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Applications due: **November 1, 2023**

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**Accredited by the  
American Psychological Association**

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## INTRODUCTION

To paraphrase the great Dolly Parton, welcome to the internship brochure for our “Tennessee mountain home.” In the spirit of the core Appalachian values of hospitality and humility, we welcome trainees from all backgrounds and identities. We are working on finding our “new normal” in the aftermath of the COVID-19 pandemic, but we will continue to prioritize the health and safety of our interns as they deliver a mix of in-person and telehealth care to veterans and families. We update this brochure knowing that we cannot definitively predict how specific training opportunities will look in 2024-2025. We can say that we will continue to utilize telehealth and technology-based service delivery platforms where appropriate. Our current class of interns is providing a mix of telehealth and face-to-face clinical services.

Our APA-accredited program, now in its 29<sup>th</sup> year, adheres to a generalist training model (i.e., practitioner-scholar framework) in a beautifully mountainous, temperate, and affordable setting. We take pride in our focus on quality training and supervision, authenticity, and attention to work-life balance.

## PSYCHOLOGY SETTING

The James H. Quillen Veterans Affairs Medical Center (VAMC) provides an APA-accredited pre-doctoral psychology internship within the Mental Health Department. The main Quillen campus is part of the Mountain Home VA Healthcare System, which includes 10 satellite clinics serving 4 states: Tennessee, Virginia, North Carolina, and Kentucky. Our internship takes place on the main campus in Johnson City, TN. The Quillen campus currently employs 45 doctoral psychologists who serve patients in outpatient, acute care, medical, and residential settings. Each of the 45 psychologists has a primary assignment to a specific program, such as Consultation-Liaison, Substance Use Disorders Program, Posttraumatic Stress Program, Whole Health Program, etc. Of the 45, 22 Psychologists are currently faculty members in our Internship Program. Participating in our internship is an elective experience; psychologists are not required to do so. This voluntary participation sets us apart from some sites, as it ensures that only staff who are committed to training are involved in our program.

We are especially proud that 11 Mountain Home internship or practicum graduates are employed on our main campus. Also, three Training Committee members have been at Mountain Home for more than 27 years, providing professional continuity, institutional memory, medical center leadership, and mature mentors for newer staff members.

Many of our psychologists are involved in other pursuits, such as program coordination, program evaluation, teaching, or administrative duties. Monthly training in-services and scheduled committee meetings help promote professional solidarity among this large and decentralized psychology staff. Interns are viewed as junior colleagues, and issues of professional identity development and work-life balance are at the forefront of the internship year.

Located on a park-like campus of more than 200 acres in Johnson City, Tennessee, the [James H. Quillen Veterans Affairs Medical Center](#) (VAMC) at Mountain Home is the primary medical and surgical teaching hospital for the [James H. Quillen College of Medicine](#) at [East Tennessee State University](#) (ETSU). The various clinical departments in the hospital have long track records of commitment to training and to the promotion of an atmosphere conducive to interdisciplinary exchange and development. VA medical centers that have active affiliations with medical schools and allied health programs tend to have more budget protection than non-affiliated VAs. With the medical school and the Gatton College of Pharmacy on our campus, we are a healthcare hub of trainees from around the world.

Built at the turn of the century, Mountain Home has been designated by the National Park Service as a National Historic Landmark. Only three other national homes for disabled volunteer soldiers have been awarded this distinction. The medical center is routinely rated as one of the top ten VAs in quality and patient satisfaction in the nation.

[Top 25 Best VA Hospitals According to Veteran Satisfaction Scores \(The Ultimate Guide\)](#)  
[\(vaclaimsinsider.com\)](#)

## **ACCREDITATION STATUS**

The pre-doctoral internship at the James H. Quillen VA Medical Center is fully accredited by the Commission on Accreditation (CoA) of the American Psychological Association (APA). We have been fully accredited since August 23, 1996, shortly after our internship program was first established. We were re-accredited for seven years in November 2015. Our next site visit, which was delayed by the COVID-19 pandemic, is scheduled for Spring (April-August) 2024.

As an APA-accredited internship program, the faculty follows APA standards regarding prerequisites for predoctoral internship training. To address questions or concerns about the accreditation status of the internship program, applicants may contact the Commission on Accreditation at the following address:

Office of Program Consultation and Accreditation  
American Psychological Association  
750 First Street, NE Washington, DC 20002-4242  
Telephone: 202-336-5979  
Email: [apaaccred@apa.org](mailto:apaaccred@apa.org)  
Web: [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation)

## PROGRAM STRUCTURE

The internship program is administered through the Psychology section of the Mental Health Department at the James H. Quillen VAMC. The Training Committee, chaired by the Psychology Training Director, oversees admissions and evaluation procedures, training policy, rotation selections, and training goals for interns. The Committee meets monthly to execute administrative duties, set policy, monitor the program, and facilitate an effective internship of the highest quality possible for each intern. General meetings of the Committee are open to interns.

The internship requires a minimum of 2,080 training hours, carries a stipend of \$33,891, and comprises 1 calendar year, likely beginning Monday, July 15 (the VA is moving to a nationally-standardized start date for Psychology interns). Other benefits include health insurance coverage, paid vacation and sick leave, all Federal holidays off, and 40 hours of paid professional leave. To provide a well-integrated model of predoctoral internship training, our program has the following features:

1. The rotational system consists of three major rotations, each of which lasts four months. Interns work about three days a week in their major rotations.
2. Concurrently, interns select two minor rotations, lasting six months each. Interns work one day per week in their minor rotations.
3. Interns are given private offices, close to one another and to the Training Director.
4. Peer consultation (also known as “intern bonding time”) is from 3:30-4:30pm on Friday for the first six months of the year.
5. Rotations are chosen by each intern, in conjunction with recommendations from internship faculty and the parent university. The most weight is given to interns’ preferences, with the additional goal of ensuring that interns gain experience in any previously missed major areas of practice. **We believe that interns should have experience with residential, seriously mentally ill, geriatric, and substance-using populations, to round out generalist training.** Additionally, interns select an individual psychotherapy supervisor for the year as they see longer-term therapy cases. This supervisor also functions as a professional mentor.
6. A year-long seminar series that combines didactic and clinical case material. Attendance is required.
7. Opportunities are made available for professional and personal growth via teaching, workshop presentations, supervision of a practicum student (where available), and participation in professional conferences.

8. For a \$30 annual fee, interns have access to the employee gym.
9. Interns are encouraged to participate in activities held at JHQVAMC, including participation in the Mental Health Department's Diversity, Equity, and Inclusion (DEI) Committee.

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## Major Rotations

### Acute Inpatient Mental Health Services\*

#### **Supervisor: Dr. C. Adam Love**

This rotation will focus on sharpening the intern's knowledge, skills, and abilities in providing psychological services on an acute inpatient mental health unit, as well as on inpatient medical units where assessment or consultation is needed. Some of the challenges in terms of providing care on an acute unit are as follows:

- Length of stay varies from patient to patient.
- Psychotherapy that focuses on crisis intervention and short-term, solution-focused skill building instead of on long-term treatment planning.
- At any given time, the milieu on the unit may be different. This means that different treatment approaches may be more beneficial on a given day – depending on the milieu of the unit at the time.

The intern will have the opportunity to provide several different services during the completion of the rotation. As an example, the hours in a given week will be filled by some of the following services:

- Co-facilitating a weekly group on the unit (DBT skills focused) with the supervisor.
- Participation in one treatment team meeting per week, which will provide interdisciplinary interaction and will facilitate collaboration with diagnosis, treatment planning, and discharge planning for each patient on the unit.
- Individual therapy with 1-2 patients weekly (or as needed) that focuses on crisis intervention and solution-focused therapy.
- Individual supervision for one hour weekly.
- Psychological Assessment: The intern will be able to administer the Personality Assessment Inventory to assist with diagnostic clarification. There will also be the option of performing a memory assessment to look at possible dementia at times. In addition, the intern will write up the results and will share with the treatment team as assigned.
- Decisional Capacity Assessment: Intern will observe supervisor completing a Decisional Capacity Interview/Assessment and will have the opportunity to assist in the completion of an assessment as needed. Will discuss the ethical dilemmas associated with capacity and look at the template provided by the VA.
- Enhance case formulation and treatment through supervision, recommended readings, consultation, and provision of therapeutic activities.

In Acute Services, we serve veterans with the entire spectrum of psychiatric diagnoses and presenting issues, including depression, suicidal/homicidal ideation, psychotic disorders, PTSD, personality disorders, anxiety disorders, health issues, marital issues, family issues and substance abuse issues. Most patients present with multiple diagnoses from this list.



**Responsibilities:** Interns' responsibilities will vary depending on training goals, experience, and availability. Responsibilities will be negotiated with Dr. Love and will likely vary on a week-to-week basis (see above opportunities).

**Recommended Readings:** Will assign during supervision with intern depending on the interests of the intern.

\*This rotation can be selected as either a major or a minor rotation.

## **Community Living Center (CLC)**

### **Supervisor: Dr. Jamie Tedder**

The Community Living Center (CLC) is a 60-70 bed inpatient facility that provides both short-stay rehab/nursing and long-term care to a primarily geriatric population. This major rotation provides Psychology interns the opportunity to work with older Veterans around a variety of issues including depression, anxiety, cognitive changes, adjustment to the aging process, and coping with complex health needs. Interns will also have the opportunity to work as part of an interdisciplinary treatment team that includes medicine, nursing, physical therapy, recreational therapy, nutrition, pharmacy, speech therapy, and psychiatry. Specific training opportunities that can be available on this rotation include:

- Individual Therapy
- Consultation with Members of Treatment Team
- Management of Disruptive Behaviors Associated with Dementia (STAR-VA program)
- Cognitive and Mood Screenings (e.g., MoCA cognitive screening)
- Participation in Interdisciplinary Treatment Team Meetings and Family Meetings
- Group Therapy
- Program Development
- Staff Education & Support
- Caregiver Support (as opportunities become available)
- Capacity Evaluations (as opportunities become available)

## **Domiciliary Care for Homeless Veterans**

### **Supervisor: Dr. Savannah LeBarre**

DCHV provides comprehensive biopsychosocial rehabilitation including attention to the broadest possible range of Veterans' needs (e.g., medical, psychiatric, social, vocational, and spiritual). DCHV is time limited residential care in a domiciliary setting designed to maximize each Veteran's return to independent or supported community living. The DCHV Treatment team includes a peer support specialist, social workers, a psychiatrist, and a psychologist. The DCHV Treatment team also collaborates with other domiciliary staff including but not limited to recreation therapy, nutritionists, domiciliary assistants, nursing, primary care, etc. Interns on the rotation will have a generalist experience as the Veterans in the domiciliary are diverse in culture, age, substance use, socioeconomic support, mental health, physical health, social support, and background history. Interns will get an opportunity to choose from various experiences and determine what would best suit training needs and fill in learning gaps. Some of the experiences that interns can be involved in are:

- Screening to determine appropriateness for domiciliary care
- Psychological testing: often for diagnostic clarification and/or determining potential cognitive impairments
- Providing individual psychological therapy (typical length of stay is approximately 90 days so it's likely there would be enough time for evidenced based practice)
- Co-facilitating group therapy (e.g., anger management, seeking safety, coping skills, DBT, ACT, CBT)
- Learning policy and procedures of the domiciliary
- Participating in treatment team meetings and assist with treatment planning
- Managing crises
- Problem solving and coming up with solutions quickly and collaboratively with team and/or Veterans
- Providing aftercare services to Veterans who have discharged

Supervision on this rotation will be provided using a developmental approach and will be collaborative. Interns will be provided indirect and direct supervision, as some supervision will occur during groups or “on the fly.” Interns will also have the opportunity to increase knowledge and implementation of various Evidence Based Practice modalities, with the supervisor having additional experience in CBT-CP, DBT, ACT, and treatments for psychosis and individuals with a history of criminal justice involvement. If research related to homelessness is an interest, it may be another experience that can be provided.

## **Outpatient Mental Health Clinic (OMH)**

### **Supervisor: Dr. Courtney Cook**

The OMH rotation provides an opportunity to participate in a wide array of generalist training experiences. The Mental Health Clinic (MHC) serves as the hospital’s primary hub for general outpatient mental healthcare and, as such, provides treatment primarily for trauma, anxiety and depression, among other presenting concerns (e.g., serious mental illness, PTSD, OCD, BPD, etc.). Specialty care experiences, such as psychodiagnostic assessment, are also available for interns who choose this rotation. Additionally, while the majority of training opportunities on this rotation are individual in nature, interns will also have the option to participate in couples and/or group therapy experiences. The outpatient clinic includes two interdisciplinary teams, each consisting of a combination of psychologists, psychiatrist and/or psychiatric nurse practitioner, nurses and social workers. This rotation is offered as a major rotation.

Specific training opportunities on the OMH rotation:

- Evidence-based interventions (e.g., CPT, IBCT)
- Attend care coordination meetings (i.e., interdisciplinary meetings focused on facilitating care between/within different VA treatment programs)
- Facilitate/co-facilitate process/psychoeducational therapy groups
- Consultation with interdisciplinary treatment team
- Staff referrals to clinic with outpatient MH social workers/psychologists
- Conduct psychotherapy intake evaluations
- Administer and interpret assessment instruments (e.g., PAI, MMPI)
- Measurement-based treatment programming

## **Post-Traumatic Stress Program (PTSP)**

**Supervisors: Drs. Mandi Deitz, Katelyn McCreight, Sam Nekvasil, and Andrew Presnell**

The Post-Traumatic Stress Program (PTSP) is an outpatient specialty clinic devoted to the evaluation and treatment of Post-traumatic Stress Disorder. The PTSP comprises a small, well-integrated, interdisciplinary staff providing direct care to Veterans and significant others. Staff also provide consultation to other programs within the VAMC, as well as to Vet Centers in Johnson City and Knoxville.

Interns participating in the PTSP clinic can expect to learn more about the wide range of PTSD-related clinical presentations by conducting PTSD intakes using the CAPS-5, utilizing other assessment measures, and writing intake reports. Interns will also be given the opportunity to learn Evidence-Based Treatments (e.g., Cognitive Processing Therapy) by co-facilitating group CPT-C and by utilizing this modality with individual patients. Interns may have the opportunity to observe and receive training in other modalities (i.e., Prolonged Exposure) depending on patient needs represented in the clinic at that time. Other psychotherapy group facilitation opportunities are available, including: Moral Injury, PTSD 101 (i.e., psychoeducational group), Partners (i.e., for partners of Veterans diagnosed with PTSD), Anger Management for PTSD, OEF/OIF/OND, WWII/Korea, and Vietnam. Interns also will participate in weekly PTSP interdisciplinary (i.e., psychiatrist, nurse practitioner, nurse, social worker, psychologists) staff meetings.

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

**Supervisor: Dr. Magdalys Velázquez Ramos**

PCMHI clinicians and interns provide same-day access to functional assessment and clinical treatment for those experiencing mental health symptoms and behavioral health issues utilizing a co-located, collaborative model of care. PCMHI reduces the development of more severe mental health symptoms through collaborative, interdisciplinary consultation and early identification of subclinical conditions. Interns on the PCMHI rotation function as co-located, integrated members of primary care teams. They complete brief functional interviews and provide feedback directly to the referring provider, triage and refer to appropriate specialty mental health clinics, provide individual short-term problem/solution-focused interventions targeted to reduce symptoms and improve health and quality of life, and provide longitudinal follow-up using structured, measurement-based assessment of progress utilizing the Behavioral Health Lab (BHL).

## **Psychology Consultation-Liaison Program**

**Supervisor: Dr. Christine Adler**

Psychology Consultation-Liaison is available as a major rotation with an emphasis in Oncology/Palliative Care. Dr. Adler specializes in Health Psychology and Palliative Care, and consults with Medical, Extended, Surgical, and Palliative Care Clinics. Depending on their areas of interest, the intern's responsibilities may include any of the following: therapy, assessment, and consultation with patients facing serious and/or life-threatening illness, their families, and medical center staff; decisional capacity

and pre-surgical psychological evaluations; complicated grief and bereavement support; spiritual exploration and meaning-centered therapy; interdisciplinary team patient care; and biomedical ethics consultation.

### **Substance Use Disorders Program (SUDP)**

**Supervisor: Dr. Lauren Patton (with backup from Dr. Jerome Cook)**

The Substance Use Disorders Program (SUDP) offers comprehensive training for diverse populations of Veterans with Substance Use Disorders. It is a multidisciplinary residential and outpatient treatment program for Veterans. SUDP is founded upon empirically supported interventions including Cognitive-Behavioral Coping Skills and Twelve-Step Facilitation therapies. Cognitive-Behavioral Coping Skills structured group therapy offers treatment based on identification and practice of skills for avoiding relapse, such as refusal skills, problem-solving, crisis planning, etc. Twelve-Step Facilitation structured group therapy emphasizes familiarization with twelve-step recovery program principles and encouraging participation in mutual help organizations. In addition, group sessions provide information to Veterans on a wide range of alcohol and drug education topics. Additional group interventions are offered, such as CBT for Depression/SUD, Seeking Safety for PTSD/SUD, and SMART Recovery. Training is also available in Motivational Enhancement Therapy (i.e., a motivational interviewing approach to substance use) and contingency management. Intern duties will include group and individual psychotherapy, screening, diagnostic assessments, readings/self-study, and learning to function as an interdisciplinary team member in a residential/outpatient substance abuse treatment environment.

\*This rotation can be selected as either a major or a minor rotation.

### **Minor Rotations**

#### **Acute Inpatient Mental Health Services**

**Supervisor: Dr. C. Adam Love**

**Please see rotation description listed under major rotations.**

#### **Clinical Research**

**Supervisor: As arranged from faculty listing (but usually Dr. Bibby)**

This rotation can be an avenue through which an intern works to complete his or her dissertation research, with the support and supervision of a qualified internship faculty member. Duties will vary on this rotation, according to the needs of the intern and specific research program. Duties may include literature review, design input, running subjects, data analysis, or drafting articles for journal submission. It is the opinion of the internship faculty that interns should not be tackling new research projects until research is completed on their dissertations.

## **Cognitive Processing Therapy (CPT)**

### **Supervisors: Drs. Mandi Deitz & Andrew Presnell**

This rotation involves learning and implementing CPT with multiple patients who have Post-Traumatic Stress Disorder (PTSD). Trainees will develop an understanding of how to implement a manualized protocol while maintaining rapport and engagement, and how to apply core clinical concepts to specific patient presentations.

CPT is one of the most effective and strongly recommended treatments for healing from PTSD. Over the course of twelve sessions, patients learn to reassess the impact that trauma has had on their lives, particularly as it pertains to their beliefs about themselves, others, and the world in areas such as blame/responsibility, safety, trust, power/control, esteem, and intimacy.

Those who would like to achieve provisional VA CPT provider status may do so through this rotation. VA CPT provider status involves attending a 2-day CPT workshop, completing two full CPT cases, and participating in six months of weekly consultation calls with a regional CPT trainer.

## **Couple and Family Therapy**

### **Supervisors: Dr. Heather Zapor (with backup from Drs. Brian Abbott & Katie Wischkaemper)**

The Family Clinic is an outpatient specialty clinic focused on enhancing Veteran's mental health recovery by strengthening family relationships. Interns participating in the couple and family rotation will gain experience in the provision of couple and family therapy. The rotation is designed to accommodate interns with varying degrees of prior training in couple and family therapy. Interns choosing this rotation can expect to receive supervision through co-therapy and review of recorded sessions. They will learn to conduct a thorough assessment of couple/family functioning that informs case conceptualization and treatment planning. They will learn to conceptualize cases from a systemic perspective, gain exposure to a number of theoretical approaches for treating couples with a focus on Integrative Behavioral Couple Therapy (IBCT), and learn principles of child development and effective parenting. Common clinical issues presented by couples/families in this rotation include the following: PTSD, depression, anxiety, infidelity, stress related to blended families, sexual dysfunction, parenting problems, intimate partner violence, and family adjustment to medical and mental health illness. Interns can expect to gain an appreciation for the complex interplay between individual psychopathology and family functioning and how relationship therapy can serve as an effective primary and adjunctive treatment for many different types of mental health problems.

## **Home-Based Primary Care (HBPC)**

### **Supervisor: Dr. Bridget Jeter**

Home Based Primary Care (HBPC) provides comprehensive primary care services in the homes of Veterans who face complex medical issues that make it difficult to obtain care in the traditional outpatient setting. Our patients are typically older Veterans. HBPC provides medical care, nursing care, occupational therapy services, nutritional counseling, social work services, psychiatric medication

management, psychology services, and clinical pharmacy services.

The Home-Based Primary Care minor rotation allows interns the opportunity to learn about the provision of interdisciplinary medical treatment for home-bound Veterans located in the rural Appalachian region of Southwestern Virginia, Southeastern Kentucky, and Northeastern Tennessee. Interns will step into the Veteran's environment allowing them to gain cultural and family systems context, as well as the intersection of the Veteran's military experiences in the service of informing treatment. The intern will also experience an interdisciplinary team approach to address chronic illness, mental health, cognitive and memory related concerns, family and safety concerns, bereavement and end of life issues for an aging population of Veterans who often have limited resources and access to care. The intern will have the opportunity to gain experience with completing intake interviews, cognitive evaluations, capacity examinations, treatment planning and provision of care within the home setting and take part in some weekly treatment team meetings.

### **Psychology Program Evaluation**

#### **Supervisors: Various Faculty**

Program evaluation is the application of social research tools that contribute to decisions on installation, continuation, expansion, certification, or moderation of programs (Online Psychology Dictionary). As Dr. Steve McCutcheon stated at the 2016 APPIC Membership Conference, "we [psychologists] are uniquely positioned to use our research training to provide program evaluation data to drive healthcare decisions." Interns have many opportunities to practice this skill, which is highly transferable to future employment. Examples include measuring outcome metrics and medical cost offset, evaluating access barriers, updating policies and program materials, and providing data for continuous quality improvement projects. The supervisor and activity will vary, depending on the program. Interns should select 1-2 programs to focus on during this rotation. Options include: PC-MHI, the Whole Health Program, SUDP, and PTSP. Other program options may be available on a case-by-case basis.

### **Substance Use Disorders Program (SUDP)**

#### **Supervisor: Dr. Lauren Patton (with backup from Dr. Jerome Cook)**

Please see [rotation description](#) listed under major rotations.

### **Supervision – ETSU Behavioral Health and Wellness Clinic**

#### **Supervisor: Dr. Diana Morelen**

Note: This rotation may or may not be available, as of this writing.

The Behavioral Health and Wellness Clinic is the departmental training clinic for ETSU's APA-accredited doctoral program in clinical psychology. Within this minor rotation, an intern will spend the first several weeks on didactics focusing on an evidence-based supervision models, and then he or she will begin to provide supervision and agency documentation for 1-2 junior level graduate student therapists. The clinic treats children, adults, and seniors living in Northeast Tennessee. Common presenting problems include: depression, anxiety, trauma exposure, stress

related to stigmatized identities, and family systems issues. This rotation can be especially valuable for interns who hope to supervise doctoral students and/or interns in their careers. The scheduling of this minor rotation will be determined by the intern, Dr. Morelen, and student clinician and will not exceed 8 hours per week. This rotation is only available July-December.

### **Whole Health: Integrative Mental Health (WHIMH)**

#### **Supervisor: Dr. Luisa Jimenez**

- Participation in Interdisciplinary Whole Health Program, which includes: Complementary and Integrative Health (CIH) approaches, health and wellness coaching, integrative mental health modalities, and clinical teaching opportunities. Interdisciplinary team includes: Psychologists, Acupuncturist, Chiropractors, Physical Therapists & Physical Therapy Assistants, Social Worker, Chaplain, Functional Medicine Registered Dietitian, and Health Coaches.
- Participate in integrative mental health approaches, such as: Mindfulness, HeartMath biofeedback, hypnotherapy, CBT-I, guided imagery, health coaching.
- Participate in complementary movement approaches, such as yoga, tai chi, yoga Nidra, with goal of integrative movement into emotional wellness.
- Opportunity to participate in health coach training by NBHWC accredited VA program.
- Participate in interdisciplinary supervision to develop holistic approach to diagnosis and treatment.
- Participate in interdisciplinary programs, including “Project Resilience,” an active self-management/integrative medicine clinic for Veterans experiencing issues related to pain, and Integrative Mental Health group for Veterans experiencing mental health conditions. Clinical activities to include: Mindfulness-Based Cognitive Therapy, Acceptance & Commitment Therapy, active self-management coaching, yoga, tai chi, and anti-inflammatory diet classes.
- Participate in “My Story” program, learning patient-provider communication skills while facilitating and transcribing Veteran’s “story” into medical record.
- Participation in weekly journal article review to introduce/understand scientific basis for Integrative approaches.
- Opportunity to observe work with VHA national program office (Office of Patient Centered Care & Cultural Transformation), role of National Field Advisor for Whole Health Coaching.
- Program Development opportunities, as well as opportunity for data drive quality improvement research and program development available.
- The option to introduce clinical and administrative staff to Whole Health principles by teaching Whole Health 102 and/or primary care staff communication skills and motivational interviewing clinical staff.

## Year-Long Rotation

### Long-Term Psychotherapy Supervision

#### **Supervisors: Various**

Since the inception of our internship program, Mountain Home has placed a high value on providing interns with the opportunity to engage in long-term psychotherapy with veterans. Many of the Training Committee faculty do double-duty as rotation supervisors and also offer themselves as long-term psychotherapy supervisors. Interns are expected to carry an active long-term caseload of 3-5 patients and to attend weekly, hour-long supervision sessions. Interns are encouraged to select a supervisor based on the following criteria: interest in the supervisor's theoretical orientation, interest in the supervisor as a mentor, interest in the supervisor's professional identity, and/or interest in the supervisor's expertise with a specific patient population.

## **APPLICATION AND SELECTION PROCESS**

<https://www.psychologytraining.va.gov/eligibility.asp>

Applicants must be U.S. citizens in good standing with and recommended for internship by an APA-accredited or Psychological Clinical Science Accreditation System (PCSAS)-accredited Ph.D. or Psy.D. program in clinical or counseling psychology, and they must have completed 3 full years of graduate study leading to the doctorate. The applicant must demonstrate interests and goals that are consistent with the internship program, the ability to apply assessment and intervention knowledge in clinical areas, appropriate ethical conduct, the interpersonal skills necessary for the professional practice of psychology, and sufficient research skills as evidenced by dissertation progress.

In normal years, the James H. Quillen pre-doctoral psychology internship requires a minimum of 1,000 total hours of supervised clinical experience (intervention + assessment + supervision). We will take into account potential decreases in clinical hours due to COVID-19. Under the category of assessment, the internship looks for a variety of assessment experience that includes traditional objective and projective assessment. Although the faculty would prefer that applicants have exposure to projective assessment, it is not an exclusion criteria. The number of integrated reports expected is based on applicant group averages for prior years.

The faculty strongly prefers applicants who have their dissertation proposal approved by the start of the internship.

The preceding criteria serve as general guidelines for rating applicants and are not fixed rules. Faculty must rely upon their professional judgment in making decisions about applicants.



Applications are accepted through **November 1**. The Quillen VA Medical Center in which our training program resides is an Equal Opportunity Employer; we are committed to ensuring a range of diversity among our training classes, and we select candidates representing different programs and theoretical orientations, geographic areas, ages, racial and ethnic backgrounds, sexual orientations, disabilities, and life experiences. All things being equal, consideration is given to applicants who identify themselves as veterans, as members of historically underrepresented groups on the basis of racial or ethnic status, as representing diversity on the basis of sexual orientation, first-generation college students, or as representing diversity on the basis of ability status. These factors may be indicated on the application if an applicant wishes to do so.

This internship program participates in the Matching Program administered by National Matching Services Inc. (NMS) on behalf of the Association of Psychology Postdoctoral and Internship Centers (APPIC). Only those applicants who participate in the Match can be matched to our internship program. All applicants must obtain an applicant agreement package from NMS and register for the Match to be eligible to match. Applicants can request an applicant agreement package from NMS through their [web site](#) at or by mail. Applicants may contact NMS at either of the following addresses:

National Matching Services Inc.  
20 Holly Street, Suite 301  
Toronto, Ontario  
Canada, M4S 3B1

Telephone: (800) 461-6322  
Fax: (844) 977-0555

Or

Acceptances and notification procedures follow the Association of Psychology Postdoctoral and Internship Centers (APPIC) Match Policies. This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant. APPIC Match Policies are available on the APPIC [website](#).

For purposes of the Internship Matching Program, the program code number for the James H. Quillen VA Psychology Internship Program is: **156111**.

The internship program utilizes the AAPI Online application on the APPIC [website](#).

Faculty will screen applicants for interviews. Interviews will then be offered to selected applicants. This process will also include the opportunity to meet with the Training Director, current interns, and other rotation supervisors. Interviews/meetings will be conducted virtually for the 2024-2025 training year, given the ongoing impact of COVID-19. Interviews will be scheduled during the months of December and January. The latest interview notification date is **December 15**. An applicant may contact the Psychology Training Director by e-mail or at (423

979-2893 to inquire about an interview or the status of her or his application.

The Department of Veterans Affairs adheres to all Equal Employment Opportunity policies. The VA's policy on Equal Employment Opportunity, Diversity and Inclusion, and Whistleblower Rights and Protection can be found here: [https://www.va.gov/ORMDI/docs/EEO\\_Policy.pdf](https://www.va.gov/ORMDI/docs/EEO_Policy.pdf).

**Once applicants match with our site, they then have to meet several other criteria in order to be able to work and train at a VA:**

Interns are Veterans Health Administration (VHA) Health Professions Trainees (HPTs) who are appointed as temporary employees of the Department of Veterans Affairs and subject to laws, policies, and guidelines posted for VA staff members. The national VA Office of Academic Affiliations (OAA) funds all VA trainee positions and directs local training sites regarding onboarding policies. Occasionally, this guidance can change during a training year, and it may create new requirements or responsibilities for HPTs (for example, being required to get a COVID-19 vaccine). If policies change, interns will be provided with an explanation for the change and given a reasonable amount of time to comply. Other requirements to be a Federal employee in the VA system include:

- 1. U.S. Citizenship.** HPTs who receive a direct stipend (pay) must be U.S. citizens.
- 2. U.S. Social Security Number.** All VA appointees must have a U.S. social security number (SSN) prior to beginning the pre-employment, on-boarding process at the VA.
- 3. Selective Service Registration.** Male applicants born after 12/31/1959 must have registered for the Selective Service by age 26 to be eligible for U.S. government employment, including selection as a paid or WOC VA trainee. For additional information about the Selective Service System, and to register or to check your registration status, click [here](#).
- 4. Fingerprint Screening and Background Investigation.** All HPTs will be fingerprinted and undergo screenings and background investigations. If you fail the background check, you cannot be an intern at the VA. Additional details about the required background checks can be found [here](#).
- 5. Drug Testing.** Per Executive Order 12564, the VA strives to be a Drug-Free Workplace. HPTs are not drug-tested prior to appointment; however, they are subject to random drug testing throughout the entire VA appointment period. You will be asked to sign an acknowledgement form stating you are aware of this practice. Please note that regardless of whether marijuana use is legal in your state, it remains illegal in the Federal system. You could be subject to removal from our internship if you test positive for cannabis, even if you have a prescription for it. For more information, please click [here](#).

6. **TQCVL.** In order to on-board HPTs, the VHA's Office of Academic Affiliations (OAA) requires completion of a Trainee Qualifications and Credentials Verification Letter (TQCVL). An Educational Official at the Affiliate (university) must complete and sign this letter.
  - a. **Health Requirements.** Among other things, the TQCVL confirms that you, the trainee, are fit to perform the essential functions (physical and mental) of the training program and immunized following current Center for Disease Control (CDC) guidelines and VHA policy. This protects you, other employees, and patients while working in a healthcare facility. Tuberculosis screening, Hepatitis B vaccines, and Covid-19 vaccines are required. *Declinations are EXTREMELY rare.* If you decline the flu vaccine, you will be required to wear a mask while in patient care areas.
  - b. **Primary source verification of all prior education and training** is certified via the TQCVL. Training and Program Directors will be contacting the appropriate institutions to ensure you have the appropriate qualifications and credentials as required by the admission criteria of the training program in which you are enrolled.
7. **Additional On-boarding Forms.** Additional pre-employment forms include the Application for Health Professions Trainees (VA 10-2850D) and the Declaration for Federal Employment (OF 306). These documents and others are available online for review [here](#). Falsifying any answer on these required Federal documents will result in the inability to appoint or immediate dismissal from the training program.
8. **Proof of Identity per VA.** VA on-boarding requires presentation of two source documents (IDs). Documents must be unexpired and names on both documents must match. For more information click [here](#).

For a complete list of these requirements, please visit [Am I Eligible? Checklist for VA HPTs](#).



**Duck Pond at entrance to JHCVAMC Campus**  
Photo by Stephen Smith, Psy.D.

## **Training Model and Program Philosophy**

The Quillen psychology internship program adheres to a generalist/practitioner-scholar model of education and training to produce new professionals who have the necessary knowledge and skills for entry into the practice of professional psychology with an adult population. In all experiential activities, we promote critical thinking and self-reflectivity to include consideration of individual, cultural, and societal factors pertaining to both the provider and the recipient of services.

## **Program Goals and Objectives**

We believe this generalist model to be an effective one for training interns and for promoting the advancement of psychology as a profession in our region. The goal of the program is to present a series of learning experiences for interns that fosters their development as highly ethical and competent professional psychologists who can function effectively in many different clinical environments and are ready to assume the responsibilities of an entry-level staff psychologist or advanced practice postdoctoral residency position.

The goal of generalist training is achieved through exposing interns to:

1. A variety of supervisors who represent a diverse set of backgrounds and theoretical orientations
2. A large number of patients who are characterized by a diversity of mental disorders, backgrounds, levels of education, and socioeconomic status
3. Different types of activity: clinical care, case presentations, interdisciplinary team meetings, weekly didactics, individual and group supervision, and administrative meetings

The internship experience provides training to obtain competence in the 9 core areas of health service psychology practice, as outlined by the Standards of Accreditation from APA's Commission on

Accreditation. Those areas are:

1. ***Research***
2. ***Ethical and legal standards***
3. ***Individual and cultural diversity***
4. ***Professional values, attitudes, and behaviors***
5. ***Communication and interpersonal skills***
6. ***Assessment***
7. ***Intervention***
8. ***Consultation and interprofessional/interdisciplinary skills***
9. ***Supervision***

## **Time Allocation**

A minimum of 25% of the intern's time, or 520 hours, must involve patient care, per APPIC rules. Formal supervision will account for at least 200 hours of the training experience but possibly as much as 300 hours (approximately 15%). This will entail a minimum of 4 hours of formal supervision per week. The allocation of formal supervision time is as follows:

- ✚ 1 hr. per week Individual Supervision (Major Rotation)
- ✚ 1 hr. per week Individual Supervision (Minor Rotation)
- ✚ 1 hr. per week Administrative/Supportive Group Supervision
- ✚ 1 hr. per week Individual Supervision (Long Term Psychotherapy)

Another 250 hours should be devoted to didactic training (12%). Research/reading, staff meetings, and administrative duties may comprise 250 hours (12%) of the interns' time. Administrative duties unrelated to patient care are not generally assigned to interns.

## **Supervision**

Frequent formal supervision is a high priority of the James H. Quillen VAMC internship program. Each intern should receive a minimum of 4 hours per week of regularly scheduled supervision, at least 2 hours of which are on an individual basis. On average, our interns obtain over 4 hours of supervision per week. All internship faculty are expected to be flexible enough with their time to allow for unscheduled, informal supervision opportunities.

Each intern will have at least one faculty supervisor who functions as a professional mentor. This is usually the intern's selected long-term psychotherapy supervisor. Mentors provide interns with professional role models whom they may observe performing professional activities and with whom they may discuss professional issues or problems.

## **Informed consent**

Clinical supervision in a patient care environment requires an understanding of how privacy and confidentiality are treated.

1. Trainees will notify patients of their training status at the initiation of care, will identify their supervisor, and explain that information about the patient's treatment will be reviewed with the supervisor to ensure the best possible care. The patient's disclosures will be treated with discretion and shared as needed only with the supervisor and/or with those who share responsibility for the patient's welfare (e.g., treatment team).
2. At the outset of a supervision relationship, the supervisor will initiate a conversation about privacy and the limits of confidentiality.
  - a. Because supervision is fundamentally an evaluative relationship, and because the supervisor has paramount responsibilities to the patient and the training program, supervision is not considered a confidential relationship.
  - b. Supervisors encourage trainee self-reflection and appropriate self-disclosure of developmental hurdles in pursuit of improved self-reflective practice and problem-solving. However, the supervisor's primary obligations to the patient and the training program may require that information obtained in supervision is sometimes shared with appropriate people outside the supervisory relationship. In such situations, supervisors will treat information with sensitivity and discretion, balancing their obligations to patient welfare, trainee growth, the program, and protection of the public. For example, supervisors will share information with program leadership in the event of an ethical or legal violation, or when a concern about the trainee's performance or functioning arises. Additionally, supervisors will discuss the trainee's development, strengths, and areas for growth with the Training Director and other appropriate training faculty at this facility. In the case of an intern, the program may communicate whenever needed with the intern's graduate program, and will provide written progress reports at least twice yearly, consistent with regulatory requirements of APA and APPIC.
  - c. At times, deeply personal information is voluntarily shared by a trainee with a supervisor as it relates to the trainee's clinical or professional functioning. Supervisors accept and validate personal disclosures, with a goal of helping the trainee better reflect on their personal experience and its relationship to their professional functioning. However, supervisors will avoid situations in which they elicit or enter into secret confidences.
  - d. Informed consent about the distinctions between privacy and confidentiality in supervision is important in a professional setting in which patient confidentiality is the strictly practiced norm. A discussion of how privacy and confidentiality are treated within the supervisory relationship will allow trainees to make informed decisions about what personal disclosures they might make in supervision.

Adapted from Stephen McCutcheon, Ph.D., Training Director for the Seattle VAMC





**The 2022-2023 Intern Class**



**The 2021-2022 Intern Class (missing one intern) and Dr. Elder**

### **Intern Evaluations**

With regular monitoring and communication, problems or deficiencies that arise may be resolved quickly before becoming compounded. Interns have a right to be kept regularly informed of their progress throughout the program.

Interns will receive written mid-point and end-point evaluations by their rotation

supervisors. Interns will also complete self-assessments. The development of self-reflectivity is a critical aspect of interns' work with supervisors and of the internship training process. Interns complete self-assessments of their performance as part of the evaluation process.

During the year, interns will not only receive but also will have the opportunity to provide evaluative data. At the end of each rotation, interns submit formal ratings of the site and supervision received on the Rotation and Supervisor Evaluation Form. Interns also provide ratings and comments regarding each session in the year-long internship seminar series. Copies of these evaluations are available upon request.

## **Other Training Experiences**

### **Seminars**

Seminars will be held most Fridays throughout the internship year. The topics are divided into 8 series. Some of the series and topics are listed below:

- Psychological Assessment (*e.g., Neuropsychological Assessment, Introduction to the MOCHA, Cognitive Bedside Screening*)
- Psychological Interventions (*e.g., Acceptance and Commitment Therapy, Prolonged Exposure, Cognitive Processing Therapy, Motivational Interviewing, Couple and Family Therapy*)
- Professional Practice (*e.g., Private Practice, Job Hunting, Suicide Prevention, Psychopharmacology, Supervision, Multidisciplinary Consultation*)
- Multiculturalism & Diversity (*e.g., Disability Awareness, Appalachian Culture, Psychotherapy with LGBTQ Clients, When Patients Say Something Racist, Transgender Health Issues*)
- Health Psychology (*Medical Transplant Evaluations, Oncology and Psychology, Whole Health Coaching*)

Interns are required to attend and participate in the seminars. Seminar sessions will combine didactic material with a focus on specific case illustrations. Some faculty will present their own clinical cases for discussion.

Other training opportunities afforded the interns are monthly Psychology In-service presentations and Grand Rounds (in Medicine, Oncology and Psychiatry). Interns may participate in additional seminars or professional presentations, as agreed upon by their rotation supervisors and the Psychology Training Director.

The faculty in the Psychology Internship Program offer training to psychology interns in multiple empirically based treatment models (including Prolonged Exposure, Acceptance and Commitment Therapy, Motivational Interviewing, Integrative Behavioral Couple Therapy, Cognitive Processing Therapy). These models are taught within the context of the intern seminar series, rotation assignments, and individual supervision.

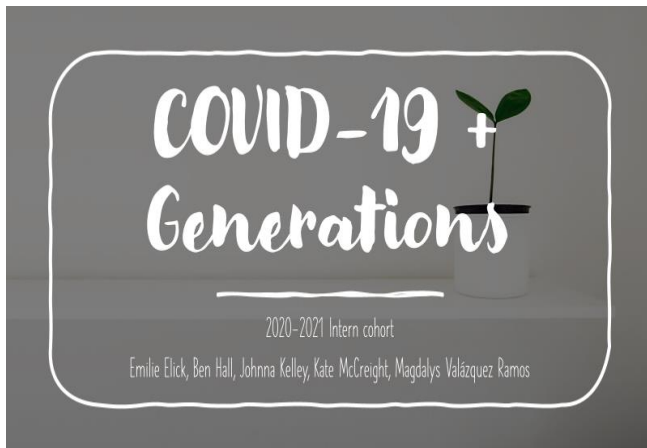


## **Care for LGBTQ+ Veterans**

Though not a formal rotation, a variety of opportunities are available to interns to allow for experience working with LGBTQ+ veterans during the training year. Potential opportunities include providing individual psychotherapy, observing or conducting hormone or surgical readiness evaluations, and collaborating with other disciplines that offer additional gender-affirming treatments (i.e., speech and language therapy, prosthetics, primary care). Interns may also have the opportunity to observe and/or co-facilitate group therapy. Two groups for LGBTQ+ veterans are currently available: Thrive (for LGBTQ+ veterans) and Transcend (for transgender or gender-nonconforming veterans). The opportunity to attend Transgender Care Team meetings is also available.

## **Multicultural Diversity Project**

Each year, the interns are required to complete a multicultural diversity project of their choosing that is designed to enhance their understanding of diversity, equity, and inclusion issues. Consultation with training faculty and other providers is encouraged. This project is often presented as an in-service to the psychology staff to help promote diversity awareness throughout mental health services at the James H. Quillen VAMC.



### **Examples of Past Projects:**

- The Impact of COVID-19 on Different Generations
- Understanding the “Q” in LGBTQ
- How to Handle Client Prejudice in Therapy
- Understanding Sex Positivity and Kink Culture
- Intersection of Therapist and Client Identities
- Advocacy in the Context of Diagnostic Disparities: How to Engage with Clients & the System

Along with the focus on multicultural diversity within the Intern Seminar Series, all interns participate in weekly group supervision, with emphasis on concepts such as military, VA, and Appalachian cultures.

Interns are also encouraged to be active members on the Diversity, Equity, and Inclusion (DEI) Committee to evaluate, plan, implement, and monitor JHQVAMC efforts to become a more culturally competent institution. A part of this committee’s focus is finding presenters who can instruct our staff and trainees on multicultural concepts at the monthly Psychology In-services.

## **REQUIREMENTS FOR PROGRAM COMPLETION**

### **Minimum Standards**

Supervisors evaluate intern performance on the Intern Evaluation Form at the end of each rotation, which provides a rating scale for the 9 core competencies and their specific skill areas. They rate interns on 5-point Likert scales.

Supervisors meet monthly to review and to discuss intern progress in the Psychology Training Committee. Competency level 4 is the expected exit level for interns graduating from the internship program, with the exception of some specialized areas of practice. At this level of competency, the intern needs occasional supervision; competency is attained at the entry-level psychologist position with continued supervision recommended; documentation of supervision on site is required while in training status; direct observation is not required.

### **Exit Criteria**

To complete the internship program successfully, an intern must meet the following minimum requirements:

- ✚ Completion of 2080 hours of internship training.
- ✚ A minimum of 520 hours of patient care.
- ✚ A minimum average of 4 hours of supervision per week, at least 2 hours of which will include individual supervision.
- ✚ Completion of all rotation and supervisory assignments designated by the Psychology Training Committee.
- ✚ Achievement of standards expected of an intern in this program on the competency-based evaluations of the Intern Evaluation Form.
- ✚ Satisfactory resolution of all remedial training plans.
- ✚ Completion of a multicultural diversity project.
- ✚ Attainment of requirements for functioning in an entry-level psychologist position as a generalist practitioner.

## **LOCALITY AND DIVERSITY AWARENESS**

The James H. Quillen VA Medical Center (VAMC) was originally the Mountain Branch of the National Home for Disabled Volunteer Soldiers, founded in 1903. Our VA is in Johnson City, Tennessee (pop. 66K); neighboring cities Bristol and Kingsport comprise a Tri-Cities area of 0.5 million people. Johnson City is a thriving university town with an emphasis on healthcare, professional, and service occupations. Low crime rates, moderate climate, ease of commuting, affordable cost of living, scenic beauty, and a friendly small-town ambiance are all desirable factors reported by those who have been attracted here.

Often, interns from outside the region are surprised that Johnson City does not match the stereotypes of Appalachia propagated by national media outlets. Johnson City recently

discovered craft beer and yoga, so we are not roughing it here.

The surrounding area is rural, mountainous, and beautiful, with a rich historical past, a vibrant Appalachian culture, and exceptional outdoor recreation opportunities. Five Tennessee Valley Authority (TVA) lakes, 10 ski slopes, whitewater rafting, and the Appalachian Trail are less than an hour away by car. The Great Smoky Mountains National Park (and Dolly's birthplace in Sevierville) are a 2-hour drive. The area also provides community theater, numerous festivals, and an array of music venues. The VAMC is located approximately 100 miles from Knoxville, Tennessee, and approximately 65 miles from Asheville, North Carolina.

The faculty is cognizant of the homogenous ethnicity of the East Tennessee population, so we strive to address diversity, equity, and inclusion issues and have made education in diversity awareness a formal part of our program efforts for the past 23 years. As the area continues to diversify, the staff has made efforts to increase access for mental health services to more traditionally stigmatized populations, including female veterans, those identifying as LGBTQ+ , and those of minority races/ethnicities. In addition, interns have opportunities to work with veterans with physical limitations, homelessness, low socioeconomic status, and limited education/literacy. We teach our faculty supervisors and interns to incorporate sensitivity to individual and cultural diversity into what they do on a practical, clinical level. We established a Multicultural Diversity Committee (now DEI Committee) 23 years ago, to help monitor and promote our awareness as a culturally competent organization. We regard a multicultural orientation as essential to the mission of the Psychology Service and an extension of Appalachian hospitality.

The Office of Resolution Management, Diversity & Inclusion (ORMDI) provides leadership in creating and sustaining a diverse workforce free of discrimination at the Department of Veterans Affairs. For more information, visit the Web site at Office of Diversity and Inclusion, U.S. Department of Veterans Affairs. The Office of Diversity and Inclusion offers guidance to VA facilities on implementing activities for special observances, which can be found [here](#).

## **ADMINISTRATIVE POLICY AND PROCEDURES**

### **Due Process in Action: The Identification and Management of Intern Problems or Impairment**

When interns arrive at the Quillen VAMC, they are provided with an Intern Training Manual that outlines a definition of impairment, an explicit discussion of due process, appeal, and grievance procedures, considerations for remediation, and a listing of possible sanctions. The Psychology Training Director covers these issues during new intern orientation. This manual is provided to each intern.

### **Privacy Policy**

*We will not collect any personal information from you when you visit our website.*

## **TRAINING STAFF PROFILES**

\* Denotes fulltime VA staff.

† Denotes faculty who are licensed.

‡ Denotes faculty who are provisionally licensed.

§ Denotes those Psychologists designated as Health Service Providers by the State of Tennessee.

**Abbott, Brian, Ph.D.**, \* †§ Texas A&M University, College Station, TX, 2005; Mental Health Specialty Care Program Manager, VA consultant on Integrative Behavioral Couple Therapy (2011-2017), Evidenced-based Psychotherapy Coordinator (2011-2018)

**Professional interests:** Couple and family therapy, understanding link between interpersonal and intrapsychic process, treatment of trauma and personality disorders

**Personal hobbies and activities:** Exploring Appalachia, mountain biking, hiking, skiing, and spending time with family

**Adler, Christine M., Ph.D.**, \* †§ SUNY at Albany, 1989; Assistant Chief, Psychology Service; Staff Psychologist, Consultation-Liaison (Health Psychology)

**Professional interests:** Meaning-making in grief and loss; coping with life-threatening illness

**Personal hobbies and activities:** Exercise, travel and time w/family, volunteer work with American Cancer Society & Local Organ Procurement Agency

**Armour, Erin, Psy.D.**, \* †§ Wright State University School of Professional Psychology, 2012; Staff Psychologist

**Professional interests:** Animal-assisted therapy, adjustment to illness and disability, intimate partner violence, and the impact of nutrition on mental health

**Personal hobbies and activities:** Cooking, walking/hiking, reading, writing, singing, hosting potlucks, and community service

**Beck, Emily, Ph.D.** \* †§ University of South Carolina, 2010; Chief, Psychology Specialty Services

**Professional interests:** Interpersonal neurobiology, trauma, attachment, ACT, DBT

**Personal hobbies and activities:** Goofing off with my kids, swimming, live music, a good cup of coffee, spending time outdoors

**Bibby, Maureen, Ph.D.**, \* †§ Auburn University, 2001; Staff Psychologist, Member of Disruptive Behavior Committee and Employee Threat Assessment Team

**Professional Interests:** Cognitive Assessment and Capacity Evaluations

**Personal interests and hobbies:** Time with family and friends, involvement in church, reading

**Bloch, Andrew H., Psy.D.** \* †§ The Wright Institute, 2012; Staff Psychologist, Whole Health Program

**Professional Interests:** Sleep, Meditation, Hypnotherapy, Acceptance & Commitment Therapy

**Personal hobbies and activities:** Hiking, eating, worrying

**Bumgarner, David, Ph.D.**, \* †§ East Tennessee State University, 2015; Outpatient Mental Health, Staff Psychologist

**Professional interests:** rurality and health, substance use treatment, psychospiritual aspects of therapy (forgiveness, mindfulness, compassion).

**Personal hobbies and activities:** Spending time with family, hiking, biking, listening to and playing music

**Cook, Courtney L., Ph.D.,** \*†§ East Tennessee State University, 2017; Staff Psychologist

**Professional interests:** Primary care mental health, ACT, process work, attachment, transgender healthcare

**Personal hobbies and activities:** Time with friends and family, my cats, nonsensical television, reading, traveling, laughing and not taking life too seriously

**Cook, Jerome, Ph.D.,** \*†§ Vanderbilt University, 1992; Staff Psychologist, Substance Use Disorders Program

**Professional interests:** Psychology of addictive behavior; motivational interviewing; Cognitive-Behavior Therapy for SUD; Contingency Management; Trauma and Recovery

**Personal hobbies and activities:** Soccer, hiking, Americana music, German language/literature

**Culligan, Julie, Ph.D.,** \*†§ SUNY at Buffalo, 1997; Health Behavior Coordinator, Primary Care; Mental Health Clinic

**Professional interests:** Wellness behavior, motivation, health psychology

**Personal hobbies and activities:** NIA, dancing and playing with my children, drumming, music, and nutrition and fitness

**Deitz, Mandi F., Ph.D.,** \*† East Tennessee State University, 2014; PTSD Staff Psychologist

**Professional interests:** Combat-Related PTSD and Moral Injury in Rural Appalachian Veterans

**Personal hobbies and activities:** Backpacking, camping, hiking (basically any outdoor activity), and playing the banjo

**Elder, Myra Q., Ph.D.,** \*†§ Temple University, 1996; Psychology Training Director, Staff Psychologist, Co-Chair of the DEI Committee, A Different World Book Club facilitator

**Professional interests:** Promoting diversity in Appalachia; Appalachian culture and its depiction in the media; the intersection of military and Appalachian cultures; complex PTSD

**Personal hobbies and activities:** Travel, military and Appalachian history, tap dancing, paying college tuition for two kids, hiking, living with two large dogs, two cats, and a possum named Bernard

**Finger, William, Ph.D.,** †§ University of Missouri-Columbia, 1989 (licensed and HSP, not full-time VA)

Professor, Departments of Medical Education and Psychiatry; Quillen College of Medicine, ETSU

Dean of Students, Modern Sex Therapy Institute; Conference Manager, Team River Runner, Inc.; Instructor - ACA L4 Whitewater Kayak and L4 SWR

**Professional interests:** Health Psychology (diabetes, spinal cord injury, chronic illness, sexuality)

**Personal hobbies and activities:** whitewater and sea kayaking, mountain biking, hiking

**Gilley, Kristina, LCSW,** \*† East Tennessee State University, Master of Social Work, 2013; Mental Health Outpatient Social Work Case Management Coordinator

**Professional interests:** Acceptance and Commitment Therapy, childhood and adult trauma, severe and persistent mental illness

**Personal hobbies and activities:** reading, traveling, spending time with my fur babies

**Hillhouse, Joel, Ph.D.,** †§ SUNY at Albany, 1989; Professor of Community Health, East Tennessee State University

**Holland, Kerry, Ph.D.,** †§ University of Missouri-Columbia, 1994; Clinical Director, East Tennessee State University Doctoral Psychology Program

**Jeter, Bridget R., Ph.D.,** \*† East Tennessee State University, 2019, Staff Psychologist; Home Based Primary Care  
**Professional interests:** Chronic health, aging, & end of life issues; Cognitive assessment to support treatment; Mindfulness based therapies; Mental healthcare & resilience in Appalachia  
**Personal hobbies and activities:** Family & friend time, Driving, Concert-going, Eating well

**Jimenez, Luisa Psy.D.,** \*† Eastern Kentucky University, 2020; Whole Health Staff Psychologist and JHQM Health Behavior Coordinator.  
**Professional interests:** treatment of suicidality, multicultural psychotherapy, health psychology, group psychotherapy  
**Personal hobbies and activities:** hiking, travel, throwing pottery, and spending time with my loved ones and dogs

**Karbasi, Amy, Psy.D.,** \*†§ Xavier University, 2012; Clinical Psychologist  
**Professional interests:** Treatment of chronic pain; health psychology; evidence-based psychotherapies  
**Personal hobbies and activities:** Hiking, exploring the area, health, and fitness

**LeBarre, Savannah, Psy.D.,** \*†§ Radford University, 2017; DCHV Program Coordinator and Psychologist; member of the ETSU/VA Institutional Review Board, member of the Disruptive Behavior Committee, and member of the Diversity, Equity, and Inclusion Committee  
**Professional Interests:** Personality Disorders, Serious Mental Illness, Forensic Psychology, Psychological Testing, Risk Management, intersectionality of identity, Appalachian Studies, supervision, and crisis intervention.  
**Personal hobbies and activities:** Travel, animals (I have four Italian Greyhounds), reading, creative endeavors, hiking, video games, horror movies, Pokémon Go, dancing, humor, and nature.

**Love, C. Adam, Psy.D.,** \*†§ Regent University, 2010; Acute Services Psychologist  
**Professional interests:** Serious and persistent mental illness; Religious and Spirituality Integration with Mental Health; Personality Assessment and differential diagnosis; Mindfulness and Dialectical Behavior Therapy  
**Personal hobbies and activities:** Music – both playing guitar and attending concerts; Spending time with family and kiddos; Learning about history; Keeping up with the Dallas Cowboys

**Mason, Katie, Ph.D.,** \* † University of North Carolina at Greensboro, Greensboro, NC, 2014, Staff Psychologist in Mental Health Clinic, Evidence-Based Psychotherapy Coordinator for VA Medical Center  
**Professional interests:** Evidence-based psychotherapies (particularly, CBT, ACT, DBT), treatment of personality disorders, romantic relationships/couple therapy  
**Personal hobbies and activities:** Spending time with family and friends, exploring Asheville food scene, hiking

**McCreight, Kate, Psy.D.,** \*†§ Georgia Southern University, 2021; Staff Psychologist; Post-Traumatic Stress Program (PTSP)  
**Professional interests:** Addiction, Trauma and Recovery/ Complex PTSD, Psychodynamic Psychotherapy, patterns of shame/guilt and meaning making  
**Personal hobbies and activities:** Pottery, hiking (short distances), traveling, knitting, baking, spending time with my cat, cozy video games, and anything that will make me laugh

**McKinney, Jessica, Ph.D.,** \* † East Tennessee State University, Johnson City, TN, 2019, Staff Psychologist, PTSP  
**Professional interests:** Treatment of trauma-related disorders and suicide, posttraumatic growth, self-compassion and its impact on shame and guilt related to PTSD  
**Personal hobbies and activities:** Being outdoors, video games, spending time with my dogs, and finding good food

**McPherson, Meagan, Psy.D.,** \*† The Wright Institute, Berkeley, CA, 2011; Clinical Neuropsychologist, Outpatient Neuropsychology Clinic

**Professional interests:** Neurocognitive assessment, personality assessment, therapeutic feedback, advocacy for cognitively impaired patients, anything Brené Brown and Control Mastery Theory

**Personal hobbies and activities:** Wearing pajamas whenever possible, reading (primarily fiction), sunshine, laughing and dancing with my six-year-old son, road trips, the never-ending quest to find motivation to exercise, spending time with my mom and my East Tennessee chosen family

**Meredith, Gerald, DNP, APRN-BC,** \*† Vanderbilt University, Doctor of Nursing Practice 2010; Psychiatric Mental Health Nurse Practitioner

**Professional interests:** Neurology, Traumatic Brain Injury, Anxiety in young adults

**Personal hobbies and activities:** Reading, bike riding, grandparenting, listening

**Morelen, Diana, Ph.D.,** † University of Georgia, 2014; Assistant Professor, ETSU, Department of Psychology

**Professional interests:** Perinatal mental health, infant mental health, trauma, dissemination and implementation of evidence-based programs, parenting, emotional development, diversity equity inclusion and belongingness; clinical supervision, reflective supervision

**Personal hobbies and activities:** Yoga, being a mama to twin boys, nature-based activities, being a restaurant wife (my partner is chef/owner of Timber!), travel, quality time with loved ones

**Nekvasil, Samuel L., Ph.D.,** \*†§ Purdue University, 2018; Staff Psychologist

**Professional interests:** Identity, meaning-making, and gender norms

**Personal hobbies and activities:** Anything outdoors—hiking, fishing, hunting, mountain biking, roaming

**Page, Adam, M.Div.,** \* Gardner-Webb University Divinity School, Boiling Springs, NC, 2010, Staff Chaplain

**Professional interests:** Spiritual care and counseling with mental health and substance use, Moral Injury healing and recovery

**Areas of research:** Moral Injury

**Personal hobbies and activities:** Basketball, running, hiking, coaching my children's soccer teams, spending time with my family.

**Patton, Lauren E, Psy.D.,** \*†§ Florida State University, Nova Southeastern University, 2011; Clinical Psychologist, Substance Use Disorders Program (residential); former Pediatric Psychologist, co-founder of Primary Care Behavioral Health model associated with Children's National Medical Center, Washington, D.C.

**Professional interests:** The role of early attachment styles on adult relationships; complex PTSD; childhood trauma and personality; promotion of diversity in Appalachia.

**Personal hobbies and activities:** A Floridian at heart—the beach and being on the water is an absolute favorite, Momma to amazing children, former military wife turned medical school spouse, traveling the globe, interior design and baking, spending time with our mini “zoo” (4 animals at home and growing), dreams of one day opening a therapeutic ranch.

**Presnell, Andrew, Ph.D.,** \* † University of Alabama, 2014; Staff Psychologist

**Professional interests:** Posttraumatic Stress Disorder, Recreation Assisted Therapies, Moral Injury

**Personal hobbies and activities:** Fishing, camping, sporting events, and music

**Robbins, Sherry L., M.D.,** † James H. Quillen College of Medicine, 1989; Bristol Family Medicine Residency Program, 1992; Foundations in Integrative Health Certification (University of Arizona), 2016; she has practiced in Appalachia for almost 30 years in a variety of settings (primarily academic, but also rural, urban, and county health department), Past President of the Tennessee Academy of Family Physicians, Co-Editor of Tennessee Family Physician journal, gubernatorial appointee to the Tennessee Board for Licensing Health Care Facilities, and full-time caregiver to her mother, as well as being a wife, mother, and stroke survivor.

**Professional interests:** Family Medicine as a specialty, preventative medicine, rural medicine, Appalachian culture and medicine, integrative medicine, clinical hypnosis, and end-of-life care (with an emphasis on communication and coping skills).

**Personal hobbies and activities:** Photography, creative writing, crafts, cake decorating, genealogy, Appalachian folklore, and managing the family farm in rural Virginia.

**Sullivan, Rodney, Ph.D.,** \*†§ Southern Illinois University, 1979; Staff Psychologist, Polytrauma Clinic, and private practice

**Professional interests:** Neuropsychology, Polytrauma

**Personal hobbies and activities:** Bass fishing and archery

**Tedder, Jamie, Ph.D.,** \*† East Tennessee State University, 2020; Staff Psychologist, Community Living Center

**Professional interests:** Geropsychology, rural Appalachian culture and mental health, ACT

**Personal hobbies and activities:** Hiking, kayaking, traveling, all things football and cheering on my beloved New York Giants

**Thorne, Kendra, Ph.D.,** \* † Florida State University, Tallahassee, FL, 2019; Staff Psychologist, Posttraumatic Stress Disorder Program

**Professional interests:** Rural mental healthcare acceptability; interaction between rurality and trauma recovery; EBPs for PTSD

**Areas of research:** PTSD among Appalachian veterans; rural help-seeking; interactions between rurality, suicide, and trauma

**Personal hobbies and activities:** Attending sporting events and failing at Pinterest DIYs

**Turner, Jessica Ph.D.,** \*†§ East Tennessee State University, 2013; Residential Recovery Clinical Program Manager

**Professional interests:** Intimate Partner Violence; Women's Health, Public Health, Dual Diagnosis

**Personal hobbies and activities:** running, reading, knitting, yoga, camping, hiking, all the dogs

**Williams, Jordan, Ph.D.,** \* † The University of Alabama, 2018; Staff Psychologist

**Professional interests:** Borderline personality disorder, eating disorders, substance abuse, LGBTQIA+ issues, the impact of HIV on mental health

**Personal hobbies and activities:** Reading, watching classic films, board games, biking, running, exploring new restaurants and breweries, trivia.

**Wischkaemper, Katie C., Ph.D.,** \*†§ University of Tennessee, 2016; Family Clinic Psychologist; Vice President for Practice APA's Division 43: The Society for Couple and Family Psychology

**Professional interests:** Promoting the importance of relationship health; the intersection of relationship health and individual health and well-being; integrating psychodynamic and personality theory into treating complex trauma

**Personal hobbies and activities:** Reading, travel, cooking, and toddler entertainer



**Velázquez Ramos, Magdalys., Ph.D.,** \*† Carlos Albizu University (San Juan, Puerto Rico) 2021; Staff Psychologist  
**Professional interests:** Underserved populations (e.g., Deaf/Hard-of-Hearing, Hispanic/Latin); social determinants of health; trauma

**Personal hobbies and activities:** Afro-Latin and Latin dances, sports, history, love Sign Language and to learn diverse languages expressions and slangs, friends and family gatherings, and raising an authentic cat named Macarena.

**Zapor, Heather, Ph.D.,** \*† University of Tennessee, 2017; Staff Psychologist, Family Clinic

**Professional interests:** Couple and Family Therapy; Intimate Partner Violence

**Personal hobbies and activities:** Perfecting my many excel spreadsheets while watching the Bachelor. Pressuring my daughter to enjoy podcasts and playing board games.

### Program Tables - Admissions, Support, and Placement Data

Date Program Tables updated: **7/24/2023**

<b>Program Disclosures</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?	No
If yes, provide website link (or content from brochure) where this specific information is presented:	N/A
<b>Internship Program Admissions</b>	
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:	
<b>Applicants must meet the following prerequisites to be considered for our program:</b>  Applicants must be U.S. citizens in good standing with and recommended for internship by an APA-accredited Ph.D. or Psy.D. program in clinical or counseling psychology, and they must have	

<p>completed 3 full years of graduate study leading to the doctorate. The applicant must demonstrate interests and goals that are consistent with the internship program, the ability to apply assessment and intervention knowledge in clinical areas, appropriate ethical conduct, the interpersonal skills necessary for the professional practice of psychology, and sufficient research skills as evidenced by dissertation progress.</p> <p>The James H. Quillen pre-doctoral psychology internship requires 1,000 hours of supervised clinical experience (intervention + assessment + supervision). Under the category of assessment, the internship looks for a variety of assessment experience that includes traditional objective and projective assessment. Although the faculty would prefer that applicants have exposure to projective assessment, we will consider candidates without this experience. The number of integrated reports expected is based on applicant group averages for prior years.</p> <p>The faculty strongly prefers applicants who have their dissertation proposal approved by the start of the internship.</p> <p>The preceding criteria serve as general guidelines for rating applicants and are not fixed rules. Faculty must rely upon their professional judgment in making decisions about intern applicants.</p> <p><b>Selection Process</b></p> <p>Our application review group is composed of psychologists serving on our Training Committee. We seek applicants who have a sound clinical and scientific knowledge base from their academic program and the personal characteristics necessary to function well in our internship setting. Our selection criteria are based on a "goodness-of-fit" with our generalist/practitioner-scholar model, and we look for interns whose training goals match the training we offer. The James H. Quillen VA Medical Center in which our training program resides is an Equal Opportunity Employer. Beyond that, one of our foundational values in Appalachia is hospitality. We are committed to attracting a range of diversity among our training classes, and we select candidates representing different kinds of programs and theoretical orientations, geographic areas, ages, racial and ethnic backgrounds, sexual orientations, disabilities, and life experiences. All things being equal, consideration is given to applicants who identify themselves as veterans; as members of historically underrepresented groups on the basis of racial or ethnic status; first-generation college students; as representing diversity on the basis of sexual orientation; or as representing diversity on the basis of disability status. These factors may be indicated on the AAPI, if an applicant wishes to do so.</p>	
<p><b>Does the program require that applicants have received a minimum number of hours of the following at time of application? If Yes, indicate</b></p>	

<b>how many:</b>	
Intervention + Assessment + Supervision together <i>*Limitations caused by COVID-19 will be considered into admission decisions.</i>	Yes, Amount = 1,000
<b>Describe any other required minimum criteria used to screen applicants:</b>	
Completed 3 full years of graduate study, interests, and goals consistent with program.	
<b>Financial and Other Benefit Support for Upcoming Training Year*</b>	
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
<b>If access to medical insurance is provided:</b>	
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): 104 hours of personal leave and 88 hours (11 days) which are paid Federal Holidays	104
Hours of Annual Paid Sick Leave	104
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
<b>Other Benefits (please describe):</b>	
The United States Government covers interns for malpractice under the Federal Tort Claims Act. Access to gym for small fee; Authorized Absence with <b>prior</b> approval; intern bonding time.	
*Note. Programs are not required by the Commission on Accreditation to provide all benefits listed in	

this table	
<b>Initial Post-Internship Positions</b>	
(2019-2023 Cohorts)	
(Provide an Aggregated Tally for the Preceding 3 Cohorts)	
Total # of interns who were in the 3 cohorts	15
Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree	0
Academic teaching	PD=0, EP=0
Academic health center	PD=3, EP=0
Community mental health center	PD=0, EP=0
Consortium	PD=0, EP =0
University Counseling Center	PD=0, EP =0
Hospital/Medical Center	PD=0, EP =0
Veterans Affairs Health Care System	PD=5, EP =5
Psychiatric facility	PD=0, EP =0
Correctional facility	PD=0, EP =0
Health maintenance organization	PD=0, EP =0
School district/system	PD=0, EP =0
Independent practice setting	PD=1, EP =0
Not currently employed	PD=0, EP=1
Other	PD=0, EP =0
<p>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.</p>	