychological Testing, Neuropsychology with LGBTQ individuals



**F. Nicholas Denton, Ph.D.**

University of Kentucky

Internship: Southeast Louisiana Veterans Health Care System, New Orleans, LA

Interests: Personality testing, LGBT health care, Health psychology, Cognitive behavioral therapies

**Jennifer Devan, Ph.D.**

Pacific Graduate School of Psychology

Internship: Vanderbilt-VA Psychology Internship Consortium

Interests: Health-Promotion and Disease-Prevention, Health Psychology, Motivational Interviewing, Acceptance and Commitment Therapy, Shared Medical Appointments, Health Coaching, Patient Chronic Disease Self-Management, Health Behavior Change Issues such as Tobacco Cessation and Weight Management

**Emma Diaz, Ph.D.**

Southern Illinois University Carbondale

Internship: Vanderbilt University Counseling Center

Interests: Trauma, MST, Women's Health, Counseling Diverse Identities, Training and Supervision

**Elizabeth Fenimore, Ph.D.**

Pacific Graduate School of Psychology

Internship: Cincinnati VAMC

Interests: Posttraumatic Stress, Neuropsychology, Rehabilitation, Geropsychology



**Scott Fernelius, Ph.D.**

Ball State University

Internship: VA Gulf Coast Veterans Health Care System

Interests: trauma, substance use disorders, psychology of disability, diversity (specifically microaggressions and disability)

**Shereen Haj-Hassan, Ph.D.**

Tennessee State University

Internship: Phoenix VA Health Care System

Clinical interests: Neuropsychological assessment, performance and symptom validity testing, differential diagnosis of dementia, cognitive compensatory interventions



**Umieca N. Hankton, Ph.D.**

University of Mississippi

Internship: University of Memphis

Interests: Bariatrics/Healthy living, DEI, LGBTQ+, group therapy, trauma-focused treatment, stress management



**Natalie Heidelberg, Ph.D., ABPP**

Auburn University

Internship: Vanderbilt-VA Psychology Internship Consortium

Interests: Geropsychology, Interprofessional Care, Health Psychology

**Vivian Justice, Ph.D.**

Sam Houston State University

Internship: Wyoming State Hospital

Interests: Threat assessment in healthcare environment, threats from within the workplace vs. outside threats, threat reporting in a large facility



**Daniel Kearns, Psy.D.**

Florida Institute of Technology

Internship: Vanderbilt-VA Psychology Internship Consortium

Interests: Chronic illness, Chronic Pain, Acceptance and Commitment Therapy



**Eun Ha Kim, Ph.D., ABPP**

University of Mississippi

Internship: Charlies Norwood VAMC and Medical College of Georgia

Interests: Cognitive behavior therapy, evidence-based treatment, health psychology, interprofessional healthcare, psychological treatment for headache management, psychology training



**Gillian LaRue, Psy.D.**

Wright State University

Internship: Central Regional Hospital

Interests: serious mental illness, multicultural and diversity issues in clinical psychology, social justice advocacy



**Lisa Lively-Brindley, Ph.D.**

Auburn University

Internship: Colorado State University Health Network

Interests: GLBTQ, anxiety, trauma



**Jennifer Moore, Ph.D.**

Auburn University

Internship: University of Memphis Counseling Center

Interests: diversity/multicultural encounters, grief, identity-formation, attachment styles



**Reisha Moxley, Ph.D.**

University of Georgia

Internship: Johns Hopkins University Counseling Center

Interests: service to minoritized populations



**Monicah Muhomba, Ph.D.**

University of Kentucky

Internship: University of Memphis

Interests: DBT, mindfulness, meditation, MBSR, supervision

**Amy M. Owen, Ph.D.**

Auburn University

Internship: White River Junction VAMC

Interests: PTSD, Evidence-Based Treatments, Couples Therapy, Psychodynamic Therapy, Supervision

**Erika Pacheco, Psy.D.**

Nova Southeastern University

Internship: Miami VAHS (Geropsychology Track)

Interests: women veterans, serious mental illness, trauma, evidence-based and structured approaches, diversity/multicultural issues, VA Quality Improvement projects, in-depth case studies, in-depth literature reviews of relevant topics



**Saundra Saporiti, Psy.D.**

Nova Southeastern University

Internship: VA Gulf Coast Veterans Healthcare System

Interests: Psychological Aspects of Organ Transplantation, Behavioral Medicine and Health Psychology, Trauma

**Niki Terranova, Psy.D.**

The Chicago School of Professional Psychology (Washington DC)

Internship: Tennessee Valley Healthcare System

Interests: Women's reproductive mental healthcare, Female Trauma, LGBTQ+ issues, Reintegration into civilian life after serving



**Elizabeth Thomas, Ph.D.**

University of Tennessee-Knoxville

Internship: Southeast Louisiana Veterans Healthcare System (New Orleans VA)

Interests: Geropsychology, Non-pharmacological interventions for dementia, Meaning Making in Older adulthood, Links between psychological trauma and development of neurocognitive disorders, caregiver support for dementia, clinical hypnosis

**Caitriona Tilden, Ph.D.**

Palo Alto University

Internship: Tennessee Valley Healthcare System

Interests: SMI, Psychosis, Co-occurring schizophrenia and PTSD, Recovery oriented care, Psychosocial stressors



**Lauren Vanhusen, Ph.D.**

Southern Illinois University Carbondale

Internship: Hines VA Medical Center

Interests: Integrated care, Pain psychology, CBT-I, Goals of care conversations, ACT, Mindfulness



**Erica S. White, Ph.D., ABPP**

University of Michigan- Ann Arbor

Internship: University of Michigan- Ann Arbor

Interests: Cultural Diversity in Psychotherapy and Supervision, Interpersonal Psychotherapy

**Angela White-Rahmon, Ph.D.**

The Pennsylvania State University

Internship: The Pennsylvania State University

Interests: Stigma reduction, identity development, gender role socialization, trauma and recovery, spirituality



## ***CURRENT AND FORMER INTERNS***

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### ***2023-2024***

**Ilana Engel** – University of Kansas

**Emily Fannick** – Philadelphia College of Osteopathic Medicine

**Chaniqua Mazyck** – University of Houston

**Marla Moss** – Kansas City University

**Shaneika Smith-Hutchinson** – Fielding Graduate University

**Matthew Wallace** – Fuller Graduate School of Psychology



### ***2022-2023***

**Mattie Biggs** – Baylor University

**Valery Bodziony** – University of Louisville

**Ana Cueli** – Nova Southeastern University

**Sheela Joshi** – Nova Southeastern University

**Rebecca Skadberg** – University of Tennessee, Knoxville

**Christina Thomas** – Spalding University



### ***2021-2022***

**Audryn Andreoli** – Florida Institute of Technology

**Abigail Baker** – Saint Mary's University of Minnesota

**Sydney Black** – Spalding University

**Genifer Goldsmith** – William James College

**Kimia Kaviani** – Chicago School of Professional Psychology at Xavier University of Louisiana

**Erin Sivertsen** – Chicago School of Professional Psychology, Chicago



## **2020-2021**

**Agustina Badino**- Carlos Albizu University

**Nardin Michaels**- Spalding University

**Ian Michaels**-University of Detroit, Mercy

**Samantha Nagy**- Philadelphia College of Osteopathic Medicine

**Dayana Rodriguez**- Nova Southeastern University

**Caitriona Tilden**- Palo Alto University



## **2019-2020**

**Jessica Fett**- William James College

**Ashley Head**- The Chicago School of Professional Psychology

**Hillary Henize**- Spalding University

**Alexandra Teller**- University of Southern Mississippi

**Clara Thompson**- Carlos Albizu University

**Kelsee Tucker**- University of Houston



## **TRAINING LEADERSHIP TEAM**

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**Director of Training** – Maria E. Cottingham, PhD, ABPP-CN

**Assistant Director of Training** – Eun Ha Kim, PhD, ABPP

**Assistant Director of Training** – Jennifer Moore, PhD

**Program Support Assistant** – Porsha Pope



## LOCAL INFORMATION

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Middle Tennessee is a quickly growing area of Tennessee that allows for the perfect mix of both city and country living. Nashville, AKA “Music City”, is the largest city in Tennessee and offers scores of live music venues (not just country and bluegrass), a fantastic dining scene, museums and fine arts, three professional sports teams, and plenty of other entertainment options. Murfreesboro, Clarksville, and Chattanooga are all growing smaller cities in the area with a variety of cultural offerings and opportunities for recreation, whether it’s hiking Lookout Mountain or exploring the Riverwalk in Clarksville. Middle Tennessee is also rich with universities across the region offering educational and cultural opportunities for students and locals alike.



While our cities offer many exciting opportunities, it’s also easy to escape the hustle and bustle of city life and be out in the country here in Middle Tennessee. Whether it’s living just outside the city limits to enjoy a relaxing lifestyle (and lower housing costs), a daytrip hiking in the plentiful local parks and forests, or a longer trip to the wilderness, Middle Tennessee has plenty of space to explore and live. We have all 4 seasons here, each with distinctive and gorgeous weather and scenery. Our winters are definitely southern winters though, where a half inch of snow can shut down the schools and temperatures in the upper 20’s are considered quite cold.





Middle Tennessee is also centrally located and within easy driving distance to many other cities and vacation destinations. BNA recently expanded and offers generally reasonably priced flights across the nation and internationally, including nonstop flights to London. Tennessee has no state income tax so that can be a benefit for many reasons, including having some spending money to enjoy all the nearby destinations.



TVHS has a large mental health staff that is vibrant, diverse, and friendly so you will be joining a wonderful team. While many of us are not originally from the South, you will find that we love to demonstrate our southern hospitality in welcoming new trainees.



## Internship Program Admissions, Support, and Initial Placement Data Date Program Tables are updated: 09/01/2023

### Program Disclosures

As articulated in Standard I.B.2, programs may have “admission and employment policies that directly relate to affiliation or purpose” that may be faith-based or secular in nature. However, such policies and practices must be disclosed to the public. Therefore, programs are asked to respond to the following question.

<b>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.</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>If yes, provide website link (or content from brochure) where this specific information is provided: N/A</b>	

## Internship 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 intern selection and practicum and academic preparation requirements:**

The aim of this doctoral internship program is to provide generalist training that will prepare interns to work as entry level or early career psychologists or fellows within a variety of clinical settings in the VA healthcare system. The TVHS internship training program seeks applicants who have a strong interest in working within a large, complex, and diverse VA medical center.

**Does the program require that applicants have received a minimum number of hours of the following at time of application? If Yes, indicate how many:**

<b>Total Direct Contact Intervention Hours:</b> Yes	<b>Amount:</b> 550 Total Intervention/Assessment
<b>Total Direct Contact Assessment Hours:</b> Yes	<b>Amount:</b> 550 Total Intervention/Assessment

**Describe any other required minimum criteria used to screen applicants:**

The applicant must come from an APA-approved Clinical Psychology or Counseling Psychology Program and have a minimum of 550 Total Assessment and Intervention hours. Additionally, federal employment requires that applicants be US Citizens, and male applicants born after 12/31/1959 must have registered with the Selective Service by the age of 26.



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

<b>Annual Stipend/Salary for Full-time Interns</b>	33,469	
<b>Annual Stipend/Salary for Half-time Interns</b>	N/A	
<b>Program provides access to medical insurance for intern?</b>	<b>Yes</b>	No
<b>If access to medical insurance is provided:</b>		
<b>Trainee contribution to cost required?</b>	<b>Yes</b>	No
<b>Coverage of family member(s) available?</b>	<b>Yes</b>	No
<b>Coverage of legally married partner available?</b>	<b>Yes</b>	No
<b>Coverage of domestic partner available?</b>	<b>Yes</b>	No
<b>Hours of Annual Paid Personal Time Off (PTO and/or Vacation)</b>	13 working days	
<b>Hours of Annual Paid Sick Leave</b>	13 working days	
<b>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?</b>	<b>Yes</b>	No
<b>Other benefits (please describe):</b>		
Five (5) professional days to be used for professional meetings and workshops, dissertation related activities, job interviews, etc.		

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

**Initial Post-Internship Positions**  
(Provide an Aggregated Tally for the Preceding 3 Cohorts)

	<b>2019-22</b>	
<b>Total # of interns who were in the 3 cohorts</b>	18	
<b>Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree</b>	0	
	<b>PD</b>	<b>EP</b>
<b>Academic teaching</b>	N/A	N/A
<b>Community mental health center</b>	N/A	N/A
<b>Consortium</b>	N/A	N/A
<b>University Counseling Center</b>	N/A	N/A
<b>Hospital/Medical Center</b>	2	N/A
<b>Veterans Affairs Health Care System</b>	12	1
<b>Psychiatric facility</b>	N/A	N/A
<b>Correctional facility</b>	N/A	N/A
<b>Health maintenance organization</b>	N/A	N/A
<b>School district/system</b>	N/A	N/A
<b>Independent practice setting</b>	3	N/A
<b>Other</b>	N/A	N/A

**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.**