

Updated August 1, 2023

Psychology Internship Program



White River Junction VA Medical Center

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<http://www.whiteriver.va.gov/careers/psychologytraining.asp>

MATCH Number: 174111

Applications Due: November 7, 2023

Accreditation Status

The predoctoral internship at the **White River Junction VA Healthcare System** (WRJ HCS) has been accredited by the Commission on Accreditation of the American Psychological Association. Per the commission, site visits have been pushed back a year due to the pandemic. The next site visit, initially planned for 2023, will be in 2024.

Application & Selection Procedures

General Qualifications: A candidate for the WRJ HCS Psychology Internship Program must be:

- a U.S. citizen,
- a student in good standing in an APA-accredited clinical or counseling psychology doctoral program,
- approved for internship status by their graduate program training director,
- a male applicant born after 12/31/1959 must have registered for the Selective Service System by age 26 to be eligible for any US government employment, including selection as a paid VA trainee,
- Interns and Fellows are subject to fingerprinting and background checks; match result and selection decisions are contingent on passing these screens, and
- VA conducts drug screening exams on randomly selected personnel as well as new employees.

The WRJ HCS encourages applications from diverse backgrounds inclusive of racial and ethnic diversity, all genders and sexual orientations, and persons with disabilities.

The WRJ VAHCS believes in the mission of the Veteran's Healthcare Administration (VHA): "To fulfill President Lincoln's promise to care for those who have served in our nation's military and for their families, caregivers, and survivors."

The WRJ HCS Psychology Internship Program abides by all APA guidelines and requirements. Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation

American Psychological Association

750 1st Street, NE, Washington, DC 20002

Phone: (202) 336-5979/E-mail: apaaccred@apa.org

Web: www.apa.org/ed/accreditation

The WRJ HCS is also a member of the Association of Psychology, Postdoctoral and Internship Centers (APPIC) and participates in the National Matching Service (www.natmatch.com/psychint/) and abides by the APPIC guidelines as set forth in the APPIC MATCH POLICIES. These policies can be accessed at the APPIC website www.appic.org.

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Specific Qualifications: The internship at the WRJ HCS is a clinically-oriented internship and so places a premium on those experiences that prepare applicants for clinical practice informed by scholarship. Highly regarded candidates will have 450 hours of closely supervised clinical practicum experiences, including individual psychotherapy (i.e., clinical interviewing as well as brief and long-term psychotherapy with adults) and psychological assessment with adults. Candidates should have completed coursework in Cognitive Behavioral Therapy (CBT), and highly regarded candidates will have supervised clinical experience applying CBT. In addition, we seek to recruit candidates who have only minor dissertation requirements remaining, as this allows for greater focus on internship-related duties. The WRJ HCS training program emphasizes supervision as an important modality for learning psychotherapy. As part of the supervision process, our interns are asked to engage in self-reflection and some level of self-disclosure about their experiences as psychologists-in-training, psychotherapists, and how the many parts of the self and their identity(ies) influence clinical care.

Application Procedures: Interested persons who meet the eligibility criteria should submit the following materials:

1. A cover letter indicating intent to apply to the internship program and outlining training interests.
2. APPI online or APPIC standard application.
3. Curriculum vitae.
4. Three letters of recommendation, one of which must be from a recent clinical supervisor.
5. Official graduate transcripts.

Applicants should use the APPI online application system.

In addition to the materials submitted by applicants to the psychology internship program, the WRJ HCS may also consider other publicly available materials including, but not limited to, information available through the internet.

Director of Psychology Training:

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APPIC Program Code Number: 1741

The deadline for receipt of application materials is midnight on November 7th.

Selection and Interview Process: Application materials will be reviewed upon receipt, and top candidates will be invited for virtual interviews. Candidates for interview will be selected based on several criteria including meeting the requirements described above, clinical experiences, and match with our program. Applicants will be notified of their interview status before December 3rd. Applicants will meet virtually with internship faculty for personal interviews throughout the interview day and will have a non-evaluatory meeting with one or more of the current interns. Tentative interview dates are in December 2023 and January 2024.

The internship faculty rate each applicant based on how well they feel the applicant and the program fit. The applicants are rank-ordered for the computer match by calculating mean ratings across interviewers for each applicant from highest mean rating to lowest. Applicants who are deemed to be a poor fit by more than one faculty member are not ranked. The internship program complies with all APPIC guidelines in the recruitment and selection of interns and participates in the computer match program.

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The program adheres to the APPIC policy that no person at this training program will offer, solicit, accept or use any ranking-related information from any intern applicant or graduate program. The internship program begins on July 1, 2024 and ends June 30, 2025.

Psychology Setting

The Psychology Internship program at the WRJ HCS is located in the Mental Health and Behavioral Science Service (MHBSS). Our department is very proud of our tradition of integrating disciplines into the care of our patients. Psychologists, psychiatrists, social workers, nurse practitioners and master's level mental health professionals work alongside each other in meetings, leading groups, collaborating on the care of individual patients, and in developing treatment offerings. In our service, interns literally work next to and collaborate with other mental health disciplines on a daily basis. As a result, interns become used to regular consultation with other staff and participate in inter-professional teams as a normal mode of professional practice.



The Mental Health and Behavioral Science Service has established programs in general outpatient care and acute care (inpatient), primary care (Primary Care Mental Health Integration Clinic), programs to treat substance use disorders (outpatient and residential substance use disorder treatment programs), recovery-based services (including transitional housing, CWT, and supported employment), PTSD outpatient services, and psychological/neuropsychological assessment. We also have an array of behavioral medicine programs in collaboration with primary and specialty care medical services. These programs include diabetes education and support groups, specialized assessment and intervention with oncology patients, weight loss programs, and interventions for patients with chronic pain, intuitive eating, and insomnia. We serve primarily, though not exclusively, patients from the lower half of the socioeconomic strata. Recently there has been a growing number of middle-class working patients primarily represented by the increasing numbers of veterans from recent and ongoing military missions. Most patients receiving specialized mental health care are dually diagnosed with one or more of the following diagnoses: substance use disorders, PTSD, depression spectrum disorders, and personality disorders.

The WRJ HCS internship has a faculty of 17 doctoral-level psychologists (two of whom work at the Dartmouth College Counseling Center). Administratively, the program is supervised by the Director of Psychology Training, who oversees and implements intern recruitment and selection, assigns interns to faculty supervisors, and coordinates clinical experiences. In addition to the psychology internship program, we sponsor training for advanced practicum students and have an APA-accredited postdoctoral fellowship in clinical psychology with an emphasis in integrative care and health psychology.

Medical School Affiliations: The WRJ HCS is dually affiliated with the Geisel School of Medicine at Dartmouth (GSMD) and the University of Vermont (UVM) College of Medicine.

The WRJ HCS affiliation with GSMD supports more than 150 individuals in 17 specialties. Forty percent of the clinical medicine activity for GSMD students takes place at the VA and these students rank the VA as superior to their non-VA training options. This affiliation has also provided the substrate to support the National Center for PTSD, the National Quality Scholars Program, a field station in Patient Safety, VA Outcomes Group, a Rural Health Initiative, a VA Research and Development Service and a new Inter-Professional Patient Safety Fellowship.

The WRJ HCS has supported a formal affiliation with the University of Vermont (UVM) College of Medicine in Burlington, Vermont, since 1994. This affiliation provides the mechanism for medical residents, cardiology and psychiatry fellows and students to rotate through our Lakeside Community Based Outpatient Clinic (CBOC) in Burlington, Vermont. This CBOC also supports UVM trainees in advance nurse practice and social work.

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Allied Health Affiliations: WRJ HCS maintains over 40 other current academic affiliations with colleges and vocational schools to provide a variety of professional and technical experiences for students in nursing, physician assistants, optometrists, physical and occupational therapy, social work, radiology, medical technology, and other fields.

Training Model and Program Philosophy

The internship program at the WRJ HCS subscribes to the following characteristics commonly associated with the scholar-practitioner model of training:

- 1) A scholarly approach to practice via reflection and critical thinking;
- 2) An application of scholarly work and empirically-based research data to the practice of psychological assessment and clinical practice;
- 3) An emphasis on the psychologist as an informed consumer of scholarly work including theoretical material and empirical research;
- 4) A recognition of the importance of generating knowledge through practice;
- 5) An expectation that interns will attend and become active participants in academic/didactic activities.

Our internship program is based on the philosophy that sound and effective clinical practice is built on knowledge of the theoretical and empirical literatures, critical thinking, and self-reflection. As scholar-practitioners, we strive to remain abreast of theoretical and empirical literature and scholarly work in our chosen areas of professional practice and to further our knowledge of treatment advances to inform clinical decisions. In concert with this knowledge, understanding of oneself as a clinician and as a person is seen as essential to the establishment of a treatment alliance and the application of efficacious interventions. Thus, we believe that familiarity with, and understanding of, theoretical models, empirical findings, and self-reflection should guide clinical practice.

Program Goals & Objectives

The internship program at the WRJ HCS is designed to teach early-career professionals the skills and knowledge that will enable them to function as independent, ethical, and competent psychologists consistent with the scholar-practitioner model.

Overarching goals of the program are:

1. To prepare advanced graduate students for generalist practice in professional psychology in a variety of settings or to seek postdoctoral training in a specialized area. Our intern graduates are well prepared to begin working in a diverse number of environments including outpatient clinics, inpatient treatment programs, medical center-based care, college counseling centers, and working alongside clinicians in primary care.
2. To develop psychologists who will be critical thinking, self-reflective scholars and practitioners. We train our interns to be active, continuous consumers of professional literature, to use this literature to inform their practice, to learn from clinical experiences, and to use knowledge and understanding of oneself as an important tool in clinical practice.
3. To train interns in the provision of effective, evidence-based treatments for a variety of clinical conditions in both individual and group settings (e.g., Cognitive Behavioral Therapy, Dialectical Behavior Therapy, Cognitive Processing Therapy).

Our internship program uses a competence-based practice and assessment model. We have strived to operationalize the skills and abilities we believe are most essential to generalist practice. Interns' skill levels are formally assessed throughout the year – three times for year-long training rotations and twice for 4 month-long rotations. We assess competence in specific skill/practice areas within nine general domains and specific objectives:

- **Ethical and Legal Standards:** Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.
- **Individual and Cultural Diversity:** Awareness, sensitivity, and skills in working professionally with diverse individuals, groups, and communities who represent various cultural and personal backgrounds and characteristics defined broadly and consistent with APA policy. This includes cultural and individual differences and diversity including, but not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status.
- **Intervention:** Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.
- **Assessment:** Assessment and diagnosis of problems, capabilities, and issues associated with individuals, groups, and/or organizations.
- **Communication and Interpersonal Skills:** Relate effectively and meaningfully with individuals, groups, and/or communities both verbally and in writing.
- **Professional Values, Attitudes, and Behaviors:** Behavior and comportment that reflects the values and attitudes of psychology. Practice conducted with personal and professional self-awareness, reflection, and engagement in appropriate self-care.
- **Scholarly Inquiry:** Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically-derived knowledge. Understanding of the current body of research relevant to practice in the area of rotation placement.
- **Supervision:** Supervision and training in the professional knowledge-base of enhancing and monitoring the professional functioning of others.
- **Consultation and Interprofessional/Interdisciplinary Skills:** Provides expert guidance or professional assistance in response to a client's/program's needs or goals. Demonstrates knowledge of key issues and concepts in related disciplines. Identifies and interacts with professionals in multiple disciplines.

Together with the intern, competence levels are discussed and assessed using the following competency descriptions:

Level 0: Intern is performing at a substandard level. Remediation should be explored.

Level 1: Not yet developed - Most skills are new and intern works with close supervision.

Level 2: Some basic skills have been acquired and intern works with close supervision.

Level 3: Intermediate – Many skills in this area have been acquired and intern works with moderate supervision.

Level 4: Most skills in this area have been acquired and intern works with minimal supervision.

Level 5: Advanced – Intern has achieved mastery appropriate for independent functioning.

By the end of the training year, interns are expected to achieve a minimum final score of 3 for each competency.

Program Structure

The internship is composed of a number of core rotations, including: the outpatient psychotherapy clinic at the VAMC (year-long), the Dialectical Behavior Therapy (DBT) rotation (four months), the Primary Care Mental Health Integration Clinic rotation (four months), and outpatient mental health clinic at the Dartmouth College Counseling Center (nine months). Interns will receive specialty training in the assessment and treatment of PTSD (year-long), and will be able to choose a four-month elective rotation in one of the following: Health Psychology; Neuropsychological Assessment, Substance Use Disorders (located in our five-week Residential Recovery Clinic (RRC)); Executive Division of the National Center

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for PTSD (research-oriented) located on our campus, Burlington Lakeside Community Based Outpatient Center (CBOC), Whole Health, Relationship Health and Intimate Partner Violence (IPV) and research (dependent on intern interest and fit). Interns may also choose to receive extended training in the Primary Care Mental Health Integration Clinic in lieu of another elective rotation.

Interns will engage in a variety of activities throughout the course of a work week which closely mimics the schedules of permanent staff members. Interns will likely find that there is often flexibility to explore additional opportunities that are not a formal part of the internship program if their schedules allow (e.g., research, quality improvement projects, extended clinical or assessment experience, service in a local committee, participation in Whole Health). Interns typically work a 40 to 45 hour week and are discouraged from working beyond the hours of their designated tour if at all possible. Self-care and healthy work-life balance are supported, and interns are encouraged to participate in any of WRJ's many staff-facing well-being programs offered during the work day.

Interns are taught skills through a variety of modalities. First, interns learn by observation. Through live observation of supervisors, interns observe the skills they are expected to perform prior to observed and, ultimately, independent practice. For example, at the beginning of the Primary Care Mental Health Integration Clinic (PCMHI) rotation, interns will observe their supervisor conducting brief initial assessments, providing brief therapy, consulting with members of the Primary Care team and/or the medication prescriber on duty, and triaging patients to relevant providers, resources, and/or programs within the facility or CBOCs. Interns gradually begin to conduct these functions under the direct observation of a supervisor and then, with increasing skill development, perform these functions independently.

Second, interns learn through didactics. Didactics are meant to complement and inform the clinical work done on internship. Interns participate in a weekly National Center for PTSD journal club facilitated by top researchers in the field, a weekly Mental Health and Behavioral Science (MHBSS) Journal Club/Grand Rounds, a weekly seminar on Professional Development and Clinical Practice, and a monthly seminar on Diversity. All of the interns participate in a Cognitive Processing Therapy (CPT) training and consultation call.

Third, interns learn by doing. Through audio-recorded and direct observation of practice, interns practice the skills they are learning. In weekly individual and group supervision, interns review recorded and/or observed material and receive formative feedback about their performance. Interns and supervisors track their progress and every four months (year-long rotations) or two months (4 month rotations) use formal summative assessments to gauge progress.

Because we emphasize generalist training, interns are expected to achieve competence in a number of areas of practice that are described in the next section.

Supervision: Intensive supervision, both individual and in groups, is the core of the internship experience. Interns will receive at least two hours of individual supervision per week for their work in the VA outpatient clinic, one hour of supervision for their work at the Dartmouth College Counseling Center, as well as one hour of group supervision in the weekly clinical Case Conference. In addition, interns will have a supervisor for each clinical experience (e.g., the DBT rotation, the PCMHI rotation, and an elective rotation). These supervisory sessions introduce interns to a variety of clinical and/or research approaches, help them to develop and understand a particular treatment philosophy, and develop a style of their own. While the internship program emphasizes training in CBT and third-wave CBT approaches, it does not espouse a single theoretical orientation. We do require that all trainees thoughtfully reflect on the evolution of their professional identity, to develop a good understanding of the framework through which they conceptualize and treat each clinical case, and that they have clear and ethical rationale supporting clinical decision-making.

Seventeen doctoral psychologists on the core faculty serve as supervisory staff for outpatient psychotherapy (see section on Training Faculty). Interns will be assigned five regular supervisors throughout the year. At least one of the outpatient supervisors will have a CBT perspective and there will

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be an option to also work with a supervisor who has a psychodynamic perspective. Interns will also be assigned a supervisor at the Dartmouth Counseling Center. The supervisors will mentor the intern via modeling, teaching, supervision skills, and professional demeanor. The Director of Psychology Training, along with the supervisors, will assist the intern in establishing a caseload and acquiring the types of experiences necessary for that particular individual to grow in the role of psychologist. Each supervisor will ensure that the intern's training objectives are met and will complete evaluations of intern performance during the training period (three times for year-long rotations, twice for four-month rotations). Live observation and audiotapes of sessions are used in the supervision process.

The faculty of the White River Junction VA internship value self-reflection in professional training. We view self-reflection as 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 interns are encouraged to discuss this issue with prospective supervisors.

Training Experiences

Based on a generalist model of training, interns participate in the following major clinical experiences during the year: training in general outpatient psychotherapy at the VAMC (full year) and the Dartmouth College Counseling Center (9 months); a full-year of training in the PTSD subspecialty; a four-month rotation on the DBT Consultation Team; a four-month rotation in the Primary Care Mental Health Integration Clinic; and an elective four-month rotation in either health psychology, substance use disorder treatment, research experience at the Executive Division of the National Center for PTSD (NCPTSD), general research, neuropsychological assessment, Burlington Lakeside Community Based Outpatient Center (CBOC), Whole Health, Relationship Health and Intimate Partner Violence (IPV), or extended training in the Primary Care Mental Health Integration Clinic.

Outpatient Psychotherapy: Interns see outpatients in two settings: the general outpatient mental health clinic at the VAMC and through a nine-month (partial day) rotation at the Dartmouth College Counseling Center. The Dartmouth College Counseling Center is an internship field placement site. (Please note, our funding body, the Veterans Affairs Office of Academic Affiliations, requested that all VA sites with off-site rotations such as this counseling center experience inform candidates that the OAA will be reviewing these placements over the next year, and that across the VA system these placements will be at the discretion of OAA.) The training experiences offered during this partial-day rotation are under the direct management and supervision of the White River Junction VA Medical Center Internship Training Committee in collaboration with the Dartmouth College Counseling Center staff. In the VAMC outpatient clinic, interns carry a caseload of about twelve outpatients who are typically seen weekly in either short-term or long-term psychotherapy. Interns are primarily supervised in the practice of Cognitive Behavioral Therapy in this clinic. In this clinic a holistic, recovery-oriented approach to care is taken so interns work closely with medication providers (nurse practitioners and psychiatrists), social workers (homeless veteran coordinator, CWT and supported employment coordinator), and primary and specialty care physicians.

Primary Care Mental Health Integration Clinic (PCMHI): Interns provide assessment and short-term psychotherapy in the PCMHI, which is located in the Primary Care Service. In this four-month rotation interns learn to conduct brief, problem-focused assessments and provide brief clinical care. Patients come to this walk-in mental health clinic from primary and specialty care medicine for drop-in access to mental health services. Patients can be seen by a therapist and/or prescribing provider. Therapists and prescribers consult with each other and the patient, and make treatment recommendations that can include referrals for psychotherapy, trials of medication, hospitalization, and/or referral to support groups. In this setting, interns learn to consult with both prescribing providers as well as primary care physicians about each patient seen in the clinic.

Dialectical Behavior Therapy (DBT) Consultation Team: This experience offers interns the opportunity to learn the theory and practice of DBT, which is offered clinically for Veterans with a range of complex clinical presentations. Much of the learning is experiential, with interns learning through participation on a

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consultation team where they share leadership roles and through co-facilitation of a weekly DBT Skills Group for outpatients. Readings, training videos and discussions in supervision supplement this experiential learning.

PTSD Sub-Specialty Training: Our internship includes what we call "sub-specialty training" in the assessment and treatment of PTSD. The goal of this training is to prepare our interns to conduct assessments of patients with PTSD and to learn evidence-based treatments. Since a high preponderance of our patients have PTSD, we feel this training is especially important for our interns and patients. In collaboration with staff from the National Center for PTSD, interns learn to reliably administer and score the Clinician Administered PTSD Scale (CAPS-5). Interns will have an opportunity to learn a twelve-session, manualized version of Cognitive Processing Therapy (CPT) and treat at least two patients with PTSD using this intervention. Interns will receive didactic training in other treatments for treating PTSD such as Prolonged Exposure Therapy (PE) and Written Exposure Therapy (WET) and may have clinical opportunities to provide these treatments. Interns may also have a chance to cofacilitate a Seeking Safety skills group for patients with PTSD and SUD.

Interns will have a choice of one of the following as their four-month elective rotation:

1) Health Psychology: The Health Psychology elective rotation will offer the opportunity to engage in psychological care across the hospital milieu, from inpatient psychiatric and med/surg curbside consults, working with palliative care/oncology teams, and in sleep/chronic pain. The interns will have the chance to participate in weekly team huddles, conduct behavioral health evaluations for organ transplant, run health-focused groups like Sleep 101 and Pain 101/Rehab, participate in MOVE! weight management groups, develop proficiency with EBPs like CBT-I and CBT-CP, and engage in tobacco cessation. One intern can participate in a 4-month period, and they will work directly alongside Dr. Jose Serrano and the Health Psychology postdoctoral fellow.

2) Substance Use Disorders Rotation in the Residential Recovery Center (RRC): This elective rotation includes individual and group psychotherapy in the 14-bed RRC. Veterans present to the unit seeking help with abstaining from addictive substances and they often present with co-occurring depression, PTSD, and other MH diagnoses. This rotation also includes weekly interdisciplinary treatment teams meetings in which the care of all RRC Veterans is discussed and provider updates are requested. Material from Cognitive Behavioral Therapy for Substance Use Disorders is utilized on this rotation, as well as Dialectical Behavior Therapy Skills for Addictions.

3) National Center for Posttraumatic Stress Disorder: Interns will assist NCPTSD researchers in the development, implementation, and dissemination of research on the diagnosis and treatment of PTSD.

4) Research: Interns will have the opportunity to work with Dr. Brian Shiner in a four-month research-focused rotation. Opportunities vary, dependent on the interested intern's interests, background, and goals.

5) Burlington Lakeside Community-Based Outpatient Clinic (CBOC): Each intern will be provided with an opportunity to work within the large community-based outpatient clinic (CBOC) in the wonderful city of Burlington, Vermont. Interns will be able to choose their own adventure (mostly) with opportunities including PCMH intake, health psychology, specialty mental health, group therapy, and more. At BLC, interns will gain experience with a more diverse population than is traditionally treated at WRJVAMC. Additionally, BLC serves active-duty service members due to the CBOC's proximity to the Army and Air Force bases. The depth and breadth of training experiences within the Burlington CBOC will potentially strengthen interns' future employment prospects, particularly as the VA expands the CBOC system, nationally. Drs. Cheney and Standard will provide clinical supervision. Dr. Standard specializes in treatment of trauma, hypnosis, clinical supervision, and the intersection between spirituality and health. Dr. Cheney's clinical specialties include the use of evidence-based treatments for PTSD, health psychology, and Primary Care-Mental Health Integration. BLC CBOC has a renowned training program and is a team-based clinic that consistently provides high-level care.

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6) Primary Care Mental Health Integration (PCMHI): Extended training in PCMHI is available as an alternative to our other 4-month elective offerings.

7) Neuropsychological Assessment: In this 4-month elective rotation, outpatient evaluations are provided to Veterans with a variety of clinical conditions which may include neurodegenerative disorders, medically complicated conditions, and often, psychiatric comorbidities. Working closely with the supervising neuropsychologist(s), interns may gain familiarity with all aspects of neuropsychological practice, including evaluating and refining referral questions, completing chart reviews, observing assessments, administering and scoring tests, interpreting data, participating in writing comprehensive reports, and providing feedback. A developmental approach is utilized, which recognizes that interns may have varied exposure to neuropsychological assessment. Hence, the extent of the intern's involvement with each part of the evaluation will be determined based on their previous experiences and development during the rotation. Preference will be given to interns with previous experience, including (but not limited to) supervised training in neuropsychology, coursework in assessment, completion of comprehensive reports, and diverse exposure to cognitive tests.

8) Relationship Health & Intimate Partner Violence (IPV): WRJ VAHCS has a unique Relationship Health/Intimate Partner Violence Program. The medical facility has a program coordinator dedicated to supporting relationship health inclusion as part of a patient's whole health. Relationship health is an often underassessed component of a patient's health that can significantly impact their clinical presentation and diagnosis, adherence to a treatment plan, and engagement in treatment. Veterans are at higher risk of experiencing relationship health concerns for a myriad of reasons; the VA provides treatment to those either experiencing and/or using IPV behaviors which is unique in relationship health work. Trauma Informed Care is an important lens used in this area of practice with a focus on recovery and resilience through behavior change rather than personal deficit with the application of CBT skills among other areas gained in the internship. In the relationship health/IPV rotation, interns will screen Veterans for relationship health/IPV, conduct an in-depth assessment when needed for those either experiencing IPV or using IPV for treatment recommendations and safety planning, and be able to incorporate relationship health counseling education and skills into their practice. Interns will gain practice experience with assessment and counseling in this area across a wide range of ages, genders, sexual orientations, racial/ethnic intersectional identities and behavioral health components inclusive of SUD, PTSD, Depression, Anxiety, etc.

9. Whole Health: Be involved in the Whole Health transformation at WRJ VAHCS! Whole Health recognizes and honors that health and wellness is complex and individualistic. It is about equipping and empowering Veterans to manage their health independently in a way that honors their values and personal health goals. The Whole Health elective rotation is a create-your-own-adventure experience in which interns choose at least one opportunity to be involved in Whole Health a) education, b) consultation c) clinical offerings (for Veterans and/or staff), and d) program development.

Seminars and Case Conferences: All interns attend one weekly Case Conference focused on treatment. Those who attend (e.g., interns, post-doctoral fellows, predoctoral practicum students, staff) present cases, listen to audiotapes of therapy sessions (with patient permission), and may be assigned readings to correspond to case presentations. Case Conference is an opportunity to share and receive feedback, process various clinical cases, and to explore alternative lenses through which we might perceive our patients.

Interns participate in a weekly Special Issues Seminar, which focuses on topics relevant to the professional practice of psychology. Topics include the opioid epidemic, taking military and medical histories, various theoretical orientations and interventions of interest (e.g., ADHD treatments, ACT, Intuitive Eating, TMS, ECT), the neurobiology of addictions, and supervision, to name a few. Interns will also participate in a monthly Diversity Seminar which will cover various themes across diversity considerations for clinical care, including socioeconomic status, working with LGBTQ+ patients, difficult conversations related to race/ethnicity, adaptations in treatment for people with disabilities, and multicultural factors. Each seminar will offer a 30-minute presentation on a diversity topic, followed by 30-

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minute discussion around a clinical case to model effective and compassionate strategies for navigating diversity-related considerations in clinical care delivery.

In addition to the seminars, interns participate in weekly multidisciplinary journal clubs. These are offered weekly by the National Center for PTSD and the VAMC Mental Health and Behavioral Science Service (MHBSS). Embedded in the latter journal club is a Department Grand Rounds, which occurs on alternate weeks. Staff members, psychiatry residents, and interns present articles of their choosing to the groups and lead a discussion. Interns also have the option of televiewing the Geisel Department of Psychiatry Grand Rounds which occurs weekly.

Requirements for Completion

Requirements: To remain in good standing, interns are required to make progress toward competency in all domains; utilize supervision for professional growth and achievement of competencies; and participate in and complete readings/assignments/practice assessments for all seminars, case conferences, journal clubs, and supervision.

To successfully complete the internship, interns are required to meet the minimum practice expectations (see below), achieve competency in all required domains and be in good standing throughout the year.

Expectations: The following are expectations established to help give interns an idea of the minimum workload standards for the year. Interns must meet these minimum standards in order to successfully complete internship. It should be noted that these are minimum standards and that most interns are expected to exceed these standards during the course of the year.

Supervision and Didactics

- A minimum of two hours of individual supervision per week
- Weekly Case Conference
- Monthly meeting with the Training Director and/or Associate Training Director
- Attend all seminars and didactics

Workload

- We have set 250 treatment hours for the year as a suggested minimum benchmark for outpatient psychotherapy at the VA. Other training experiences such as the Dartmouth Counseling Center, 4-month rotations, and outpatient group hours are separate from this expectation.
- Complete the CPT training and consultation, readings, and practice assessments and achieve mastery of basic CPT competencies; ideally complete at least two CPT cases.
- Complete approximately 1-4 integrated assessment reports during the Assessment rotation
- Individual and group therapy
- Completion of the PTSD Subspecialty including all practice requirements
- Complete the Clinical Activities Log
- Complete internship evaluations (i.e., Supervisor Assessment Form, Case Conference – Seminar Evaluations, and Psychology Internship Evaluation Form, etc.)

Presentations

- Ongoing case presentations at Clinical Case Conference
- Ongoing presentations during the CPT consultation call
- Two presentations at Mental Health and Behavioral Science Service (MHBSS) Journal Club
- Two presentations at NCPTSD Journal Club

Evaluations

Of You

- Evaluations every four months by outpatient and assessment supervisors
- Evaluations every two months by PCMH, Health Psychology, and the DBT Rotation supervisors
- Evaluations of journal club presentations (PTSD Journal Club, MHBSS Journal Club)

Of Us

- Mid- and end-of-year evaluations of all supervisors
- Mid- and end-of-year evaluations of the internship
- Evaluations of all seminars
- Evaluations of Case Conference (mid- and end-of-year)
- One post-internship evaluation (at twelve months)

Facility and Training Resources

Abundant resources exist to support intern training. Office space and individual computers are provided for interns that allow them access to electronic records, email, and the Internet. In addition, we have an array of computer-administered and scored tests, statistical software, and a wide assortment of psychological and neuropsychological testing equipment.

The Learning Resource Center (LRC) at the WRJ HCS maintains books and periodicals encompassing an array of psychology and medical journals. In addition, the LRC maintains audio and video recording, and other audiovisual resources. The LRC also provides Internet access for searches of professional literature. The Librarian at the LRC is available to help interns with literature searches as well as inter-library loan requests for journal articles and books.

Administrative Policies and Procedures

Time Requirements: The internship is a one-year experience requiring at least 40 hours of "on duty" time per week. The starting date is July 1st, 2024 and the end date is June 30th, 2025. Interns are required to gain a minimum of 2080 hours of training (minus leave time) during the internship year. If interns are not able to complete the full 2080 hours during the training year or have not satisfied the minimum requirements, they can, with approval from the Training Director and Training Committee, complete the remaining hours and requirements during the next training year. Interns will not receive a stipend for the additional hours required to complete their training.

Stipend: Interns receive a competitive stipend paid in 26 biweekly installments. VA internship stipends are locality adjusted to reflect different relative costs in different geographical areas. Currently, the stipend is \$33,469 annually.

Benefits: The internship appointments are for 2080 hours, which is full-time for a one-year period. VA interns are eligible for health insurance (for self, married spouse, and legal dependents) and for life insurance, just as regular employees are. As temporary employees, interns may not participate in VA retirement programs.

Holidays and Leave: Interns receive the 10 annual federal holidays. In addition, interns accrue 4 hours of sick leave and 4 hours of annual leave for each full two week pay period as an intern, for a total of between 96 and 104 hours of each during the year.

Authorized Absence: Subject to approval by the Director of Psychology Training, interns may be given authorized absence without charge to annual leave when the activity is considered to be of substantial benefit to VA in accomplishing its general mission or one of its specific functions, such as education and training. Interns may use one day of authorized absence for dissertation defense.

Due Process Statement: It is the practice of the WRJ HCS internship 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. The input and recommendations of the intern's graduate program director may be included in any remedial intervention plan that is judged warranted by the Psychology Training Committee.

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Since 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.

VA Drug-Free Workplace Program: In 1986, President Reagan signed Executive Order 12564, Drug-Free Federal Workplace, setting a goal to prevent Federal employee use of illegal drugs, whether on or off duty. In accordance with the Executive Order, VA established a Drug-Free Workplace Program, and aims to create an environment that is safe, healthful, productive, and secure. Information about the WRJ HCS's drug policy can be found at the following link, which we encourage prospective applications to review: https://www.va.gov/OAA/onboarding/VHA_HPTsDrug-FreeWorkplaceOAA_HRA.pdf.

Self-Disclosure: As stated in the APA Ethics Code, an intern may be required to disclose personal information if it becomes necessary to evaluate or obtain assistance for the intern 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.

The faculty recognizes the benefit of personal psychotherapy for all psychology trainees. We consider the decision to seek psychotherapy a personal one, but may, in some circumstances, suggest or encourage interns to seek personal psychotherapy.

Training Staff

Abecassis, Maurissa, Ph.D.

Clinical Neuropsychologist, VAMC White River Junction, VT

Interests: Evaluation of dementias, movement disorder and demyelinating disorders, cognitive effects of zoonotic illness, neurodevelopmental disorders (LD and ADHD), cognitive remediation for memory and executive functions, development of executive functions across the lifespan, women's health and neuropsychological functioning, test development

Allington, Casey, Ph.D.

Clinical Psychologist, VAMC White River Junction, VT

Interests: Primary Care Mental Health Integration, Trauma-Focused Treatments, Prolonged Exposure-Primary Care

Bagby, Sarah, Psy.D.

Clinical Psychologist, VAMC White River Junction, VT

Interests: PTSD, Prolonged Exposure Therapy, DBT, Substance Use Disorders

Bayne, Lyssa, Psy.D.

Clinical Psychologist, VAMC White River Junction and the Rutland CBOC, VT

Interests: Couples/family therapy, female Veterans, military sexual trauma

Caudle, Kristina, Ph.D.

Associate Director for Research, National Center for PTSD, VAMC White River Junction, VT

Assistant Professor of Psychiatry, Geisel School of Medicine at Dartmouth

Interests: Cognitive Neuroscience

Clarke, Bryan, Psy.D.

Clinical Psychologist, Keene CBOC, Keene, NH

Interests: PTSD, End of Life, Psychedelic Medicine, adapting current psychotherapy practices to be more culturally responsive

Kelliher, Stephen, Psy.D.

Psychologist, White River Junction Vet Center, White River Junction, VT

Updated August 1, 2023

Interests: PTSD, Psychosocial Rehabilitation/Recovery Based Interventions, Time-Limited Dynamic Psychotherapy, Cognitive Behavioral Therapy

Knapp, Sarah, Ph.D.

Clinical Neuropsychologist, VAMC, White River Junction, VT

Interests: Teleneuropsychology, evaluations of dementias and traumatic brain injury, diversity and cultural considerations in assessment, cognitive rehabilitation, cognitive and psychiatric sequelae of COVID-19, diversity and cultural considerations in psychology training, use of technology in cognitive rehabilitation

Kutter, Catherine, Ph.D.

Psychologist, VAMC, White River Junction, VT

Assistant Professor of Psychiatry, Geisel Medical School at Dartmouth

Interests: PTSD, Assessment, Clinical Research, Cognitive-Behavior Therapy

Key, Alicia, Ph.D.

Psychologist, Dartmouth College Health Service, Hanover, NH

Interests: trauma, international student mental health, and family of origin/relational concerns

Lindlsey, Todd, Ph.D.

Psychologist, Dartmouth College Health Service, Hanover, NH

Interests: Individual and couples counseling, anxiety concerns, cultural and diversity-related concerns, relationship problems, identity and self-esteem, stress and relaxation

Matteo, Rebecca, Ph.D.

Medical Sociologist, Health Science Specialist / Web Content Manager, NCPTSD Executive Division

Interests: Mental Health Literacy, Social Determinants of Health, Educational Product Design

Mills, Peter D., Ph.D.

Psychologist and Chair, Ethics Advisory Committee, VAMC White River Junction, VT

Adjunct Associate Professor of Psychiatry, Geisel Medical School at Dartmouth

Director, VA National Center for Patient Safety Field Office

Interests: Individual and Marital Therapy, Bio-Medical Ethics, Medical Safety Improvement, Health Care Consultation

Norris, Brittany, Psy.D.

Psychologist, VAMC White River Junction, VT

Interests: Comorbid PTSD and SUD, brief interventions, Opioid use disorder, Cognitive Processing Therapy

Rousseau, Glenna, Ph.D.

Psychologist, VAMC, White River Junction, VT

Health Psychologist/Health Behavior Coordinator

Interests: Brief assessment/treatment interventions, Health Psychology, Behavioral Medicine, Group Treatment for Obesity and Diabetes, Integrated Mental Health and Primary Care

Serrano, Jose, PsyD

Health & Integrated Care Psychologist, VAMC White River Junction, VT

Interests: Sleep, Chronic Pain, PCMHI, Coping with Chronic Illness, Humanism/Existentialism

Shieh, Janice, Psy.D.

Psychologist, VAMC White River Junction, VT

Health Psychologist/Geriatric Psychologist

Interests: working with elderly populations, social justice issues, and behavioral therapies

Schnurr, Paula P., Ph.D.

Executive Director, National Center for PTSD, VAMC White River Junction, VT

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Professor of Psychiatry, Geisel Medical School at Dartmouth
Interests: PTSD, Research Methodology and Statistics

Smith, Adam, Psy.D.

Clinical Psychologist, VAMC White River Junction, VT
Director of Psychology Training
Assistant Professor of Psychiatry, Geisel Medical School at Dartmouth
Interests: PTSD, Substance Abuse Treatment, CBT

Treworgy, Shanna, Psy.D.

Psychologist, VAMC White River Junction, VT
Interests: PTSD treatment, ACT and mindfulness-based psychotherapies, resiliency, program development and evaluation

Veillette, Laurie, Psy.D.

Clinical Health Psychologist, VAMC White River Junction, VT
Associate Director of Psychology Training
Assistant Professor of Psychiatry, Geisel Medical School at Dartmouth
Interests: ACT, Intuitive Eating, Health Psychology with a specialized focus in binge and emotional eating, group therapy, Whole Health

Trainees

Graduates and Current Interns Degrees and Graduate Programs

2022 – 2023 Interns

Ferkauf Graduate School of Psychology, Yeshiva University
Psy.D. in Clinical Psychology

Suffolk University
Ph.D. in Clinical Psychology

Fielding Graduate University
Ph.D. in Clinical Psychology

2021 – 2022 Interns

Roosevelt University
Psy.D. in Clinical Psychology

The New School
Ph.D. in Clinical Psychology

Clark University
Ph.D. in Clinical Psychology

2020 – 2021 Interns

University of Minnesota
Ph.D. in Counseling Psychology

University of Wisconsin—Madison
Ph.D. in Counseling Psychology

William James College
Psy.D. in Clinical Psychology

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2019 – 2020 Graduates

University of South Dakota
Ph.D. in Clinical Psychology

Carlos Albizu University
Ph.D. in Clinical Psychology

Springfield College
Psy.D. in Counseling Psychology

2018 – 2019 Graduates

Marshall University
Psy.D. in Clinical Psychology

Antioch University New England
Psy.D. in Clinical Psychology

Nova Southeastern University
Psy.D. in Clinical Psychology

2017 – 2018 Graduates

Roosevelt University
Psy.D. in Clinical Psychology

William James College
Psy.D. in Clinical Psychology

William James College
Psy.D. in Clinical Psychology

2016 – 2017 Graduates

Pacific Graduate School of Psychology
Ph.D. in Clinical Psychology

Pacific Graduate School of Psychology
Ph.D. in Clinical Psychology

Wright Institute
Psy.D. in Clinical Psychology

2015 – 2016 Graduates

Massachusetts School of Professional Psychology
Psy.D. in Clinical Psychology

Syracuse University
Ph.D. in Clinical Psychology

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Palo Alto University
Ph.D. in Clinical Psychology

2014 – 2015 Graduates

American School of Professional Psychology
Psy.D. in Clinical Psychology

Ohio State University
Ph.D. in Clinical Psychology

Long Island University
Ph.D. in Clinical Psychology

2013 – 2014 Graduates

Baylor University
Psy.D. in Clinical Psychology

Pacific University
Psy.D. in Clinical Psychology

Indiana State University
Psy.D. in Clinical Psychology

2012 – 2013 Graduates

Ferkauf Graduate School of Psychology
Psy.D. in Clinical Psychology

Roosevelt University
Psy.D. in Clinical Psychology

Chicago School of Professional Psychology
Psy.D. in Clinical Psychology

2011 – 2012 Graduates

Ferkauf Graduate School of Psychology
Psy.D. in Clinical Psychology

George Fox University
Psy.D. in Clinical Psychology

University of Kansas
Ph.D. in Counseling Psychology

2010 – 2011 Graduates

George Washington University
Psy.D. in Clinical Psychology

Antioch New England Graduate School
Psy.D. in Clinical Psychology

Auburn University

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Ph.D. in Counseling Psychology

2009 – 2010 Graduates

Baylor University
Psy.D. in Clinical Psychology

George Fox University
Psy.D. in Clinical Psychology

Virginia Consortium Program in Clinical Psychology
Psy.D. in Clinical Psychology

2008 – 2009 Graduates

Georgia State University
Ph.D. in Clinical Psychology

James Madison University
Psy.D. in Combined-Integrated Program in Clinical and School Psychology

Washington State University
Ph.D. in Counseling Psychology

2007 – 2008 Graduates

Virginia Commonwealth University
Ph.D. in Counseling Psychology

George Washington University
Psy.D. in Clinical Psychology

Pacific University School of Professional Psychology
Psy.D. in Clinical Psychology

2006 – 2007 Graduates

Virginia Consortium Program in Clinical Psychology
Psy.D. in Clinical Psychology

State University of New York at Albany
Ph.D. in Counseling Psychology

Duquesne University
Ph.D. in Clinical Psychology

Local Information

The WRJ HCS is located in rural New England on the border of New Hampshire and Vermont. Situated in the scenic New England countryside, the location offers easy access to the pleasures of country living including picturesque New England villages and farms, excellent skiing, biking, hiking, and boating as well as Arts and Cultural events sponsored by Dartmouth College across the river in New Hampshire. White River Junction also affords easy travel to Boston, NYC, and Montreal.

Links to Local Information:

Updated August 1, 2023

VA Medical Center, White River Junction, Vermont

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

Dartmouth College Counseling Center

<http://www.dartmouth.edu/~chd/index.html>

National Center for PTSD

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

Housing:

<http://www.dartmouthre.com>

Local Events:

<http://hop.dartmouth.edu>

<http://www.lebanonoperahouse.org>

<http://www.claremontoperahouse.com>

<http://www.newportoperahouse.com>

<http://www.flynncenter.org>

<http://www.thecolonial.org>

Racial/Ethnic and Gender:

Networking and Support at Dartmouth College (www.dartmouth.edu/~ide/)

- First Friday of the Upper Valley (Black Professionals)
- French, Italian and German Conversation and Potluck Lunchs
- Hanover-Joigny and Hanover-Nihonmatsu Exchanges
- Multicultural Families of Vermont and New Hampshire
- Nomaste Friends (South Asians in the Upper Valley)
- Upper Valley Chinese School

PFLAG – LGBTQ+ Supports, Educational Resources, and Advocacy

<https://pflag.org>

Upper Valley Fatherhood Network: 603-448-5922

WISE (Women's Information Service): 603-448-5922

Women's Resource Center: 603-650-4377

Women's Network of the Upper Valley: 603-643-6819

Religious Diversity

For a complete list of religious groups in the area please visit:

www.dartmouth.edu/~tucker

Local News:

<http://www.vnews.com>

Outdoor Sports:

<http://www.skinh.com>

<http://www.vermontvacation.com>

<http://www.visitnh.gov>

Transportation:

<https://dartmouthcoach.com><http://www.flymanchester.com>

<https://flights.capeair.com/en/essential-travel-lebanon>

Weather:

<https://www.vnews.com/News/Weather>

Internship Program Admissions

Date Program Tables are updated: 8/9/2023

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:

Our internship program is based on the philosophy that sound and effective clinical practice is built on knowledge of the theoretical and empirical literatures, critical thinking, and self-reflection. As scholar-practitioners, we strive to remain abreast of theoretical and empirical literature and scholarly work in our chosen areas of professional practice and to further our knowledge of treatment advances to inform clinical decisions. In concert with this knowledge, understanding of oneself as a clinician and as a person is seen as essential to the establishment of a treatment alliance and the application of efficacious interventions. As a result, WRJ HCS views supervision as an important modality for learning psychotherapy. As part of the supervision process, our interns are asked to engage in self-reflection and some level of self-disclosure about their experiences as psychologists-in-training, psychotherapists, and how the many parts of the self and their identity(ies) influence clinical care.

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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:			
Total Direct Contact Intervention Hours	Yes		Amount: 450 hours
Total Direct Contact Assessment Hours	No		Amount: No specified amount

Describe any other required minimum criteria used to screen applicants:
Highly regarded candidates will have 450 hours of closely supervised clinical experiences (intervention and assessment) across theoretical orientations (e.g., psychodynamic psychotherapy, cognitive-behavioral psychotherapy). Ideal candidates will have only minor dissertation requirements remaining, as this allows for greater focus on internship-related duties. The WRJ HCS values diversity and welcomes applications from applicants from all walks of life (e.g., from different geographical areas, gender identities, ages, sexual orientations, races and ethnic backgrounds, different abilities).

Financial and Other Benefit Support for Upcoming Training Year*

Annual Stipend/Salary for Full-time Interns	\$33,469
Annual Stipend/Salary for Half-time Interns	n/a
Program provides access to medical insurance for intern?	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)	96
Hours of Annual Paid Sick Leave	96

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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?	Yes	
Other Benefits (please describe): VA interns are eligible for health insurance (for self, married spouse, and legal dependents). Interns receive paid leave for the 11 annual federal holidays. Interns may be given authorized absence without charge to leave for education and training.		

*Note. 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)

	2019-2022	
Total # of interns who were in the 3 cohorts	9	
Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree	0	
	PD	EP
Community mental health center		
Federally qualified health center		
Independent primary care facility/clinic		
University counseling center		1
Veterans Affairs medical center	4	2

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Military health center		
Academic health center		
Other medical center or hospital		
Psychiatric hospital		1
Academic university/department		
Community college or other teaching setting		
Independent research institution		
Correctional facility		
School district/system		
Independent practice setting		1
Not currently employed		
Changed to another field		
Other		
Unknown		

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