



2025-
2026

Salt Lake City Veterans Affairs Healthcare System

PSYCHOLOGY INTERNSHIP PROGRAM

SALT LAKE CITY | UTAH

Match Number: 159911

Updated July 1, 2024

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TRAINING DIRECTORS LETTER

Dear Internship Applicant:

We appreciate your interest in the APA accredited Clinical Psychology Doctoral Internship Program at the George E. Wahlen Department of Veterans Affairs Salt Lake City Health Care System (VASLCHCS). We know you have many choices and are delighted you are considering our site among your options. Internship year can be one of the most exciting, challenging, and meaningful experiences in your professional development. We take great joy in being a part of this process and place education and training as a top priority in our program. We pride ourselves on creating a friendly and nurturing environment in which trainees develop the professional competencies to function across a wide range of healthcare settings and strive to create a positive environment for learning and growth.

The VASLCHCS has a long history of clinical psychology training. The internship program was established in 1952 and has been APA accredited since 1979. We value diversity and encourage applications from qualified candidates of all racial, ethnic, religious, sexual orientation, and disability backgrounds. Our training program is committed to providing high-quality generalist education that emphasizes the interdependence between the application and science of psychology. This approach is ideal for applicants with strong clinical and science backgrounds who are interested in dedicating a year to round out their clinical skills. The VASLCHCS internship offers a range of training options, wherein interns select their rotations. Our staff consists of over 70 psychologists, many who are directly involved in the training program. In addition to the internship program, we also train psychology practicum students and postdoctoral fellows. We have five APA accredited postdoctoral positions in Clinical Psychology, special emphasis areas: Addictions, Geropsychology, Health Psychology, and PTSD.

The following brochure describes the philosophy and goals of the Psychology Internship Program, possible clinical experiences, requirements, and application procedures. We hope that this brochure provides you with a sense of the intern training experience at the VASLCHCS and reflects our enthusiasm for training. It is difficult to represent the character of a training program in writing, so please do not hesitate to contact us directly with any questions about our program. We wish you the best during this exciting time in your training!



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GEORGE E. WALEN VETERANS AFFAIRS SALT LAKE CITY HEALTHCARE SYSTEM

The APA accredited Clinical Psychology Postdoctoral Internship Program is sponsored by the VA Salt Lake City Health Care System (VASLCHCS) located in Salt Lake City, Utah. We would like to respectfully acknowledge that the VASLCHCS operates on the traditional and ancestral homelands of the Shoshone, Paiute, Goshute, and Ute Tribes. We are grateful for the territory in which we currently gather and recognize the strong Native ties, both current and past, to these lands.

The main facility is located on an 81-acre campus adjacent to the Salt Lake City Veterans Affairs Regional Office and the University of Utah. It's a mid-sized primary and tertiary care facility with 133 beds providing a full range of patient care services. Comprehensive health care is provided through medicine, surgery, psychiatry, physical medicine and rehabilitation, neurology, oncology, dentistry, geriatrics, and extended care.

The VASLCHCS is part of VA Network (VISN) 19, which encompasses the largest geographic area in the 48 contiguous states. We serve an area covering the entire state of Utah, the majority of Montana, Wyoming and Colorado, and portions of Idaho, Kansas, Nebraska, Nevada, and North Dakota. We have eleven Community Based Outpatient Clinics (CBOCs) and two Outreach Clinics in remote areas of Utah, Idaho and Nevada. During fiscal year 2010, the VASLCHCS served 45,2829 Veterans in over 500,000 outpatient visits.



In terms of demographics, 86% of the Veterans served by VASLCHCS identify as male; 14% identify as female. Eighty-seven percent identify as White, 6.5% as Latino/Latina, 5% as Black, 1% as Native American, and 0.5% as Asian American. The socioeconomic status of our veterans varies widely. The LDS Church is the predominant religious group in Salt Lake City and the surrounding areas. A vibrant LGBTQ community is also served by our VA and the Utah Pride Festival is the largest PRIDE celebration, per capita, in the Western United States! Utah is home to over 60,000 Native Americans, representing approximately 50 Tribal Nations, including the Northwestern Band of Shoshone Nation, Confederated Tribes of Goshute, Skull Valley Band of Goshute, Ute Indian Tribe of the Uintah and Ouray Reservation, Ute Mountain Ute Tribe, San Juan Southern Paiute Tribe, Paiute Indian Tribe of Utah, and Navajo Nation.

As a Dean's Committee Medical Center, VASLCHCS is closely affiliated with the University of Utah School of Medicine, located less than one mile away. In addition to this longstanding affiliation, VASLCHCS maintains active affiliations with several other Utah colleges and universities and serves as a training site for students, interns, residents, and fellows from a variety of health care professions. VASLCHCS is also home to the Salt Lake City Geriatric Research, Education, and Clinical Center (GRECC), Mental Illness Research, Education, and Clinical Center (MIRECC), and the VHA Office of Rural Health Resource Center (RHRC). Finally, VASLCHCS serves as the location for the VHA funded Mental Health Strategic Health Care Group Informatics Section.

In 2006, VASLCHCS was designated a Level III Polytrauma Center to respond to the needs of Veterans of the Afghanistan and Iraq conflicts who have suffered multiple traumatic injuries, including TBI and PTSD. Further information about the VA Salt Lake City Health Care System is available at <https://www.saltlakecity.va.gov/>.

VA SALT LAKE CITY PSYCHOLOGY: WHY WE TRAIN...

Training future psychologists is important to us. Psychologists are charged with improving people's lives and fostering a better society. These are challenging and rewarding tasks for which proper training is critical. All of us had teachers and mentors and supervisors who understood this responsibility and who took the time to guide and shape and nurture our growth. We train to continue this service. We train because it matters to us and to the Veterans we serve. From practicum students to interns to postdoctoral fellows, our mission is to train and mentor the next generation of professional psychologists who will serve and mentor and lead. We aim to provide strong clinical training with a focus on the professional development of the trainee, in the context of providing effective, comprehensive, evidence-based care to our nation's Veterans.

Our specific aims are to both broaden and refine trainees' existing clinical skills, to foster further growth in ethical and culturally competent therapy, assessment, research, supervision, and consultation, to facilitate reflective practice and self-care, to broaden communication and interpersonal skills, and to deepen trainees' sense of professional identity.

We expect that our psychologists-in-training will arrive with solid clinical skills, ethical practices, self-awareness, and sensitivity to diversity, as appropriate to their level of training, with strong clinical interests, and with a willingness to learn and grow in higher level skills. We expect that all our trainees will consistently demonstrate benevolence, ethical behavior, and humility in their practice and training. We expect that you will commit to growing in your transition from student to professional and to actively seeking opportunities to facilitate this transition.

We, the faculty, commit to creating a supportive, safe, and nurturing training environment that facilitates this growth in our trainees. We commit to providing ethical and culturally competent, developmentally sensitive supervision, that fosters professional growth, autonomy, and accountability. We commit to consistently demonstrating benevolence, ethical behavior, and humility in our practice and supervision. We commit to continually examining our practices and to growing as supervisors.



PSYCHOLOGY SERVICE AND TRAINING LEADERSHIP

Psychology Training Director:

Dr. Renn Sweeney

Associate Training Director:

Dr. Channing Cochran

Fellowship Training Directors:

Addictions:

Dr. Christy Rosner

Geropsychology and Health Psychology:

Dr. Karen Jordan

PTSD:

Dr. Cicely Taravella



Dr. Edward Varra- Chief of Psychology

Practicum Coordinator:

Dr. Elie Scott

Clinical Research Hub Training Coordinator:

Dr. Erin Kube



Dr. Candice Daniel-
Assistant Chief of
Psychology

Psychology Training Steering Committee

Dr. Channing Cochran

Dr. Elie Scott

Dr. Bret Hicken

Dr. Sam Stork

Dr. Karen Jordan

Dr. Renn Sweeney

Dr. Amber Martinson

Dr. Cicely Taravella

Dr. Spencer Richards

Dr. Joseph Wanzek

Dr. Christine Rosner

Dr. Harrison Weinstein

Ombud Representatives:

Practicum:

Dr. Heather Black and Dr. Amber Martinson

Internship:

Dr. Taylor Plumb and Caroline Kelley

Fellowship:

Dr. Rachel Wells

PSYCHOLOGY INTERNSHIP TRAINING PROGRAM

Internship Program Goals

The Psychology Internship at the VASLCHCS is designed to help interns build a broad range of skills and emerge as qualified entry-level clinical practitioners who can work competently and ethically in a range of settings. Clinical training experiences are complemented with didactic activities designed to expose interns to scientific and professional issues in the field of psychology. Over the course of the year, we want interns to develop their professional identity, confidence in their clinical skills, awareness of areas they will need further training and consultation, and ultimately able to practice independently in an entry-level position or specialized training in a postdoctoral fellowship. The ability to practice independently is important because in many states, such as Utah, psychology licensing is possible after completing the internship and EPPP. We hope to facilitate exploration of various career paths as well as personal and professional growth.

Commitment to Diversity & Inclusion

Our Psychology Training Program and Psychology Service are strongly committed to promoting a professional environment that is positive and supportive of individual and cultural differences and in which diversity is acknowledged and respected. The VASLCHCS Psychology Service is committed to recruiting and maintaining a diverse psychology staff in a geographic region with growing ethnic and racial diversity. As such, the Internship Program places a high value on attracting a diverse group of interns and on creating an environment of respect and inclusion, wherein interns feel safe to fully be the diverse, talented humans that they are. The program appreciates the fact that attracting a diverse group of interns and staff makes our training program, MH Service, and our whole site stronger.

Throughout the training year, the training program provides several learning opportunities and trainings that build upon the diversity competencies fostered in graduate training. As part of the Intern Diversity Education and Inclusion Didactic series, all doctoral interns are required to engage in specific seminars directly focused on training in a range of diversity topics. Recent topics have included: skills for talking about race and racism in clinical practice, developing programming for transgender Veterans, ethical and diversity considerations when using telehealth, understanding military culture, LGBTQ allyship/addressing anti-LGBTQ behaviors, and responding to sexism in the workplace, to name just a few. The topics vary year to year, in large part due to the requests of the individual training cohort and their needs as discussed with the training director. Interns also have the opportunity for involvement in the psychology training program's Multicultural Diversity and Inclusion Committee and/or VASLCHCS's Diversity and Inclusion Committee (with several special emphasis workgroups). Our aim is to foster not only cultural competence, but also cultural humility in our work with others.

Finally, Psychology Service expects staff to be dedicated to the ongoing process of maintaining multicultural competence across their professional activities. Psychology services support such continuing education by sponsoring and organizing grand rounds, psychology service presentations, and day long supervisor retreats. Additionally, supervisors meet monthly in small groups to discuss their development and growth as a supervisor, including multicultural competence in supervision. Furthermore, supervisors address multicultural competence and diversity issues in each rotation and during the course of supervision.

COVID-19 Training Considerations

The COVID-19 pandemic has created numerous personal and professional challenges for us all. Since March 2020, however, VA Salt Lake City Healthcare System has been fortunate in that we have had a relatively low number of COVID-19 patients hospitalized in our facility. VA Salt Lake City requires masking in high-risk areas of the hospital for staff, visitors, and patients. Masks, gloves, and hand sanitizer are located at building entrances. VA Salt Lake City is committed to providing all necessary PPE for its employees and trainees, as well as providing a hygienic work environment. The Department of Veterans Affairs, like all federal government agencies, has mandated that all employees and trainees be fully vaccinated for COVID-19 as a condition of employment. Trainees may request a medical or religious exemption for the COVID-19 vaccine.

The health and safety of our psychology trainees, along with the competent care of our nation's Veterans, is of utmost importance to us. We will continue to provide high quality training in professional psychology while simultaneously keeping our trainees' health and wellness at the forefront. These will always be cornerstone elements of the VA Salt Lake City psychology program.

Modifications to Training

Internship orientation will include a discussion of COVID-19 including information about how health and safety are maintained at the Salt Lake City VA. All new interns will complete a telehealth training during their first two weeks. Each intern will complete a telework agreement which will be submitted for approval to allow the training program the most flexibility in arranging training and responding to concerns during the year. Trainees will not be providing services to patients known to have COVID. Patients with COVID are treated in separate, isolated medical units in the hospital. All students will continue to receive the required hours of weekly supervision. Psychology interns should expect routine supervisory observation using in-person or telehealth modalities, as well as co-treatment with supervisors and other licensed mental health staff.

All interns are expected to communicate with their supervisors and training director regularly regarding health and safety concerns and issues. Trainees with exposure to a person with COVID and/or experiencing potential COVID symptoms or should not report to work. Employee health should be notified to allow for contact tracing and COVID testing by the VA. If the intern tests positive for COVID, then they will not return to work until CDC guidelines allow. Employee health will communicate guidance to the intern and the training program.

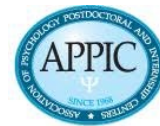
Accreditation Status

The Clinical Psychology Doctoral Internship Program at the VASLCHCS is currently accredited by the American Psychological Association (APA) and is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). For information regarding APA accreditation of this or other accredited training programs, please contact:

Commission on Accreditation (CoA)
American Psychological Association
750 First Street, NE
Washington, DC 20002-4242
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AMERICAN
PSYCHOLOGICAL
ASSOCIATION



Tour of Duty

The psychology internship program is a 12-month, full-time appointment. In general, interns work 40 to 45 hours per week, depending on the rotations interns select. All interns complete at least a total of 2080 hours of training over the course of a training year, which is a VA requirement. The usual tour of duty is 8:00 – 4:30PM, although some training experiences may involve a different tour (e.g., 10:30AM – 7:00PM) due to scheduled activities on that rotation (e.g., evening therapy groups, weekend post-deployment health assessments, etc.). Although some rotations will offer experiences outside of the usual tour of duty, there are no mandatory after-hour expectations. Interns are provided the full parameters and requirements of each rotation during the first week of orientation. We truly support interns in learning to balance work and life. Interns are free to choose rotations that work well for their lives and do have the information necessary to make informed decisions during the first week of internship.

Internship Rotations

In keeping with the generalist emphasis, all interns have two concomitant rotations at any given time: **Core** and **Elective**. Interns select *two* Core rotations which are professional competencies for psychology (psychological assessment and psychotherapy - each six months in duration) *three* Elective Rotations (each four months in duration) and select.

Core Rotations

All interns will split their year between *two* Core Rotations, one in psychotherapy and one in psychological assessment (each six months in duration).

Psychotherapy Core Rotations

The core six-month rotation in psychotherapy can focus on a number of different populations and mental health needs. Interns may opt to provide therapy in individual mental health counseling, couples therapy, and/or group modalities. Psychotherapy core rotation supervisors have expertise in different populations and treatment approaches. As such, interns can guide selection of their supervisor based on their preferences, professional goals, and/or "gaps" in training. For example, if an intern is looking to learn about Cognitive Processing Therapy (CPT), they may want to choose a supervisor on the PTSD Clinical Team (PCT). If an intern seeks further treatment experience working with couples and families, they may decide to choose a supervisor in General Outpatient Mental Health. VA patients tend to be complex, psychiatrically and medically, with multiple comorbidities requiring an integrated approach to treatment. As an example, interns treating military trauma while on the PCT team may also be providing couples interventions and addressing insomnia. Conversely, in General Outpatient Mental Health, the intern might be focusing on depression *and* trauma from family-of-origin. At the beginning of the year, all available supervisors describe what they offer, so interns may make informed decisions about the rotations and supervisors who will best meet their training needs.

All interns will receive exposure to various Evidence Based Psychotherapies (EBP) as offered by Veterans Affairs, regardless of which supervisor they elect. All interns will receive didactic training and exposure to EBP modalities and can include, but not limited to Prolonged Exposure (PE), Cognitive Processing Therapy (CPT), Written Exposure Therapy (WET), Acceptance and Commitment Therapy (ACT), Dialectical Behavior Therapy (DBT), Social Skills Training, Interpersonal Therapy (IPT), CBT for Chronic Pain (CBT-CP) CBT for Insomnia (CBT-I), Motivational Interviewing (MI), Integrative Behavioral Couple Therapy (IBCT), and Wellness Recovery Action Plans. As an example, even if an intern opts for a DBT supervisor, they will receive training in PE, CPT, ACT, etc.

Assessment Core Rotations

Psychological assessment is a cornerstone of our profession. In line with this, the six-month assessment rotations focus on building skills across all aspects of the assessment process. Assessments are frequently requested by VASLCHCS providers to assist with diagnostic questions and patient management issues. Interns will be trained in the administration, scoring, norming, and interpretation of various instruments. After an initial training period, which varies depending on the level of assessment experience within an intern cohort, interns generally conduct weekly assessments using a variety of common instruments to make differential diagnoses. In addition to the comprehensive batteries, interns will also have opportunities to provide briefer assessments and recommendations (consultation) in medical settings.

Core rotation offerings are described below (offerings may vary year to year based on supervisor and clinic availability).

General Outpatient Mental Health

Supervisor: Dr. Edward Varra

The Behavioral Health Interdisciplinary Program (BHIP) is the core of outpatient mental health services at VASLCHCS. These interdisciplinary teams (BHIP Teams 1, 2, and 3) operate from a Veteran-centered, recovery model of treatment. The teams consist of psychiatrists, advanced practice nurses, psychologists, social workers, RN case managers, and peer support specialists as well as liaisons from other teams such as PTSD, Vocational Rehab, and the Homeless Program. The team provides comprehensive mental health treatment including assessment, psychotherapy, medication management, care coordination, case management, and referral to and coordination with other VA or community resources. Interns working with Dr. Varra on BHIP Team 2 will have the opportunity to provide individual psychotherapy to Veterans with a full range of presenting mental health and psychosocial concerns, diagnostic complexity, and co-occurring medical conditions. Interns on this rotation are an important part of the interdisciplinary team and have opportunities to provide consultation to and care coordination with staff of other specialties.

General Outpatient Mental Health

Supervisor: Dr. Kevin Laska

This rotation is designed to help interns cultivate both depth and breadth of individual psychotherapy practice. Interns will have the opportunity to work with a variety of presenting concerns, while also focusing on diagnoses they wish to develop greater specialization. We design this rotation to be flexible in order to meet the needs of each intern and what will help them in their career development. This rotation also focuses on developing greater case conceptualization skills and how to navigate a larger caseload of psychotherapy clients. Dr. Laska has training in MI, DBT and CPT and is more than open to supervising interns in these treatments. His research background is on the common factors of psychotherapy outcome, and this informs how he views treatment and supervision.

Couples and Family Program

Supervisors: Dr. Carrie Baron

Interns participating in the General Outpatient Mental Health psychotherapy rotations with Dr. Laska and Varra will have the option for an adjunctive experience in couples treatment. The Couple and Family Program is a specialized service within outpatient mental health that provides both in-person and tele-mental health treatment and services to Veterans with their partners/families/important others. While the majority of services provided are to couples, opportunities to provide family consultation may be available. Common clinical issues presented by couples/families include PTSD and other mental health conditions, infidelity, post-deployment readjustment, blended family issues, sexuality, parenting problems, intimate partner violence, and family adjustment to medical illness. Under the supervision of Dr. Baron, interns will receive didactic and experiential training and supervision

in couples interviewing, assessment, and therapy. Dr. Baron has extensive training in Integrative Behavioral Couple Therapy (IBCT, Jacobson and Christensen), an evidence-based couple therapy that combines traditional behavioral approaches with acceptance-based strategies, and interns can expect their training to be rooted in the IBCT model.

PTSD Psychotherapy

Supervisor: Dr. Diana Bennett

This PTSD Psychotherapy Rotation offers training in Cognitive Processing Therapy (CPT), Prolonged Exposure (PE), and Written Exposure Therapy (WET). Interns may receive training in some or all of these interventions, depending on their interest and background (recommended to try at least one new intervention). There may also be opportunity for massed protocol/accelerated treatment modality (3+ sessions/week) depending on availability of cases and intern interest/experience. Interns will have the opportunity to gain experience with PTSD treatment across various demographic and trauma-related factors, including combat trauma, sexual trauma, and various eras of Veterans, with opportunities to tailor the rotation to intern interests and to ensure a well-rounded experience. This rotation can be shaped for interns new to the world of trauma/PTSD or more experienced interns seeking expertise/specialization. Assessment of PTSD and trauma-related disorders is also a critical skill. Interns will be expected to complete one assessment per week at the start of the rotation, which includes 2 hours of interview and 2 hours for report writing. Interns will also gain experience in skilled treatment planning, utilizing shared decision-making to help veterans decide which treatment option will be best for them. Interns may have the opportunity to participate in the CPT rollout training in the Fall for the opportunity to complete cases toward VA certification (works best for interns planning for this rotation in C2). Interns will receive weekly supervision from a CPT trainer/consultant.

PTSD Psychotherapy

Supervisor: Dr. Elie Scott

The PTSD Psychotherapy Rotation offers training in Cognitive Processing Therapy (CPT) and/or Prolonged Exposure (PE) therapy for PTSD. Offerings in massed (3+ times per week) dosing of CPT and PE may be available as a part of novel research at this VA if the intern has had prior training in either of these treatments. Caseload (between 3-6 individuals) will vary depending on intern's needs and dosing of therapy. This rotation includes weekly PTSD assessments and integrative report writing, requiring at least four hours per week (2 for interview, 2 for report writing and consultation). This rotation also offers opportunities for professional development, support in the transition from intern to postdoc/staff positions, training in diversity and multicultural issues, and an optional Military Sexual Trauma (MST) focus. Most hours will come from individual psychotherapy and assessment; however, options to co-facilitate treatment planning and psychotherapy groups on the PTSD Clinical Team could be offered if desired.

Evidence Based Psychotherapy for PTSD

Supervisor: Dr. Harrison Weinstein (with in-person supervision with Dr. Elie Scott)

This rotation is housed in the PTSD Clinical Team and focuses on assessment and treatment of PTSD. Interns will receive training and participate in diagnostic assessment, treatment planning, and evidence-based psychotherapy. Drs. Scott and Weinstein are well versed in Evidence Based Psychotherapies for PTSD including CPT and PE. Training goals will be tailored to individual trainees, but participants can expect to gain experience in Cognitive Behavioral Therapies (CPT) and exit prepared to evaluate to treat individuals presenting with trauma related conditions. Veterans treated in this clinic represent a diverse population and present with a wide range of strengths, challenges, and experiences. Interns can expect to work with trauma associated with combat, military sexual trauma, childhood physical/sexual abuse, and more. During this rotation, interns are encouraged to attend VA roll-out training for Cognitive Processing Therapy and will be supported in this endeavor.

Massed CPT for PTSD

Supervisor: Dr. Erika Roberge

The Intensive CPT for PTSD rotation includes training in massed (3+ times/week) Cognitive Processing Therapy (CPT) for PTSD with a regional CPT trainers and national Champion of massed PTSD treatment. Interns will gain advanced skills in the assessment of PTSD, as well as training to provide effective psychoeducation and help Veterans create treatment plans to address their PTSD symptoms. Interns will provide CPT one-to-five times a week, conduct weekly PTSD assessments, assist with Start Point Class, and learn to skillfully assist Veterans with treatment planning. Interns will be trained in the newly revised Clinician Administered PTSD Scale for DSM-5 (CAPS-5-R) and participate in bi-weekly CAPS consultation meetings. Skills gained on this rotation will make someone a great candidate for a PTSD postdoctoral fellowship or specialty clinical track as an independent provider. Those who have completed their dissertations may be able to participate in clinical research with the PCT Research Clinic and/or assist with clinical trials taking place within the clinic. Participation in the Fall (or previous) CPT roll-out training is required.



PTSD Clinical Team (PCT)

Veteran's Integration to Academic Leadership (VITAL) Program

Supervisors: Dr. Aaron Ahern, Dr. Cara McClain, & Dr. Mathew Tkachuck

The VITAL rotation is a core rotation which provides interns with a unique psychotherapy experience. Interns provide therapeutic services to Veterans on college campuses or via VA Video Connect (VVC). The rotation is a blend between outpatient mental health and the PTSD team. Interns often complete PTSD assessments and learn and provide empirically based treatments for PTSD such as Prolonged Exposure (PE) and Cognitive Processing Therapy (CPT). Interns also provide general mental health assessments and treatments, such as Cognitive Behavioral Therapy, ACT, Interpersonal Psychotherapy, and Motivational Interviewing. Treatment often includes aiding Veterans in re-adjustment to civilian life and in transitioning into the academic environment.

CRH Behavioral health integrated program (BHIP)

Supervisors: Dr. Sammantha Chin, Dr. Leo Draham, and Dr. Rachel Wells

The Clinical Resource Hub (CRH) Behavioral health integrated program (BHIP) core rotation is intended to explore the use of telehealth to provide general psychotherapy services to Veterans with a wide variety of presenting complaints in VISN 19. Interns will provide psychotherapy in several different VA systems including in Wyoming, Colorado, and Utah, with an emphasis on rural Veterans. The rotation emphasizes telehealth assessment, individual evidence-based psychotherapy, and group psychotherapy. Dr. Draham will supervise 2 group therapy offerings: Couples Skills Group and PRIDE in all who served Group. Couples Skills Group is a group for Veterans and their partners that uses skills learning and psychoeducation about communication, conflict resolution and other topics that may improve relationships. PRIDE in all who served is a Whole Health group that aims to strengthen participants health literacy and knowledge, social support, and LGBTQ+ community involvement. Dr. Chin will supervise individual therapy cases and she specializes in treating Veterans with severe mental illness including bipolar and psychotic disorders; additionally, she is trained in Written Exposure Therapy (WET) and Interpersonal Psychotherapy for Depression (IPT-D). Dr. Wells will supervise interns in providing Motivational Interviewing to individual Veterans.

Neuropsychological Assessment (with additional experiences in Neurology Clinic or Geri Med Psych Clinic)

Supervisors: Dr. John Hecker, ABPP, Dr. Bret Hicken, & Dr. Kelly Konopacki, ABPP

Assessments are frequently requested by VASLCHCS providers to assist with diagnostic questions and patient management issues. Common referrals include questions about decision-making capacity, dementia etiology, cognitive disorders due to traumatic brain injury vs PTSD, ADHD, or other medical or psychiatric conditions. All interns receive extensive didactic training in the administration, scoring, and interpretation of psychological instruments. Interns will also receive weekly individual supervision from a psychologist with experience in neuropsychological assessment or academic assessment. Supervision focuses on each aspect of the evaluation process, including referral information, presenting complaints, background history, interview and observations, testing and normative data, differential diagnoses, and recommendations for treatment planning. In addition to the individual supervision, interns also participate in weekly group supervision. Interns present their cases and provide feedback to each other in the process.

In addition, interns will have an opportunity to work in either the Cognitive Disorders clinic or the Geri-Med Psych clinic for three months. This will provide an opportunity for the intern to work on a team conducting cognitive screening. Interns will use brief screening/testing measures to assist and inform the treatment team and treatment planning.

Academic Assessment: Veteran's Integration to Academic Leadership (VITAL) Program

Supervisor: Dr. Sam Stork

The VITAL Program Academic Assessment core rotation is intended to develop evidenced-based assessment skills for use in general practice. The assessments conducted while on this rotation are based on empiricism and utilize a multi-method and multi-source approach with the goal of accurately assessing Veterans' functioning in an objective and impartial manner. The referral questions for this rotation will typically consist of suspected neurodevelopmental disorders such as ADHD or specific learning disorder (SLD). However, the assessment of ADHD or SLD also requires the formal evaluation of the myriad of problems (e.g., anxiety, depression, PTSD, adjustment issues, personality disorders, sleep problems, substance use, etc.) that can cause inattention and/or learning difficulties.

After an initial training period, which varies depending on the intern's level of assessment experience, an intern generally conducts weekly or biweekly assessments using a variety of common instruments (WAIS-IV, WJ-IV Ach, MMPI-2, IVA-2, etc.) to make differential diagnoses. The intern will receive weekly individual supervision from a psychologist with experience in academic assessment. Supervision focuses on each aspect of the evaluation process, including referral information, presenting complaints, background history, interview and observations, testing and normative data, differential diagnoses, and recommendations.

Elective Rotations

The Elective Rotation selection is where an intern can have considerable choice in their internship experience, selecting three rotations from a larger pool of available rotations. Elective rotations are described below but may vary from year to year based on supervisor and clinic availability. All interns will split their year between 3 elective rotations, each 4 months in duration.

Primary Care Mental Health Integration (PC-MHI) with Transplant Evaluation Emphasis

Supervisor: Dr. Karen Jordan

This is a 4-month elective rotation aimed at providing an introduction to primary care-mental health integration (PC-MHI). Interns will work collaboratively with members of the primary care team (e.g., attending physicians, residents, interns, NPs, PAs, nurse case managers) to enhance treatment of medical and psychological problems presented by clinic patients. The rotation will focus on introducing and developing skills in brief assessment, triage to appropriate level of care, and brief intervention. Brief treatment approaches used in PC-MHI are typically behavioral in nature and involve integration of motivational interviewing, CBT, ACT, and other modalities. Interns will have the opportunity to work with primary care patients presenting for a variety of mild to moderate mental health concerns, first time exposure to mental health, and brief support during important life adjustments/transitions. In addition, there will be an emphasis on completing evaluations of potential transplant candidates. Specifically, this involves screening, oral interview, chart review, and providing specific recommendations to improve patients' candidacy for transplantation. Trainees are able to follow these patients through the PC-MHI clinic to provide additional support or address barriers to transplant (e.g., smoking cessation, stress management, diet/exercise).

Primary Care Mental Health Integration (PC-MHI) and CBT for Insomnia

Supervisor: Dr. Cassie Dance

The PC-MHI Service provides mental health primary care services to all primary care patients treated at the VAMC Salt Lake City. Our service works collaboratively with the primary care providers to enhance early detection and treatment of medical and psychological problems presented by primary care patients. Chronic pain syndromes, coping with chronic illness, PTSD, adjustment disorders, depression, anxiety disorders, insomnia, compliance issues, and eating/weight disorders are presenting problems that are common to this population. There will be opportunities for primary care consult/triage on pager and for brief outpatient therapy with primary care patients.

Another piece of behavioral health treatment offered in this rotation is CBT for Insomnia. We offer a CBT for Insomnia group that is a 4-to-5-week group to help Veterans develop both the knowledge and tools that that will help Veterans improve their sleep habits on an ongoing basis. Interns could have the opportunity to participate in this group and to engage in individual CBT for Insomnia with Veterans as part of your training.



*Great American Smoke Out
Cassie Dance, PhD and Nicole Stephens, RN*

Metabolic and Obesity Clinic with Bariatric Evaluation Emphasis

Supervisor: Dr. Ashley Polk

This is a 4-month elective, virtual rotation aimed at providing an introduction to and immersion in medical psychology with the Metabolic and Obesity Clinic (MOC), a specialty care clinic embedded in primary care. Interns will work collaboratively with members of the MOC team (physicians, PAs, pharmacists, nutritionists, and physical therapists) to treat Veterans' concerns at the intersection of mental health and weight loss. This rotation focuses on developing skills in brief assessment, triaging Veterans to an appropriate level of care, and brief intervention for health behavior change (exercise engagement, diabetes management, dietary change), weight loss and maintenance, and mild to moderate mental health concerns. There is a unique opportunity to become familiar with assessing disordered eating and treating mild to moderate binge eating. Brief treatment

approaches are behavioral in nature and include motivational interviewing, CBT, CBT-Enhanced, brief CBT-CP, and focused ACT.

Interns will also have the opportunity to become competent in pre-bariatric surgical evaluations for Veterans pursuing roux-en-y gastric bypass, gastric sleeve, or gastric balloon. This involves thorough chart review, oral interview, brief assessment administration and scoring, report writing, and providing recommendations and feedback to both the Veteran and MOC providers. Interns may also follow surgical candidates before surgery to improve candidacy status or after to support post-surgical changes. Finally, interns will be involved in co-facilitating a twice monthly educational group. Previous topics include weight bias and stigma, psychological wellbeing in weight loss, setting SMART goals, etc.



*Medical Psych Team Retreat
Ruth's Diner, Emigration Canyon*

Chronic Illness and Disability

Supervisors: Dr. Christina Derbidge, ABPP & Dr. Renn Sweeney

During this 4-month elective rotation, interns will gain foundational experiences aimed at developing the professional skills necessary to provide competent assessment, treatment, and consultation in the practice of health psychology. Patient care emphasis will be on working with Veterans coping with chronic illnesses, new medical diagnoses, and making health behavior changes to prevent chronic disease. Interns will gain exposure to a breadth of brief focused evidence-based assessment and intervention skills for healthcare settings. This includes MI, brief CBT, brief or Focused ACT, and TEACH skills. There will be a practical and theoretical emphasis on disability affirming practices. Individual patient care can be tailored to individual intern need to some extent, but primarily will emphasize treating common concerns for Veterans with acute and chronic illness and disability. This often includes addressing related anxiety, depression, identity, self-image, pain, sleep, health literacy, health education, care management, advocacy, and problem-solving needs. As psychologists are central to supporting healthcare systems in chronic disease prevention, group therapy and shared medical experiences will center around tobacco cessation and weight management. Interns will also support our VA medical colleagues in learning skills and techniques such as MI to better support our Veterans in making changes to improve their overall health and wellbeing.

Learning/Treatment Modalities (Supervisor):

- Individual health & rehabilitation outpatient therapy: Caseload of about 5-6 per week (Dr. Derbidge)
- Tobacco Cessation Group Therapy (Dr. Sweeney)
- Lifestyle Medicine Shared Medical Appointment (Dr. Sweeney)
- Teaching Motivational Interview and TEACH skills to Clinicians (Dr. Sweeney)

Clinical Resource Hub (CRH): Integrated Geropsychology

Supervisor: Dr. Erin Kube, PhD, ABPP (Board Certified in Geropsychology)

The CRH Integrated Geropsychology minor rotation is intended to explore the role of geropsychology across multiple clinical settings, via telehealth, and help trainees develop clinical skills in delivering evidence-based treatment to older adults and their family members. The rotation emphasizes brief geriatric-focused assessment, individual psychotherapy, caregiver education, and group therapy. Issues include, but are not limited to: evaluating cognitive function and placing appropriate referrals; providing dementia education to caregivers;

helping Veterans cope with grief, depression, insomnia, chronic pain, tinnitus, and other psychological issues related to aging and/or disease process; coping with chronic medical illness and/or other life stressors; interventions to increase treatment adherence and adjustment to medical regimes; and becoming active members of multiple interdisciplinary treatment teams across VISN 19.

By the end of this rotation, trainees will:

- Understand the APA Guidelines for Psychological Practice with older adults and increase knowledge, skills, and experience in providing psychological care to older adults.
- Recognize important distinctions between normal and pathological age-related changes.
- Identify how diversity affects the experience of aging.
- Recognize stereotypes toward older adults and reflect on their own assumptions about aging.
- Increase familiarity with ethical decision-making and its application to working with older adults, including increasing awareness of mandated reporting laws throughout the VISN.
- Concisely and accurately document assessment results and intervention outcomes for an interdisciplinary audience.

Clinical Resource Hub (CRH): Primary Care Mental Health Integration (PC-MHI with an emphasis in ACT)

Supervisor: Dr. Julie Ross & Dr. Spencer Richards

The V19 CRH PC-MHI and Health Psychology minor rotation is intended to explore the role of a clinical psychologist in integrated care and behavioral medicine and develop clinical skills in delivering brief, targeted, evidence-based assessment and interventions remotely in primary care. The rotation emphasizes primarily brief individual psychotherapy as well as group psychotherapy, to facilitate collaborative, patient-centered care and consultation within interdisciplinary teams. The patient population is diverse, with most interventions targeted for the mild to moderate symptom severity range and the rotation includes exploration of the intersection of physical and psychological health. The rotation prioritizes effective interdisciplinary care among providers across an array of mental health and medical disciplines.

Clinical Resource Hub (CRH): Primary Care-Mental Health Integration Substance Use Disorder [PC-MHI with an emphasis in substance use disorder (SUD)]

Supervisor: Dr. Jami Gauthier

The V19 CRH PC-MHI SUD Specialty rotation provides psychology interns the opportunity to conduct evidence-based SUD-focused assessment and intervention to underserved populations via telehealth, at the point of entry into mental health care (i.e., Primary Care referral). During the rotation, interns learn to conduct brief, targeted functional assessments and to collaboratively establish treatment plans with Veterans and their teams (which may include referral to a wide range of mental health treatment options and/or treatment within PC-MHI). Intern intervention cases are selected for primary SUD-related presentations (most commonly alcohol, cannabis, and tobacco use), and interns will have ample opportunities to develop Motivational Interviewing and CBT-SUD consistent intervention skills. If available (i.e., based on Veteran enrollment) interns will also have opportunities to co-facilitate CRH PC-MHI SUD-focused treatment groups (e.g., CBT-SUD, Tobacco Cessation, and Vetchange based groups). In both assessment and intervention, interns will learn to attend to the unique identity characteristics of the Veterans they serve (e.g., race, religion, age, gender-identity, ability status, etc.), in order to provide tailored and affirming care. Discussion of Veteran, intern, and supervisor identity characteristics is encouraged in the supervision process. At the end of the rotation, interns will be able to confidently assess/diagnose a wide range of substance use disorders, engage Veterans in MI-consistent discussion of their concerns and goals, and have working knowledge of EBPs

"I learned a lot about working on a remote team.... Despite this being a rotation in the Hub and being in different states, I felt like [CRH supervisor] was always available and it didn't feel remote."

-Former Intern

and commonly prescribed medications for SUD. Interns will be expected to attend a 1-hour per week supervision meeting (time can be negotiated based on intern schedule); Opportunities to attend additional team meetings exist.

Pain Psychology and Military Sexual Trauma (MST)

Supervisor: Dr. Amber Martinson

The Pain Psychology Rotation consists of a combination of experiences available under the Med Psych Service and Military Sexual Trauma (MST) Program, including:

Med Psych Service

- **Cognitive-Behavioral Therapy (CBT) for Chronic Pain Program:** Psychology trainees will have the opportunity to co-lead the CBT for Chronic Pain Groups with Dr. Martinson that occur in SLC on Wednesdays at 3:00PM-4:00PM in Building 9, Auditorium, as well as the groups offered via telehealth (VA Video Connect) on Tuesdays 9:30AM-10:30AM. These are closed groups and runs for 6 weeks, with each week building on the previous week. This group takes a cognitive-behavioral approach with an acceptance and commitment therapy lens. Trainees are provided with a therapist manual for this group to facilitate consistency between rounds (for research purposes), though new perspectives and techniques are welcomed. The role trainees take in this program is dependent upon interest and familiarity with treating complex chronic pain.
- **Brief Outpatient Therapy/Assessment:** Psychology trainees will have the opportunity to carry a caseload of individual patients for brief outpatient therapy--consistent with the Primary Care Mental Health Integration (PC-MHI) model. Referrals on this rotation will primarily focus on chronic pain, though could include adjustment issues (i.e., adjustment to chronic illness, current life stressors, end of life issues), sleep disturbance, and mild depression/anxiety. Patients may also elect to be seen via VA Video Connect (VVC).
- **Research (by request):** Dr. Martinson is currently the Principal Investigator for multiple IRB-approved studies examining outcomes for the Primary Care Pain Education and Opioid Monitoring Program and her Brief CBT-CP program. Psychology trainees, upon request, can participate in different levels of the research process which could result in authorship on peer-reviewed publications.

MST Program

- **MST Consults:** Dr. Martinson is currently the MST Coordinator for the SLC VAMC. One aspect of her role is to coordinate the treatment for Veteran survivors of MST. Psychology trainees will have the opportunity to conduct brief outpatient MST assessments and coordinate their care, typically over telephone. Psychology trainees will also have the opportunity to learn about the relationship between sexual trauma and the development of chronic pain syndromes, in light of the high comorbidity rates (e.g., 90% of patients with fibromyalgia have a history of trauma).



Sexual Assault Awareness Month

Mental Health Access/Crisis Team (ACT)

Supervisor: Dr. Jeff Goulding

The Access Crisis Team (ACT) rotation is a challenging and rewarding experience helping to gain insight into crisis intervention. The team's areas of focus are helping Veterans gain access to needed mental health services as well as evaluation and intervention in mental health crisis scenarios. The ACT team is responsible for covering the SLC VAMC Emergency Department (ED) 24/7 to assess, evaluate, and determine disposition for Veterans in an acute mental health crisis. These circumstances include, but are not limited to, suicidal and homicidal crisis, acute intoxication and need for detoxification, and acute psychotic episodes. ACT is also responsible for determining status for involuntary holds due to risk to self and others and responding to various crisis and emergencies on campus and in specialty medical clinics. We also respond to pages and crisis in the community as needed, but remotely from campus. The work is challenging rewarding and always different. This rotation is best for self-motivated and adaptable interns who would like experience with crisis and SMI Veterans.

Inpatient Psychiatric Unit (IPU)

Supervisor: Dr. Stephen Trapp

The Inpatient Psychiatry Unit (IPU) delivers crisis-oriented services to patients with a wide range of presenting problems. The patient population represents all adult age groups and a variety of diagnoses. Interns are assigned to one of four interdisciplinary treatment teams, each of which develops treatment plans in cooperation with the patients. Common activities for interns include comprehensive psychological assessment, process-based and psychoeducational groups, interdisciplinary rounds, and time-limited individual therapy.

IPU has a strong commitment to training. Students from each of the MH disciplines (Psychology, Psychiatry, Social Work, and Nursing) rotate through the unit. We encourage interns with limited inpatient psychiatry experience to consider this rotation, as the supervised experience is uncommon in many predoctoral practicum settings. Psychology interns play an active role on the unit and have considerable freedom in choosing diagnostic and treatment activities that fit their interests. Some options include administration and interpretation of a range of assessment instruments, including personality, objective, and neuropsychological screening instruments, Yalom-based group therapy and other modified group therapies (Rational Emotive Behavior Therapy, Mindfulness-based Stress Reduction), psychoeducational groups, individual therapy (as needed), and interdisciplinary team consultation.

Complementary and Integrative Health (CIH)

Supervisors: Dr. Jonathan Codell & Dr. Ryan Lackner

Complementary and Integrative Health (CIH) is a specialty program that falls under Whole Health Service. CIH emphasizes patient empowerment, self-activation, preventative self-care, and wellness through mind-body practices designed to complement care that Veterans receive across traditional healthcare settings. Members of CIH collaborate with other Whole Health providers across a range of disciplines and other specialty services, including chiropractic care, acupuncture, recreation therapy, nutrition, equine therapy, and health coaching.

In this rotation interns will learn about various CIH modalities. CIH modalities include biofeedback, clinical hypnosis, iRest yoga nidra, mind-body bridging, yoga, tai chi and mindfulness. This rotation is primarily group-based. CIH group modalities which interns can choose to co-facilitate include hypnosis and mindfulness (Mindfulness Based Stress Reduction (MBSR), Mindfulness Based Cognitive Therapy (MBCT), Mindful Self Compassion (MSC), and when opportunities present, other specialty mindfulness classes (e.g., Mindfulness for Couples)). Learning will occur both experientially and through co-facilitation of classes with additional training options available based on individual needs and interests.

Substance Abuse Residential Rehabilitation Treatment Program (SARRTP)

Supervisors: Dr. Heather Black, Dr. Jacek Brewczynski, Dr. Kat Chavez, & Dr. Suzanne Parker

SARRTP is a residential substance use disorder treatment program. A typical admission ranges from 6-9 weeks. Treatment focuses on assisting Veterans with stabilization and early recovery from severe substance use disorders. Treatment is also provided for co-occurring mental health conditions. Interns contribute to comprehensive care as part of an interdisciplinary team. Services include psychiatric treatment, individual and group psychotherapy, recreation therapy, and 24/7 nursing care. SARRTP is a dynamic environment that presents unique learning opportunities for advanced clinical intervention. Interns would operate in the residential treatment setting, involving daily clinical opportunities related to maintaining a functional therapeutic milieu consisting of Veterans with varying skill sets and complex clinical presentations. This environment affords the intern opportunities to develop experience in addressing interpersonal/systemic dynamics and relies on the therapeutic milieu as a forum for promoting psychosocial recovery. SARRTP promotes evidence-based practices, including CBT-SUD, DBT, ACT, and MI/MET, as well as PE, CPT, and STAIR for co-occurring PTSD. Interns on this rotation would co-facilitate a weekly Track A or Track B group, with content for Track A addressing patterns of addictive thinking, interpersonal relationships, forgiveness, self-compassion, cognitive behavioral strategies, as well as ACT and DBT skills and concepts, while content for Track B addresses PTSD treatment. Interns will also have the opportunity to participate in weekly Process Groups, along with Relapse Prevention, Mindfulness, 12 Step, Tobacco Cessation, and Integrative Health groups. Care includes the development of comprehensive aftercare/discharge plans as well. Interns might have the opportunity to do concurrent PTSD treatment (e.g., PE, CPT, or STAIR) with one or more of their patients, depending on intern preference and patient needs. Interns also have the opportunity to conduct PTSD intake assessments, depending on intern preference. Anticipated caseload: 1-2 patients at a time.

Services for Outpatient Addiction Recovery (SOAR)

Supervisor: Dr. Caitlin MacKay, Dr. Susan Murphy, & Dr. Tricia Steeves

Interns will get exposure to substance use assessment and treatment in an outpatient interdisciplinary clinic. Interns will learn to administer diagnostic and level of care assessments to Veterans seeking substance use treatment, collaboratively formulate an initial treatment plan, and staff the treatment plan with the team. Interns will also participate in co-facilitation of process-oriented and psychoeducational groups depending on their interest. Interns may have the opportunity to provide short-term evidence-based treatment to Veterans with addiction-related goals.

The SOAR clinic provides an entry point into outpatient addiction treatment services both for the VA and referral to the community, as well as acute/crisis care through maintenance outpatient care. We are an interdisciplinary team of psychologists, social workers, addiction psychiatrists, MH and Psychiatric NP and RN's, recreation therapists, and a PharmD. The rotation also offers opportunities to interact with trainees of various disciplines (i.e., psychiatry and medicine fellows/residents, social work interns, pharmacy residents, and a psychology postdoctoral fellow).

Rotations On Hold

The rotations below have recently been offered yet will not be offered for the 2024-2025 internship training year.

Virtual Dialectical Behavior Therapy (DBT) with Outpatient Mental Health and Gender Identity Veteran Experience (GIVE) Teams

Supervisor: Dr. Vinessa Trotter

This 6-month core rotation is a 100% virtual experience on the Mini Hub BHIP Team. The Mini Hub is an interdisciplinary team providing care to Veterans outside of the Salt Lake City area. Providing care to BHIP clients will allow you to practice evidence-based treatment in a general outpatient setting. BHIP providers treat a variety of disorders across a diverse population. Interns on this rotation will also be expected to participate in

Dialectical Behavior Therapy (DBT). Dr. Marsha Linehan developed DBT to address high-risk, treatment-resistant symptoms (like chronic suicidal ideation). This rotation supports you as you develop skills in, and/or increase proficiency in, DBT skills. Interns are members of a fully adherent DBT program (i.e., team meeting, assessment, phone coaching, individual therapy, and skills group). Active participation on the DBT Team is a necessary component of this rotation. The DBT Team is good-humored, cohesive, compassionate, and dedicated to both Veterans and each other as team members. Your rotation experiences will depend on your previous experience, as well as your specific training goals. DBT experiences could include DBT assessment, individual DBT psychotherapy, individual DBT skills training, and/or co-facilitation of a DBT group. An optional experience involves the Gender Identity Veteran Experience (GIVE) Team. The GIVE Team provides gender-affirming care to our Veterans who identify as transgender/non-binary. I recommend the Virtual BHIP/DBT/GIVE core rotation if you are interested in serving Veterans of all service eras, ages, races, sexual orientations, sexual identities, trauma exposures, and symptom complexities.

Skills Based Therapy: DBT and STAIR

Supervisor: Dr. Sandy Diaz

This 6-month core psychotherapy rotation has a focus on developing skills in or increasing proficiency in Dialectical Behavior Therapy (DBT) and Skills Training in Affective and Interpersonal Regulation (STAIR).

Interns on this rotation will have the opportunity to work as a part of the DBT program which offers all four modes of treatment (consultation team, phone coaching, individual therapy, skills group). An intern's experience on the DBT team will be dependent upon their previous DBT experience & training goals. Previous experience on a DBT team is strongly encouraged, but not mandatory. Possible training opportunities include individual DBT client(s), individual skills teaching, co-facilitating the full program group or the introduction to DBT group, and conducting DBT program assessments for new referrals. Opportunities to co-facilitate other groups that are being offered to DBT clients on the wait list may also be available.

The second part of this skills-based therapy rotation is gaining experience with STAIR. STAIR is an evidence-based treatment that provides social and emotional management skills for individuals with a history of trauma. STAIR was developed as a phase-based approach to PTSD treatment, with the first phase focusing on building healthy coping skills and increasing and/or strengthening social support in preparation for engagement in trauma processing therapy. Veterans who are referred to this treatment are looking to improve coping skills, and some are looking to improve skills prior to engaging in CPT or PE. This treatment can be offered either individually or in a group setting. Interns will have opportunities to co-facilitate a STAIR group and carry a small caseload of individual clients.

Rotation Selection

During orientation interns meet individually with the Training Directors to review their past experiences, and develop an initial draft of their training plan that will be used to guide the selection of rotations that best fit the intern's training needs and interests, as balanced with the expectations and resources of the program. Interns can choose almost *any* combination of rotations provided that they select a range of training experiences, and their schedules ascribe to our generalist training model. There are no mandatory elective rotations, though interns are encouraged to select training experiences in both medical and psychiatric settings to remedy any gaps in their preparation, such that the training year is balanced.

In an effort to optimize the breadth and depth of your total internship experience, interns are encouraged to seek out experiences with which they are not comfortable, to work with unfamiliar patient populations, and challenge themselves to add new skills to their clinical repertoire. Each supervisor may supervise differently, and they each have their own experiences and approaches to what they do. Rotation recommendations may also be based on a particular supervisor being able to assist an intern with a training goal.

Rotation selection will depend on availability, the needs of each intern, and the intern cohort's varying training needs and interests. Interns will consult with the Training Directors for assistance determining a recommended list of preferred rotations and their sequences keeping in mind several things:

- The need to remedy any gaps in training or competency.
- Further training in areas of strong interest or intended career path.
- Balancing the overall internship year across multiple areas of practice such as health psychology, PTSD, addictions, psychotherapy, assessment, etc.
- Practical parameters such as rotations that may have meetings or required functions on certain days.
- There is great value in trying something new. Many psychologists have found their ultimate career focus after trying something in an area that they initially thought they would not like but actually turned out to be their career path.

Interns seeking a specific sequence to their training, such as wanting a rotation in the first part of the year because they are applying for a Post-Doctoral Fellowships, will be accommodated as much as possible.

During orientation the intern cohort meets with all the rotation supervisors to discuss the different rotations. Interns will submit a list of their preferred rotations and possible sequences, and the Training Director and Associate Training Director will review this and discuss options for a rotation schedule with the cohort that maximizes each intern getting their preferred rotations and sequence.

[Additional Experiences](#)

Throughout the year there are optional experiences that require 3-5 hours per week. Electing additional experiences generally requires adding additional hours to the 40-hour work week because core and elective rotations are already full training experiences and take precedence over additional experiences. Examples of additional experiences offered in recent years include research experiences, carrying long-term psychotherapy cases, couples communication group, and Cognitive Processing Therapy (CPT) training and consultation.

[Intern Schedule](#)

The priority in a trainee's schedule is training first, with approximately 15-20% of their time spent in seminars, didactics, meetings and other training activities. Then interns focus approximately 30-40% (12-15 hours per week) of their time on Core Rotations and approximately 40-50% (15-20 hours per week) of their time to the Elective Rotation.

The following is an example of a what a possible internship year at the VA Salt Lake City might look like:

Elective Rotations:

Months 1-4	Months 5-8	Months 9-12
Elective Rotation 1 ➤ Veteran's Integration into Academic Leadership (VITAL)	Elective Rotation 2 ➤ Mental Health Access Crisis Team (ACT)	Elective Rotation 3 ➤ Primary Care Mental Health Integration (PC-MHI)

Core Rotations:

Months 1-6	Months 7-12
Core Rotation 1 ➤ Academic Assessment with 3-month Geri Med Psych Clinic	Core Rotation 2 ➤ PTSD Psychotherapy

Other Activities:

Months 1-12
➤ Didactics ➤ Seminars ➤ Mental Health Grand Rounds ➤ Presentations ➤ Meetings ➤ Intern Roles

Changing Rotations

Rotation selections and sequences are not written in stone. Approximately half-way through a rotation, interns will discuss during their individual check-in meetings possible changes. Changes must be approved and confirmed no later than 1 month prior to the start of the next rotation unless there are extenuating circumstances such as a supervisor that becomes ill and cannot offer a rotation or an intern is placed on probation or remediation and their training plan is changed accordingly.

The rotations offered *can change at any time* based on a number of factors such as changes in personnel, supervisor availability and leave, the overall appropriateness of a rotation, and the content and quality of the rotation experience. There is no guarantee that any certain rotation will be available at a given time. However, the Training Director will work to maintain the stability of the available rotations and the on-going development of new rotations to maximize the available number of rotations, so interns have multiple options during the initial selection process and in case of possible changes in rotations.

Intern Roles

Interns take on different roles over the course of the training year that provide a service to the internship cohort and/or the VASLC Healthcare System. The roles provide additional professional development experiences and their level of involvement in their role will likely vary based on their current rotation schedules and related workloads. During orientation, interns will identify their level of interest in the different roles. The Training

Director and Associate Training Director will assign roles will be determined by the Training Director with consideration of the intern's overall training interests and the training needs of the intern and cohort. Given equal levels of interest the roles may be assigned at random. Interns may use 2-4 hours per week of protected time for work specific to their role.

Chief Intern

The Chief Intern role was created to provide experiences in leadership and learning how to accomplish goals in a large and complex organizational system. The responsibilities of the Chief Intern are as follows:

1. Attend the monthly psychology service meetings and communicate information to the intern cohort.
2. Organize, coordinate, and facilitate the weekly Peer Consultation meetings.
3. Assist in planning and coordinating the interprofessional training meeting with the pharmacy and nurse practitioner trainees.
4. Communicate needs of the cohort to the training director and assistant training director.

Diversity Training and Inclusion Advocate

For this role, interns will work with the Multicultural, Diversity and Inclusion (MDI) Committee, and/or the psychology training program to develop or enhance diversity training, efforts to promote inclusion in the training program, or work on projects relating to outreach or advocacy. These positions may involve being a liaison to community agencies, outreach, project development and/or program evaluation. The specific duties depend on the intern's interests and experience. The intern is also involved in the planning and selection of materials for the diversity seminar series.

The MDI Committee was developed during the 2019-2020 training year to provide structure, support and actions designed to improve the quality and frequency of diversity training, including training to improve clinical practice, supervision, and personal growth and awareness of multiculturalism,



diversity, and inclusion. The MDI Committee works to organize efforts to assess the climate of the psychology service and training in psychology and to create structured efforts to address behaviors and systems that may disrupt inclusion as well as increase efforts to honor and value the voices and experiences of all staff, particularly for those from groups that have been traditionally marginalized and oppressed. With such, the MDI Committee works to identify and implement active methods to increase diversity among our staff and trainees, retain diverse individuals, as well as coordinate and assist other similar efforts here at the VA and in the local community.

Presentation Coordinator

The presentation coordinator role was created to provide experiences in networking and outreach to the psychology staff. The responsibilities of the presentation coordinator role are as follows:

1. Creates intern presentation schedule.
2. Sends emails and calendar invites to psychology staff for intern presentations.
3. Introduces the presenter during intern presentations and kicks off the meeting.

4. Assist with CEU process.

Intern Didactic Coordinator

The intern didactic coordinator role was also created to provide experiences in networking and outreach to the psychology staff. The responsibilities of the didactic coordinator include:

1. Assists in arranging additional didactics for the interns if interested.
2. Checks in with presenters before their scheduled didactic for coordination/reminder.
3. Sends thank you notes to presenters from internship cohort.
4. Assist with set-up (pulls up presentation, get computer set up, etc.)

Research

This role was created for interns whose dissertation is completed and would like to engage in additional research during the internship year. Currently, interns have the opportunity to work with either Dr. Erika Roberge in the PCT clinic (opportunities may vary year to year).

PCT Research:

The PCT Research Clinic systematically tracks and measures outcomes related to standard clinical care practiced by the PCT. Outcomes assess access to care, treatment engagement, and treatment response to optimize and improve PCT systems, procedures, and treatment offerings based on the needs of our Veteran population. The PCT Research Team consists of psychology staff members, postdocs, interns, and research assistants. Together, we develop research questions that are testable with our extensive databases, and many of us are engaged in randomized controlled trials as Principle Investigator (PI) and study therapists. Interns will work on research projects with Dr. Erika Roberge in the PCT Clinic or other staff members. Interns will begin by attending PCT research meetings. If progressing well on internship rotations, the interns can take a more active role in research studies. This role requires approximately 4 hours per week. Depending on interest and research involvement, this role may require time outside the intern's tour of duty.

Intern Selection Committee

Interns will serve on the intern selection committee and play an important role in the selection of the new internship cohort. Although the commitment is for a shorter duration than other roles, it will be more intensive and may require hours outside your normal tour of duty. The intern will meet with the selection committee to review files, interview, and rank order internship applicants. The intern is expected to maintain professionalism in this role which may mean excluding themselves if they know an applicant personally and maintaining confidentiality regarding what is discussed in selections meetings.

Didactics and Seminars

Several hours each week are designated for attendance at required didactic activities. Attendance and participation in these activities takes precedence over service delivery activities or other meetings. In addition to the didactics listed below there are many opportunities for participation in grand rounds, round tables, and education conference calls. Trainees are welcome to participate in these additional training opportunities if it does not interfere with clinical training and rotation responsibilities.

Psychology Intern Core Didactics

The overarching goal in the core didactic series is to obtain training on topics essential to practice as a psychologist, such as legal and ethical issues, handling patients in crisis, and multicultural issues that supplement the Diversity Seminar (see below), and topics that support and promote interns' professional

development during their transition from trainee to professional. The Psychology Internship Core Didactics are conducted by psychology staff members, other disciplines from the medical center, University of Utah professionals, and community professionals, with topics varying from year to year depending on programmatic issues and interns needs/interests. Recent didactics have included the following:

- EPPP & Licensure
- Motivational Interviewing for Healthcare Providers
- Suicide Assessment and Prevention
- Self-Care
- Applying for Postdoctoral Fellowships
- Mechanisms of Change in Psychotherapy
- Virtual Reality Experience: Alzheimer's Disease
- Capacity Evaluation
- Job panel
- Treating Co-Morbid PTSD/SUD
- Trauma Informed Pain Care
- Becoming a Supervisor
- When Psychological Problems Mask Medical Disorders
- Addiction and the Brain
- Biofeedback

Diversity Seminar

Supervisors: Dr. Sara Heinz, ABPP & Dr. Lauren Faulkner

The Diversity Seminar Series combines invited lecture-based presentations with separate cohort meetings of focused seminar discussion with a Psychology Service staff member. The 2020-2021 Psychology Intern cohort spearheaded creation of the seminar discussion portion with the goal of creating a platform to address challenges related to individual and cultural diversity as they relate to the profession. Each bi-weekly meeting focuses on a different issue and conversation is sparked through various media, including articles, book chapters, podcasts, and cultural training opportunities within the VA. Examples of topics include, but are not limited to:

- Intergenerational Trauma
- Systemic Racism and Health Disparities
- Implicit Bias and Diagnostic Implications
- Multicultural Practice and Intersectionality
- Gender and Sexual Minority Populations

The Diversity Seminar Series was created in the spirit of leadership, collaboration, and learning and is a space where interns can continue to develop curriculum and initiate discussions on topics of diversity that are meaningful to their training experiences. The Diversity Seminar Series emphasizes multicultural learning and humility as an essential component of training and ongoing professional development.

Interprofessional Seminar

Supervisors: Audrey Wadhvani, PharmD, Amy Morton-Miller, APRN, Renn Sweeney, PhD

In the spirit of interdisciplinary care, the psychology, nursing, pharmacy trainees conduct weekly didactics to round out each other's knowledge of their specialties. These informal meetings feature a 45-minute discussion led by either a psychology intern, APRN resident, or clinical pharmacy resident on a salient topic. The topics are decided by the group at the onset of the year and have included topics such as: antipsychotics, Assessment, drug testing, motivational interviewing, mood stabilizers, etc. These meetings are popular among the interns due to the collegial nature of the group, the exposure to the

specialty services of different disciplines, and development of interdisciplinary approaches to work in a medical center.

Group Supervision

Supervisors: Renn Sweeney, PhD

To support interns in the development of the supervision skills, interns meet on a monthly basis with Dr. Sweeney to review audio-taped sessions provided by pharmacy residents for feedback on their motivational interviewing skills. Session tapes are reviewed, feedback is provided by the group, and interns take turns providing feedback to pharmacy residents. Topics in supervision are also discussed and supervisor self-assessment is completed by interns to aid in their development as training supervisors.

Other Meetings

In addition to scheduled didactics and seminar, interns also engage in other meetings related to their training and development. These meetings include:

Mental Health Grand Rounds

MH Grand Rounds are held on the 2nd Wednesday of the month. Quarterly one of the grand rounds meetings is a “MH All hand meeting.” Grand Rounds consist of presentations from VA or local community providers on topics of interest to the Mental Health community.

Psychology Intern Presentations Series

Over the course of the training year, doctoral interns conduct formal presentations, focused on a clinical topic of interest. Interns are required to participate in this series as professional colleagues.

Peer Consultation

Once a month interns engage in peer consultation with one another. This time is provided as an opportunity for interns to coordinate around group presentations, discussions of professional and personal topics of interest, case consultation, and to provide support for one another during their internship year. Although the chief intern will schedule and coordinate meetings, peer consultation is self-directed, and the needs are determined by the group.

Intern Presentation

Being able to provide a formal professional presentation is an important skill for psychologists. As the VASLC Internship Program emphasizes a scholar-practitioner model, interns will use this opportunity to identify a topic and provide a one-hour professional presentation on the topic and its application or relevance for clinical practice.

Interns may not present on a topic relating to their dissertation or that they have previously presented on as a professional presentation including a poster session. This is to facilitate broader learning and develop skills in providing a formal presentation in addition to developing the ability to take on a new topic area, review research in that area, consider ethical and diversity related concerns relevant to the topic, and then use that information to train others in its clinical application or relevance.

The project should meet the following goals/objectives:

- Increases your knowledge and expertise in a topic of interest.
- Contributes to the knowledge-base and/or improves clinical practice in Mental Health.
- Provides you with a foundation and/or skill set that will increase your opportunities for employment.

Interns should be considering topics for the presentation early in the training year and have a solid idea of their project within two months after starting the internship. Interns are responsible for delivering a formal presentation of this project to the psychology staff, psychology interns, and psychology fellows. Past internship presentations have included topics such as:

- Sociodemographic Health Disparities Among Veteran Populations
- Relationship Between PTSD and Sexual Health and Dysfunction
- Current Research Perspective Challenging How We Discuss Emotions in Psychotherapy
- MDMA Assisted Psychotherapy
- Military Sexual Offending
- Self-Disclosure of Mental Health Status

Supervision

Psychology Interns will be supervised by licensed psychologists who are credentialed providers through the VA Medical Center. All interns have at least two primary supervisors at any given time and have regular weekly meeting times for individual supervision. According to APA guidelines interns must receive a minimum of 4 hours of supervision per week, however, interns typically receive supervision above and beyond this minimum requirement. There is often a high level of “on the fly” supervision, as care is quickly discussed prior to moving on to the next patients in team rounds and other venues (this is not in lieu of supervision, but in addition to). It is also expected that psychology interns will seek out additional supervision and consultation as needed.

“I really appreciated the didactic supervision meetings. My supervisor’s warm, direct, caring, supportive supervision style modeled what I hope to be in a supervisor, and it also provided an environment to help me learn and grow.”

-Former Intern

Supervision of psychology trainees is provided by licensed psychologists who also are privileged providers within that VAMC medical staff organization (professional staff). To a limited degree, qualified practitioners of other disciplines within the medical center may provide supervision to psychology trainees. The amount and type of supervision provided by a licensed psychologist must fulfill the requirements set forth by the APA Standards of Accreditation for Health Service Psychology. For example, a minimum of four hours of supervision must be provided weekly for doctoral interns.

Vertical Supervision

The Executive Committee of the VAPTC affirms the value of “vertical supervision” of psychology trainees by unlicensed psychologists or advanced trainees once appropriate competency has been demonstrated and documented. In such cases, the unlicensed supervisor must be supervised by a licensed psychologist regarding the supervision of the junior trainee. In all cases, it is ultimately the licensed and privileged supervisor who retains clinical, ethical, and legal responsibility for all supervision and patient care provided by trainees.

Vertical supervision is a valuable and well-accepted method of training unlicensed psychologists or advanced trainees in the delivery of quality supervision. Vertical supervision by more senior psychology trainees increases the proficiency of those developing trainees in the area of supervision and also benefits the junior trainee through the addition of multiple perspectives and additional oversight. Such vertical supervision does not replace the required minimum supervision provided directly to the trainee by a licensed practitioner (in accord with APA accreditation guidelines and most states' licensing boards) and at no time should be considered a substitute for this requirement."

My supervisor was very interested and supportive of my professional development process. She was open to me asking questions about next career steps and shared details of her own career path with me."

-Former Intern

Check-in Meetings with Training Directors

The Director and Associate Director of training spend significant time with interns, both individually and as a group. Interns meet weekly as a group and have individual meetings with the Training Director and/or Associate Training Director on a monthly basis. This is an opportunity to monitor the over-all training goals of the intern, explore possible career paths, discuss professional development issues, future goals. Individual rotation supervisors will also support the intern's professional development needs. Interns share their Psychology Training Activity Log during their individual meetings.

- **Psychology Training Activity Logs:** Interns document time spent in clinical and administrative activities via the Psychology Training Activity Log. This has proven to be a valuable planning and training tool for previous interns. This spreadsheet calculates hours spent in each activity and will ensure that interns are receiving adequate training and supervision. It also includes direct hours, indirect hours, supervision, leave, etc. Completed logs for the full training year will be submitted during the check-out process (last week of internship).

Evaluation

Core Competencies

APA has identified the following core competencies and descriptors as foundational for the training of interns:

Objective One: Research

- Demonstrates the substantially independent ability to critically evaluate and disseminate research or other scholarly activities (e.g., case conference, intern presentation, publications) at the local or hospital, regional, or national level.

Objective Two: Ethical and legal standards

Is knowledgeable of and acts in accordance with each of the following:

- The current version of the APA Ethical Principles of Psychologists and Code of Conduct.
- Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels.
- Relevant professional standards and guidelines.
- Recognizes ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve the dilemmas.
- Conducts self in an ethical manner in all professional activities.

Objective Three: Individual and cultural diversity

- Understands how personal/cultural history, attitudes, and biases may affect personal understanding and interaction with people different from oneself.
- Demonstrates knowledge of current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including direct service, consultation, training, research, and supervision.
- Demonstrates integration of awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., service, research, and other professional activities).
- Demonstrates the ability to independently apply knowledge and skill in working effectively with the range of diverse individuals and groups encountered during internship.

Objective Four: Professional values, attitudes, and behaviors

- Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- Engages in self-reflection regarding one's personal and professional functioning; engages in activities to maintain and improve performance, well-being, and professional effectiveness.
- Actively seeks and demonstrates openness and responsiveness to feedback and supervision.
- Responds professionally in increasingly complex situations with a greater degree of independence as s/he progresses across levels of training.

Objective Five: Communication and interpersonal skills

- Develops and maintains effective relationships with a wide range of individuals, including colleagues, clients, organizations, supervisors, peers, and supervisees.
- Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated; demonstrates a thorough grasp of professional language and concepts.
- Demonstrates effective interpersonal skills and the ability to manage difficult communication well.

Objective Six: Assessment

- Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics.
- Collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
- Interprets assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
- Communicates orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

Objective Seven: Intervention

- Establishes and maintains effective relationships with the recipients of psychological services.
- Develops evidence-based intervention plans specific to the service delivery goals.
- Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- Demonstrates the ability to apply the relevant research literature to clinical decision making.
- Modifies and adapts evidence-based approaches effectively when a clear evidence base is lacking.
- Evaluates intervention effectiveness and adapts intervention goals and methods consistent with ongoing evaluation.

Objective Eight: Supervision

- Applies the knowledge of supervision models and practices in direct or simulated practice with supervisors, psychology trainees, or other health professionals.

Objective Nine: Consultation and interprofessional/interdisciplinary skills

- Demonstrates knowledge and communicates respect for other disciplines' roles and perspectives.
- Applies knowledge and skills of consultation practices in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior.

Rotation Evaluation

Interns are formally evaluated in writing at the end of each rotation. They are evaluated on the 9 profession wide competency areas required by APA. Interns receive formal, written evaluations from their supervisors on the extent to which they are meeting internship requirements, performance expectations, progress and their current skill level on core competencies relevant to each rotation.

Supervisors vary significantly based on their style, focus, methods, how focused they are on either process or content, and expectations. However, what is constant is our expectation that there should not be an element of surprise on a formal evaluation; an intern should be very aware of how he or she is doing on that rotation, prior to rotation's end. To facilitate ongoing evaluation and meet the training needs of the interns, the intern's performance is regularly discussed among the training supervisors at training committee meetings. Interns receive formal written evaluations from their supervisors on the extent to which they are meeting internship requirements and performance expectations. The feedback addresses the intern's performance and progress in terms of professional conduct and psychological knowledge, skills, and awareness in the competencies for psychology. Additionally, interns meet individually with the Training Director quarterly for informal check-ins.

Intern Presentation Evaluation

Psychology staff, fellows, and interns will complete written evaluations via the Presentation Evaluation Form for the intern presentation, delivered during the Intern Presentation Series.

Supervisor and Rotation Evaluation

Interns are encouraged to provide feedback to their supervisors and Training Directors about whether their training objectives are being met by the program and/or the supervisory process. Interns complete an **Intern Evaluation of Training Supervisor** and forward it to the Training Director. If there are issues associated with the supervisor that you do not feel comfortable talking directly to your supervisor about, you may bring your concerns directly to the Training Director, Dr. Sweeney. Interns can meet with Dr. Sweeney at any time to discuss the training program and receive feedback.

Evaluation of Training Site

At the end of the internship year, the intern also completes the **Intern Evaluation of Training Site**. Interns will discuss both general and specific components of the program, including training structure, supervision, didactics, evaluation processes, and suggestions for improvement. A formal report is also submitted to the Training Director, Dr. Sweeney. Where appropriate and feasible, suggestions based on the evaluation report are integrated into the internship program.

REQUIREMENTS FOR SUCCESSFULLY COMPLETING INTERNSHIP

Required Competency Levels

The minimum required levels for program completion are based on the Competency Evaluation and interns must achieve a rating of four or higher by the end of the year in each competency area to successfully complete the program. Interns that are not at this level at mid-year, but are engaged and making progress, will not be placed on a remediation or probation plan. Interns not at level four by the ninth month of the training year that do not appear to be making sufficient progress to achieve the minimum required levels by the end of the training year will be placed on a remediation plan to ensure they will be at the level needed to successfully complete the program by the end of the year. Any intern not making acceptable progress in the competency areas may be placed on a remediation plan or probation as outlined in the Remediation & Due Process Policy.

Successful Completion of all Rotations

Interns must successfully pass all their rotations based on criteria established with their supervisors for each rotation. Interns are encouraged to try different rotations so that they can gain depth with things they may have previous experience in, and to also try new things with rotations to help them with breadth or stretch goals. Therefore, the goals, expectations, and experiences for each rotation are customized to each intern and their training needs.

Professional Presentation

Interns must pass the required presentation as determined by the Training Director based on their evaluation of the presentation and data from the feedback forms submitted by the psychologists attending the presentation. Interns that do not meet the requirements to complete their presentation will meet with the Training Director to identify areas needing improvement, and then they will be afforded a second chance to present.

Time Requirements

To successfully complete this internship, interns must be on-site through their official end date. A year of work equals 2080 hours for a 40-hour workweek. Interns must complete a minimum of 500 direct service hours defined as time providing direct patient care such as individual therapy, group therapy, conducting assessments or providing other clinical services directly to patients.

Evaluations and Minimal Passing Criteria

There must be clinical supervisor and Training Director consensus that an intern is able to practice ethically with their skills at the proficiency level of an entry level psychologist by the end of the internship year.

APPLICATION PROCESS

Eligibility Requirements

Applicants must meet the following eligibility requirements for the internship training program:

1. Doctoral students in APA, CPA, or PC-SAS-accredited Clinical or Counseling, or Combined Psychology programs.
2. All coursework required for the doctoral degree must be completed prior to the start of internship, as well as any qualifying, comprehensive, or preliminary doctoral examinations.
3. We prefer candidates whose doctoral dissertations will be completed, or well under way before internship.
4. Applicants must be U.S. citizens. please see eligibility qualifications for psychology training within the Department of Veterans Affairs, which are described at:

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

5. The Federal Government requires that male applicants to VA positions who were born after 12/31/59 sign a Pre-appointment Certification Statement for Selective Service Registration before they are employed. It is not necessary to submit this form with the application, but if you are selected for this training experience and fit the above criteria, you will have to sign it. Click to [Register or Check Registration](#).
6. Training occurs in a health care setting. Some of the patients served by VA are older adults or infirm and could succumb to common illnesses like influenza. It is important to be able to document that your vaccinations are up to date and that you have been screened for active tuberculosis prior to starting your training at VA or other hospitals. Securing a statement from your university student health center, regular health provider, or an urgent care clinic can expedite your appointment. Additionally, maintaining a current flu vaccination during the training year (or taking additional preventative measures to limit patient exposure to the flu) will be required. Please discuss your concerns about vaccinations with the Director of Training after you have matched and well before your start date to facilitate your onboarding.
7. It is VHA policy that all VHA Health Care Personnel (HCP) are required to be fully vaccinated against COVID-19 or obtain an approved accommodation for medical, pregnancy, or religious reasons, when required by law. All VHA entities will implement a mandatory COVID-19 vaccination program by requiring all VHA HCP to be fully vaccinated or obtain an accommodation. Compliance with this directive is a requirement. Please discuss this with the Director of Training after you have matched and well before your start date to facilitate your onboarding.
8. As an equal opportunity training program, the internship welcomes and strongly encourage applications from all qualified candidates, regardless of gender, age, racial, ethnic, sexual orientation, disability, or other minority status.
9. Acceptance of trainees is contingent upon the result of a federal background check and health status verification. Failure to meet these qualifications, or failure to pass a federally mandated background check for employment could nullify an offer to an applicant.

10. The VA conducts drug-screening exams randomly on selected personnel as well as new employees. Trainees are not required to be tested prior to beginning work, but once on site they are subject to random selection in the same manner as other staff. Please see drug testing policies described at:

[VHA_HPTsDrug-FreeWorkplaceOAA_HRA.pdf \(va.gov\)](#)

Application Procedures

Our program uses the AAPI online. If you apply to this internship, you are expected to submit all your application materials via APPIC online application system. All applicants must register for the Match using the online registration system on the Match website at:

[APPIC Match \(natmatch.com\)](#)

Submit the APPIC Online application no later 11:59PM on November 15, 2024. Applicants are required to submit:

- Cover Letter: Please describe your particular interest in the SLCVAHCS Psychology Internship Training Program and the rotations you are interested in.
- Curriculum vitae
- 3 Standardized Reference Forms: Reference from faculty members or clinical supervisors who are familiar with your professional development and training.
- Graduate transcripts.
- Required Essays

<u>Dates to Remember:</u>	
• Application Deadline:	November 15, 2024
• Interview Notification	On or before December 15, 2024
• Interviews:	January 2025 (TBA)
• Internship Match Date:	See APPIC website: APPIC Match Dates
• Projected Internship Start Date:	July 28, 2025

Applicants with questions about the internship program or about the Salt Lake City VA please contact:

Renn Sweeney, Ph.D.
Director of Psychology Training
Primary Care Behavioral Health Service (111BH)
VA Salt Lake City Health Care System
500 Foothill Blvd.
Salt Lake City, UT 84148
Phone: (801) 582-1565 (Ext. 2088)
e-mail: caroline.sweeney@va.gov

Application Evaluation

Each set of completed application materials received by the due date will be reviewed by members of the selection committee. Independent ratings are based on professional training and experiences thus far, writing, and professional letters of recommendation. The selection criteria focus on all aspects of the application materials, with emphasis placed on background training, experience, and an applicant's clear articulation of training goals and professional aspirations, and overall fit.

After an average score is calculated, the selection committee addresses significant discrepancies in scores, and determines the cut-off score to participate in the interview process.

Interviews are typically planned for January, but this can vary based on the schedules of applicants. In addition to being interviewed by two members of the selection committee, applicants will have the opportunity to meet current interns and staff members. Due to the health, safety, and financial concerns of our applicants, all interviews will be offered virtually. However, we will make every effort to provide applicants with as much information about our setting, culture, and training resources as feasible.

Following all interviews, the selection committee will meet to rank order candidates. These selections are based on an integration of file and interview ratings, with the entire list of interviewees being reviewed to ensure that all candidates have received fair and equal consideration.

The Clinical Psychology Postdoctoral Program at VA Salt Lake City Health Care System is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC) and will abide by all APPIC guidelines regarding internship recruitment and notification procedures.

Stipend and Benefits

Interns for the 2024-2025 training year receive a stipend of \$33,469. Stipends for the 2025-2026 training year will be announced by the Office of Academic Affiliations (OAA). For the upcoming year 2025-2026, we expect to receive 8 intern stipends of at least \$33,469 each. Stipends are paid in equal installments over 26 bi-weekly pay periods. All VA psychology interns are eligible for health insurance (for self, spouse, legally married, same-sex couples, and legal dependents), vision, and dental benefits, in the same manner as regular employees. As temporary employee, however, interns may not participate in VA retirement programs. Unmarried partners are not eligible for health benefits.

Over the course of the year, interns earn approximately 13 vacation days and 13 sick days, in addition to 11 federal holidays. Interns who work 40 hours per week can fulfill their commitment and still have time for vacations and sick leave. The VA Salt Lake City Health Care System's policy on Authorized Leave is consistent with the national standard.

Interns at the VASLCHCS are provided with all rights, benefits, and responsibilities associated with "Employee" status. As such, they are expected to comply with all medical center policies pertaining to employee behavior, including leave.

Interns may also apply for limited hourly credit for attendance at national and regional professional meetings and workshops through their primary supervisor and Training Director.

Medical/Family Leave

The internship program understands that interns may need to request extended leave for certain life events that occur during internship; therefore, our program allows for parental leave and/or extended leave in the event of a serious illness. Leave can be granted for the birth of a child and care of a newborn, placement of a child with oneself for adoption or foster care, a serious health condition of a spouse, child, or parent/caregiver, or one's

own serious illness. Any approved extended leave will result in an extension of the training contract to ensure that the intern completes the required full 2080-hours of internship training. Interns are encouraged to address any requests for leave with the Director of Training as early as possible.

Administrative Policies and Procedures

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

Due Process

All trainees are afforded the right to due process in matters of problematic behavior and grievances. Due process documents are a part of the orientation manual and are reviewed during orientation. A copy of our due process policy is available on request.

Privacy Policy

We collect no personal information from you when you visit our website.

Self-Disclosure

We do not require trainees to disclose personal information to their clinical supervisors except in cases where personal issues may be adversely affecting a trainee's performance and such information is necessary to address these difficulties.

Liability Protection for Trainees

VA-sponsored trainees acting within the scope of their educational programs and when providing professional services at a VA healthcare facility are protected from personal liability under the Federal Employees Liability Reform and Tort Compensation Act 28, U.S.C.2679 (b)-(d).

Equal Opportunity Employer

The VASLCHCS is an Equal Opportunity Employer. The Psychology Service actively supports and is in full compliance with the spirit and principle of Affirmative Action in the recruitment and selection of staff and trainees. We provide equal opportunities in employment and training for all qualified persons and do not discriminate on the basis of race, color, religion, sex, national origin, age, disabilities, ethnicity, or sexual orientation. In accordance with federal government employment regulations, only citizens of the United States are eligible for training positions funded by the Department of Veterans Affairs.

Our internship program will provide reasonable accommodation for qualified individuals with disabilities when such an adjustment or change is requested and needed at work for a reason related to a medical condition or other extenuating life circumstances. Requests for accommodation do not need to be made during the application process. However, if accommodations are needed, requests should be submitted as soon as possible after selection to enable the program to make necessary arrangements.

ABOUT SALT LAKE CITY AND UTAH



In addition to the benefits of the training program, living the Salt Lake City comes with many perks. The close proximity of Salt Lake City to several major mountain ranges offers all the benefits of city living with easily accessible outdoor recreation. We hope that you enjoy the area as much as we do.

According to the 2020 census, Salt Lake City has a population of 200,831. The surrounding metropolitan area has close to 2 million people. Individuals unfamiliar with Salt Lake City and the state of Utah are often quite surprised at the wealth and variety of things to do and see. Salt Lake City is a montage of modern high-rises, commercial centers, unique sightseeing attractions, classic buildings, historic sites, excellent restaurants, beautiful shopping areas, farmer's markets, and festivals (e.g., Pride Week, Juneteenth, Craft Lake City, Living Traditions, Midway Swiss Days Festival, Oktoberfest, Salt Lake Arts Festival). The city is also home to acclaimed ballet dance companies, the Utah Opera Company, many fine art galleries, and historical and art museums. Nearby Park City is home to the Sundance Film Festival. Professional sports fans enjoy cheering for the Utah Jazz, Utah Grizzlies, Utah Archers, Utah Falcons, Utah Royals, and Real Salt Lake. During the summer, baseball fans flock to Franklin Covey Field to watch the Salt Lake Bees, the Triple-A affiliate of the Anaheim Angels. Finally, fans of college sports find one of the NCAA's most entertaining and bitter rivalries between the Brigham Young University Cougars and the University of Utah Utes, both of whom are nationally ranked in football.

For the outdoor recreational enthusiast, Utah is truly a paradise. During the winter months, Utah has "The Greatest Snow on Earth." Eleven resorts are within an hour drive of Salt Lake City. During the summer months, Utahans take advantage of over 1,000 lakes, rivers and streams. Sailing, wind surfing, kayaking, rock climbing, and mountain biking are extremely popular during the warmer months as well. Utah has five national parks: Arches National Park, Bryce Canyon National Park, Canyonlands National Park, Capitol Reef National Park, and Zion National Park. We're a short drive to Yellowstone and Teton National Park as well.

LIFE AFTER INTERNSHIP

Typically, our interns receive multiple interviews offers and get their top choices for fellowship or staff positions after internship. However, the path you take following internship is defined by you and is a balance of your own professional and personal goals. Whether it is pursuing a full-time career, working part-time to be home with children, or taking time off, we will support you in getting wherever you want to go. Below are some examples of where past interns have secured positions following internship:

Staff Positions

- Private Practice
- University of Utah Physical Medicine and Rehabilitation
- VA Salt Lake City Healthcare System
- Utah Center for Evidenced Based Treatment
- VA Portland Healthcare System
- University of Utah Counseling Center
- Partridge Group
- Salt Lake City Vet Center
- Health West- Idaho
- Intermountain Healthcare System (IHC)
- Salt Lake City Vet Center

Fellowship Positions

- Durham VA Healthcare System
- Seattle VA Healthcare System
- Minnesota VA Healthcare System
- Kansas VA Healthcare System
- Private Practice
- Boston VA Healthcare System
- San Diego VA Healthcare System
- Thompson Memory Clinic
- Brown University/Providence VA Consortium
- San Francisco VA Healthcare System
- University of Utah
- Boston VA Medical Center
- Kaiser Permanente – California



My supervisor not only helped me to cultivate specific skills and knowledge, but perhaps more importantly, she instilled a trust in me and my abilities that provided space for me to step a little more confidently in my professional and personal identity. I know that this will ultimately allow me to become a more effective clinician.

-Former Intern

INTERNSHIP TRAINING STAFF

(Training staff may vary slightly from year to year)

D. Aaron Ahern, Ph.D. (he/him)

Training background: Combined Clinical, Counseling and School Psychology, Utah State University

Doctoral Internship: University of Utah Neuropsychiatric Institute

Current Position: VITAL Program Manager

Areas of interest/expertise: PTSD, Student veterans, Anxiety disorders generally, working with Latino populations, outcomes measurement/program evaluation, neurofeedback / qEEG.

Fun Facts: Something people would likely never guess about me is that I enjoy Latin as well as hip hop dancing. I also enjoy running and tai chi. I grew up as a Navy brat mostly in Virginia Beach, VA and lived in Peru for two years and did study abroad in Madrid, Spain. I have two children and really enjoy being a dad.

Carrie Baron, Ph.D. (she/her)

Training background: University of Utah Clinical Psychology Program

Doctoral Internship: VA Salt Lake City Health Care System

Current Position: Couple and Family Program Coordinator

Areas of interest/expertise: Couple and family issues, EBP's for couple therapy (E.g., IBCT), clinical supervision, and professional development

Fun Facts: I love the outdoors and all Utah has to offer, especially skiing and mountain biking. I'm also a big music and movie enthusiast, and always on the lookout for good TV shows!



*Slickrock Mountain Biking Trail
Moab, Utah*

Heather Black, Ph.D. (she/her)

Training background: Azusa Pacific University-Clinical Psychology

Doctoral Internship: VA Salt Lake City Health Care System

Current Position: Psychologist SAR RTP

Areas of interest/expertise: MET, ACT, Forgiveness, PE, and CPT



Fun Facts: My life before psychology included working in reality television for MTV and traveling around the world as a photojournalist in conflict regions. Now, I spend my free time with my two sons and husband snowboarding, camping, fishing, and helping him run his food truck company. I came here for internship and never left...this place has a way of doing that to you, so apply at your own risk!

Jacek Brewczynski, Ph.D. (he/him)

Training background: PhD, Clinical Psychology – University of Detroit

Doctoral Internship: Internship: Tampa VAMC

Postdoctoral Fellowship: VA Salt Lake City Health Care System, PTSD track

Current Position: Psychologist SARRTP, Track B Dual-Diagnosis SUD-PTSD

Areas of interest/expertise: Assessment, PTSD, dual-diagnosis SUD-PTSD, spirituality, research

Fun Facts: I own a keyboard, a set of martial arts weapons, and a subscription to chess.com

Kathryn (Kat) Chavez, Ph.D. (she/her)

Training background: Boston University, Clinical Psychology

Doctoral Internship: VA Pacific Islands Healthcare System

Postdoctoral Fellowship: VA Pacific Islands Healthcare System- PTSD Track

Current Position: Staff Psychologist, Substance Abuse Residential Rehabilitation Treatment Program (SARRTP)

Areas of interest/expertise: Evidenced-based treatment for PTSD (Prolonged Exposure and Cognitive Processing Therapy); concurrent PTSD and SUD treatment; shame, guilt and moral injury; Trauma-Informed Guilt Reduction (TriGR); psychodiagnostic assessment of trauma and personality

Fun Facts: I'm a Chicana originally from Los Angeles and relocated to SLC in late 2022. I haven't used social media since before COVID and I can't recommend it enough. Hobbies include giving my dog the best dog life imaginable and bragging about how cheaply I bought my clothes at thrift stores.

Sammantha Chin, Psy.D. (she/her)

Training Background: Roosevelt University

Doctoral Internship: Reading Hospital

Postdoctoral Fellowship: Jesse Brown VA Medical Center, Severe Mental Illness Track

Current Position: Clinical BHIP Psychologist in the VISN 19 Clinical Resource Hub

Areas of Interest/Expertise: Severe mental illness, existential and relational approaches. WET, IPT-D

Fun Facts: I currently live in Austin, TX which fuels my love of trying new food trucks and soaking up the city's plentiful outdoor spaces with my rescue dog. I recently got into indoor bouldering and really enjoy pushing myself physically and mentally; it's great exposure work for my fear of heights!

Channing Cochran, Psy.D. (she/her)

Training background: Baylor University

Doctoral Internship: VA Salt Lake City Health Care System

Postdoctoral Fellowship: South Texas VA Health Care System

Current Position: GPD/CTI Psychologist (Homeless Justice and Clinical Recovery Program), Associate Director of Psychology Training

Areas of interest/expertise: Geropsychology, grief & loss, DBT, IPT-D, & training/education

Fun Facts: I love being outdoors, researching restaurant menus, traveling, sweet potatoes and Oreos, playing with my dog, and starting home projects yet often failing to complete them! I have a dream of one day following in the steps of my mom and owning a small bakery, where locals and their pets can enjoy delicious food, coffee, and good company.

Email: channing.cochran@va.gov

Jonathan Codell, PhD

Training Background: University of Utah, Counseling Psychology Doctoral Program

Doctoral Internship: Salt Lake City VA

Postdoctoral Fellowship: Albuquerque VA

Current Position: Psychologist in Complementary & Integrative Health

Areas of Interest/Expertise: Transdiagnostic use of Clinical Hypnosis & Biofeedback

Fun Facts: Moved to Utah to snowboard and mountain bike, psychology was an accident. I speak German and Uzbek. I find life to be tragic, strange and beautiful all at once. My only requirement on the CIH rotation is that you remain curious.

Alison Conway, Psy.D. (she/her)

Training background: Pepperdine University Clinical Psychology

Doctoral Internship: VA Loma Linda Healthcare System

Postdoctoral Fellowship: PTSD and Polytrauma, VA Salt Lake City Health Care System

Current Position: Psychologist PCT Clinical Team

Areas of interest/expertise: PTSD, Moral Injury, Military Sexual Trauma, Women Veterans, Betrayal Trauma, Equine-Assisted Psychotherapy

Fun Facts: Since moving to Utah, I've learned to love hiking and appreciate winter. I am an avid birder and I keep a pair of binoculars at my work desk for spontaneous bird watching. I have two cats, a dog, a husband, and at least 50 houseplants. When I am not at work, I like to bake, read, and FaceTime with my adorable niece in Cleveland.

Cassie Dance, Ph.D. (she/her)

Training background: Utah State University, Combined Clinical and Counseling Psychology

Doctoral Internship: VA Salt Lake City Health Care System

Postdoctoral Fellowship: VA Salt Lake Health Care System, Health Psychology

Current Position: PC-MHI Psychologist and Lead Clinician for Tobacco Cessation

Areas of interest/expertise: Health behavior change, brief intervention, pain management, tobacco cessation, lifestyle changes

Fun Facts: I enjoy taking walks, discussing and analyzing reality TV, snacks (e.g., chocolate and chips), rooting for my sports teams, and exploring restaurants and farmers markets.

Candice Daniel, Ph.D., ABPP (she/her)

Training background: University of Wyoming Clinical Psychology

Doctoral Internship: VA Salt Lake City Health Care System

Postdoctoral Fellowship: GRECC, VA Salt Lake City Health Care System

Current Position: Psychologist, St George CBOC



*Snow Canyon State Park
St. George, Utah*

Areas of interest/expertise: Medical regimen adherence among older adults, behavioral health interventions, motivational interviewing, cognitive and capacity assessment, and dementia care. Board certified in geropsychology.

Fun Facts: I live in St. George, UT and love the ease of access to outdoor activities. I enjoy spending time with my husband and 2 children.

Christina Derbidge, Ph.D., ABPP, CBIS (she/her)

Training Background: University of Washington Clinical Psychology

Doctoral Internship: VA Salt Lake City Health Care System (HCS)

Postdoctoral Fellowship: VA Salt Lake City HCS, Integrated Primary Care Health Psychology

Current Position: Director of Inpatient PMR Psychology, Director of Rehabilitation Psychology Service and Fellowship

Areas of Interest/Expertise: Rehabilitation psychology, adjustment to disability, psychological aspects of chronic illness and neurologic conditions (e.g., spinal cord injury, stroke, TBI, etc.), hospital based inpatient and outpatient consultation/psychological interventions, assessment, evaluation and treatment of somatoform/conversion disorders, and family/caregiver intervention. I also have specialty training in personality disorders, suicide prevention, Motivational Interviewing, and third wave interventions (e.g., Dialectical Behavior Therapy, Acceptance and Commitment Therapy, Functional Analytic Psychotherapy). Research interests are biopsychosocial factors influencing emotional dysregulation, adjustment to disability, and health outcomes.

Fun Facts: I have a lot of normal interests, but the more unusual one is my dedication to science fiction - books, TV, you name it!

Sandy Diaz, Ph.D. (she/her)

Training background: University of La Verne, Clinical Community Psychology; MSW-Arizona State University

Doctoral Internship: VA Long Beach Healthcare System

Postdoctoral Fellowship: VA Salt Lake City Health Care System PTSD Track

Current Position: Psychologist, PCT Team and DBT Team

Areas of interest/expertise: PTSD, BPD, trauma, chronic suicidality

Fun Facts: I am a lover of music, concerts, fast cars, driving fast, being outside, sand dunes, the sunshine, the snow, animals, good food, and a properly made gin basil smash. One of my secret fantasies is to have a large

piece of land and take care of rescue animals. My long-term goal is to retire early and travel the world in search of a lovely foreign town in which to settle and run a small café/bar with my partner.

Leo Draham, Psy.D. (he/him)

Training Background: Chestnut Hill College, Clinical Psychology

Doctoral Internship: VISN 19 Clinical Resource Hub

Postdoctoral Fellowship: Autism Academy of South Carolina

Current Position: Clinical Psychologist for general mental health clinic

Areas of Interest/Expertise: Relational dynamics, LGBTQ+ Veterans, CPT, WET

Fun Facts: I've lived in New York, South Carolina, and Austin, TX. Currently, I live outside of Philadelphia, so I have strong opinions about the best cheesesteaks. I love beach vacations, playing with my dog, and reading fantasy novels.

Jami Gauthier, PhD (she/her)

Training Background: Auburn University, Clinical Psychology

Doctoral Internship: University of Mississippi Medical Center/ GV (Sonny) Montgomery Veterans Affairs Medical Center Consortium

Postdoctoral Fellowship: University of Mississippi Medical Center, Department of Psychiatry and Human Behavior

Current Position: Substance Use Disorder Specialist in Tele-Primary Care Mental Health Integration & Health Psychology at the VISN19 Clinical Resource Hub (CRH)

Areas of Interest/Expertise: Alcohol and substance use disorders, suicidal thoughts and feelings, PTSD; Motivational Interviewing, Motivation Enhancement Therapy, CBT for Substance Use Disorders, Trauma Focused Therapies, and DBT skills training

Fun Facts: I work remotely for the CRH from Atlanta, GA. With the help of time zones, since starting with the hub my dog and I have been able to run at different parks and trails around town in the mornings. It's the best way to start the day and explore my city!

Jason Goodson, PhD (he/him)

Training background: Utah State University

Doctoral Internship: Milwaukee VA Healthcare Center

Postdoctoral Fellowship: Dartmouth Medical School with a focus on exposure-based treatment for anxiety disorders

Current Position: Psychologist PCT Team

Areas of interest/expertise: Dr. Goodson is a national consultant and trainer in prolonged exposure therapy for PTSD. He has published several scientific articles in the areas of PTSD and anxiety. He is interested in behaviors that perpetuate anxiety and PTSD and developed and published the Safety Behavior Assessment Form (SBAF). The SBAF has been used to predict response to treatment as well as the development of future anxiety. He regularly presents at local and national conferences and has been an invited reviewer for several scientific journals.

Fun Facts: Dr. Goodson is also a staff psychologist at the Center for Anxiety and Behavior Therapy and has a small private practice.

Jeff Goulding, PhD (he/him)

Training Background: Seton Hall University, Counseling Psychology

Doctoral Internship: Syracuse VAMC, Syracuse, NY

Postdoctoral Fellowship: Albany Stratton VAMC, Albany, NY, PTSD Clinical Team Track

Current Position: Access Crisis Team (ACT) Supervisor

Areas of Interest/Expertise: PTSD, CPT and PE, Trauma, Mental Health Crisis, Suicidality, Acute substance intoxication/dependence, Acute psychosis, SMI, Veterans issues, Rural Psychology and Rural Veterans.

Fun Facts: I was born and raised in a rural town in Southern Utah (population 700) located between Zion National Park and Bryce Canyon National Park. After undergrad, My wife and I spent a decade in the Northeast (NYC area) working and going to school and then moved back to Utah 4 years ago. We have four children. Our eldest is our daughter (14) and then three sons (12, 8, 4). We spend a lot of time at lacrosse and football games and generally chasing the 4 year old who never seems to tire or stop running. I'm a pretty big sports fan in general and an avid golfer. I spend most of my free time playing golf or thinking about playing golf.

John Hecker, PsyD, ABPP (he/him)

Training background: Regent University - Clinical Psychology

Doctoral Internship: Erie Psychological Consortium, Erie, PA

Postdoctoral Fellowship: Northshore Neurosciences, Erie, PA - Clinical Neuropsychology

Current Position: Neuropsychologist

Areas of interest/expertise: Understanding brain-behavior relationships through neuropsychological and psychological assessment; evaluating neurocognitive disorders in adults and geriatrics including dementia, traumatic brain injury, stroke, seizure; competency evaluation; malingering/effort testing. Board certified in clinical neuropsychology (ABCN).

Fun Facts: In addition to spending time with my family, I enjoy the outdoors, going to the movies, continental philosophy, ancient alien theory, and Florentine cannoli.

Sara Heinz, Psy.D., ABPP (she/her)

Training Background: La Salle University, Philadelphia, PA Clinical PsyD Program

Doctoral Internship: VA Gulf Coast Veterans Health Care System, Biloxi, MS

Postdoctoral Fellowship: Edward Hines, JR. VA Hospital, Chicago, IL – Medical Rehabilitation

Current Position: Staff Psychologist Complementary and Integrative Health

Areas of Interest/Expertise: Clinical Psychologist Board Certified in Rehabilitation Psychology. Sara spent her early VA career developing competency and specialization in working with disability and chronic illness across multiple VA outpatient and inpatient settings. She was drawn to Rehabilitation Psychology as a specialty and the community offered by APA Division 22 because of the promotion of disability as diversity, the intersectionality of cultural backgrounds, and the values of advocacy and service-in-action towards social equity. Sara has welcomed the transition to a role with CIH as an instrumental and meaningful opportunity to emphasize mind/body skills and modalities, and to work as part of a team with a shared philosophy of preventative health, wellness, patient empowerment, and self-activation. Clinical services Sara offers for CIH include Biofeedback, Integrative Restorative (iRest) Yoga Nidra Meditation, Relaxation Response Training, and

Clinical Hypnosis (individual focus for medical populations, and group based on clinical hypnosis for smoking cessation). Sara places high importance on committee involvement, clinical team collaboration and consultation, the training and mentorship of Psychology learners, and seeking out personal learning opportunities that will further develop her multicultural humility. At the SLCVAHCS she is actively serving on the Psychology Service Multicultural and Diversity Committee, leading a workgroup whose focus is on increasing Veteran-facing DE&I positions at SLCVAHCS. She is also the staff facilitator of the Psychology Internship DE&I Seminar series.

Fun Facts: I began working with the SLCVAHCS in 2020, and was formerly at the Cleveland VA since 2011. Beyond work I love exploring the amazing outdoor access in and around SLC/Utah with my husband and two young daughters, practicing yoga individually and as a family, swimming, and seeking out distant travel and live music whenever possible.

Bret Hicken, Ph.D. (he/him)

Training background: University of Alabama at Birmingham

Doctoral Internship: VA Salt Lake City Health Care System (HCS)

Postdoctoral Fellowship: Geriatrics Research, Education, and Clinical Center, VA Salt Lake City HCS

Current Position: Psychologist/Geriatric Team Lead- Veterans Rural Health Resource Center, SLC

Areas of interest/expertise: Geropsychology, capacity evaluation, dementia assessment and treatment, rural health, caregiver support, program development/evaluation

Fun Facts: My hobbies include gardening, cycling, urban chicken husbandry, reading prescription inserts, and coming up with interesting things to say for my Fun Facts. I own a white dog. Once I rode a camel.

Karen Jordan, Ph.D. (she/her)

Training background: University of Arizona, Clinical Psychology

Doctoral Internship: VA Baltimore Healthcare System/University of Maryland Consortium

Postdoctoral Fellowship: VA Maryland HCS, Primary Care - Mental Health Integration

Current Position: PC-MHI Psychologist, Rehab Psychology, Psychology Postdoctoral Fellowship Co-Director

Areas of interest/expertise: Behavioral Medicine, Rehabilitation Psychology, CBT-I

Fun Facts: I enjoy listening to movie soundtracks, reading the comment section on just about anything, creating art on colleague's white boards, and choosing the perfect GIF for a Teams chat.

Caroline Kelley, Psy.D. (she/her)

Training Background: Xavier University

Doctoral Internship: Southeast Louisiana Veterans Health Care System

Postdoctoral Fellowship: VA Salt Lake City Health Care System, Health Psychology Track

Current Position: Complementary and Integrative Health (CIH)

Areas of Interest/Expertise: All things related to health psychology and CIH, including health and behavior change; ACT; mindfulness; insomnia; management of chronic pain, chronic illness, and stress; health promotion and disease prevention; tobacco cessation

Fun Facts: I've lived in seven states and two countries. It's hard to pick favorites but I have especially loved Louisville, KY since that's "home," New Orleans, LA, Palma de Mallorca, Spain where I was fortunate to study and teach English for several years, and, of course, Salt Lake City, UT! My love of outdoor adventures, road

trips, live music, and good work/life balance has kept me in UT longer than I ever anticipated after completing my VA fellowship (not an uncommon story!).

Kelly Konopacki, Ph.D., ABPP (she/her)

Training Background: Pacific Graduate School of Psychology at Palo Alto

Doctoral Internship: University of Missouri-Columbia Neuropsychology Internship

Postdoctoral Fellowship: Kaiser Permanente Roseville, CA Neuropsychology Fellowship

Current Position: Neuropsychologist

Areas of Interest/Expertise: pediatric, adolescent and adult neuropsychological assessment and differential diagnosis

Fun Facts: Dr. Konopacki was recently hired and will be starting with the VA in the Summer of 2022. She comes to us from the University of Utah with a great deal of experience as a neuropsychologist and as a clinical supervisor. We are excited to have Dr. Konopacki join our staff!

Erin Kube, Ph.D., ABPP (she/her)

Training Background: Arizona State University, Counseling Psychology

Doctoral Internship: VA Southern Arizona Health Care System

Postdoctoral Fellowship: VA Salt Lake City Health Care System – Geropsychology Track

Current Position: Tele-Primary Care Mental Health Integration & Health Psychology at the VISN19 Clinical Resource Hub; Chair VISN19 Diversity & Inclusion Committee; Co-Chair VISN19 Dementia Steering Committee

Areas of Interest/Expertise: Geriatric primary care, geropsychology assessment, capacity evaluation, caregiver stress, chronic pain and headache management, grief, management of dementia-related behaviors, end-of-life issues, mindfulness, clinical hypnosis, and insomnia.

Fun Facts: I am a remote provider living in Chicago, IL. I enjoy running, exploring the city, cooking, reading psychological (fiction) thrillers, and attempting to grow vegetables on my patio. Past accomplishments include safety patrol captain (5th grade), winning the DARE bear essay contest (6th grade), and performing in an improv comedy troupe (2015-2017).

Ryan Lackner, Ph.D. (he/him)

Training Background: Kent State University, Clinical Psychology

Doctoral Internship: VA Salt Lake City Health Care System

Current Position: Psychologist Mindfulness Center

Areas of Interest/Expertise: Mindfulness, self-compassion, yoga, complimentary and integrative approaches

Fun Facts: I enjoy playing drums and guitar, recreating my favorite restaurant meals at home, and nature. My favorite hike is the Fiery Furnace in Arches. I took home the gold medal back-to-back years in our Mario Kart 64 grad school tournament.



Fiery Furnace in Arches National Park, Utah

Kevin Laska, Ph.D. (he/him)

Training Background: University of Wisconsin-Madison

Doctoral Internship: Bedford VA Medical Center

Current Position: Psychologist BHIP Team

Areas of Interest/Expertise: Psychotherapy process and outcome, common factors, motivational interviewing, DBT

Fun Facts: I was involved at Boston Improv before moving out to Salt Lake City. Yes!...and my colleagues say I have a strange obsession with strength training and kettlebells. I may or may not be known for demonstrating to co-workers how to do a kettlebell swing in-between sessions. I pester colleagues about intermittent fasting and sleep on a daily basis.

Amber Martinson, Ph.D. (she/her)

Training Background: University of Maine, Clinical Psychology

Doctoral Internship: VA Salt Lake City Health Care System

Postdoctoral Fellowship: VA Salt Lake City HCS, Health Psychology Track

Current Position: Primary Care Pain Psychology, Military Sexual Trauma (MST) Coordinator.

Areas of Interest/Expertise: Chronic pain, Opioid care management, research, life-limiting illness, and military sexual trauma

Fun Facts: I love to ski, hike, and be outside as much as possible. I have a 5-year-old daughter who keeps me on my toes. I don't like many vegetables but take it one day at a time. I support the use of Oxford commas.

Caitlin MacKay, Psy.D. (she/her)

Training Background: James Madison University, Combined-Integrated Program in Clinical and School Psychology

Doctoral Internship: Riverbend Community Mental Health Center, Adult Integrated Primary Care Track

Postdoctoral Fellowship: Yale University School of Medicine

Current Position: Staff Psychologist in Services for Outpatient Addiction Recovery (SOAR)

Areas of Interest/Expertise: Co-occurring SUD and MH treatment, Dialectical Behavior Therapy, Interpersonal therapy, Integrative Psychotherapy, action research, and beliefs and values

Fun Facts: I moved to Utah 7 years ago for a temporary, 2-year position. Since then, I have really enjoyed road trips throughout the West, skiing, camping, hiking, and exploring the numerous canyons. Now with two small children, my partner, and a (very) patient herding dog, I like discovering the more local adventures and frequenting farmers markets.

Cara McClain, Ph.D. (she/her)

Training Background: University of Tennessee, Clinical Psychology

Doctoral Internship: VA Salt Lake City Health Care System

Postdoctoral Fellowship: VA Salt Lake City Health Care System

Current Position: Staff Psychology, VITAL Program

Areas of Interest/Expertise: PTSD and trauma treatment, third-wave therapy (ACT, DBT, FAP), and compensatory/organizational strategies

Fun Facts: I grew up in North Carolina with a preschool (started by my mom) in the bottom floor of my house and a playground in my backyard. If given a choice, you'll always find me outside – trail running (or rather jogging very very slowly), reading in a hammock, backpacking, or on river trips with my partner on our raft Ollie.

Jo Merrill, Ph.D. (she/her)

Training background: University of Utah, Counseling Psychology

Doctoral Internship: VA Salt Lake City HCS

Current Position: Staff Psychologist Inpatient Unit (IPU)

Areas of interest/expertise: Assessment, group therapy, CBT-I, trauma-focused treatment

Fun Facts: If I could prescribe anything to our patients on the IPU, it would be dogs. I have two and they are my pride and joy. My kids are pretty great too, mostly. I love eating out, spending time with my family, riding my Peloton (I'm a little obsessed), reading, and generally doing anything that involves being outdoors (except in the cold, or the rain, or in August...).

Susan Murphy, PhD (she/her)

Training Background: University of Texas at Austin, Counseling Psychology

Doctoral Internship: Salt Lake City VAMC

Postdoctoral Fellowship: Salt Lake City VAMC, Addiction Treatment

Current Position: Staff Psychologist, Services for Outpatient Addiction Recovery

Areas of Interest/Expertise: Substance use and co-occurring disorders, motivational interviewing, harm reduction, mindfulness-based interventions

Fun Facts: I like to spend time debating the definition of “fun facts”, watching and rewatching every season of Survivor, and learning to cook relatively rudimentary meals.

Suzanne Parker, Ph.D. (she/her)

Training background: American University, Washington D.C.

Doctoral Internship: VA Salt Lake City Health Care System

Postdoctoral Fellowship: VA Salt Lake City Health Care System

Current Position: Staff Psychologist SAR RTP

Areas of interest/expertise: Substance Use Disorders; PTSD; Co-occurring Conditions; Mindfulness-Based Interventions

Fun Facts: My record since living in Utah is getting in 50 ski days in a winter... so far! I love mountains, snow, and playing squash.



Alta Ski Resort, Utah

Heather Pierson, Ph.D. (she/her)

Training background: PhD, Clinical Psychology – University of Nevada, Reno

Doctoral Internship: VA Puget Sound Health Care System (HCS), Seattle

Postdoctoral Fellowship: Palo Alto VA HCS, Substance use disorders/Homelessness

Current Position: Supervisor SOAR

Areas of interest/expertise: Motivational Interviewing, Acceptance and Commitment Therapy, Mindfulness-Based Relapse Prevention, CBT Relapse Prevention, Co-occurring SUD and MH treatment, team development, program development.

Fun Facts: I love these mountains. They're great for hiking, kayaking, biking, camping, and looking for moose (which I've found about 40% of the time). My other loves include my young son and husband, both of whom provide endless entertainment with their questions and ideas; my dogs; flock of chickens; and cooking with home grown produce.

Taylor Plumb, Psy.D. (he/him)

Training Background: Alliant International University, San Francisco

Doctoral Internship: VA Salt Lake City Health Care System

Postdoctoral Fellowship: VA Salt Lake City Health Care System

Current Position: VISN 19 Clinical Resource HUB - BHIP Clinical Psychologist

Areas of Interest/Expertise: PTSD, Polytrauma, Addictions, Chronic Pain, Sleep Disturbances, Trauma Related Nightmares

Fun Facts: I was born and raised in Montana and find a lot of meaning in now serving Montana's Veterans via Tele-health with the V19 CRH. In my free time love skiing, snowboarding, and mountain biking with my family when I'm not driving kids around to their various sports activities.

Ashley Polk, Ph.D. (she/her)

Training Background: University of Mississippi, Clinical Psychology

Doctoral Internship: VA Salt Lake City Health Care System

Current Position: Staff Psychologist, Medical Psychology Team

Areas of Interest/Expertise: Acute and chronic pain management, headache disorders, bariatrics and binge eating, insomnia, anxiety disorders, brief CBT, focused ACT

Fun Facts: My hobbies include spending time with my partner and our 2 Labrador retrievers, skiing, cooking/entertaining, riding a bike that goes nowhere, watching reality TV, and listening to podcasts (especially ones that analyze behavior exhibited in said reality TV shows!)

Lisa Rambaldo, Ph.D. (she/her)

Training background: Wright State University, School of Professional Psychology

Doctoral Internship: University of Wisconsin, Madison

Postdoctoral Fellowship: University of Wisconsin, Madison

Current Position: Virtual Mindfulness Center (vMC) Coordinator

Areas of interest/expertise: Health Psychology, Mindfulness, Integrative Care, Yoga, International Association of Yoga Therapist (IAYT) Certified, iRest Level 2 Teacher, Yoga Nidra, Black Belt Nia Technique

Fun Facts: I love to travel and have been to 6 of 7 continents and 49 of 50 states. I spend my free time gardening, near or on the water and teaching movement including yoga and dance.

Spencer Richards, PhD (he/him/his)

Training Background: Utah State University, Clinical/Counseling Psychology

Doctoral Internship: Missouri Health Sciences Psychology Consortium

Postdoctoral Fellowship: VA Salt Lake City, Primary Care/Medical Psychology

Current Position: PCMHI/Health Psychology, VISN 19 Clinical Resource Hub Education Coordinator

Areas of Interest/Expertise: Brief behavioral intervention, acceptance and commitment therapy, chronic pain, insomnia, adjustment/coping chronic illness, telepsychology

Fun Facts: I'm a first-generation college student from rural Washington state. My non-work time is generally spent practicing a new hobby or watching YouTube tutorials about it. I enjoy woodworking, exploring dirt roads, DIY house projects, tinkering on my old pickup, chasing my dogs and family around the mountains and deserts of Utah, and hold a special place in my heart for a greasy spoon diner.

Erika Roberge, PhD (she/her)

Training Background: University of Utah, Clinical Psychology

Doctoral Internship: VA Salt Lake City Health Care System

Current Position: PCT Staff Psychologist, Principal Investigator PCT Research Clinic and multiple randomized controlled trials

Areas of Interest/Expertise: Assessment of PTSD; evidence-based treatments for PTSD (Cognitive Processing Therapy, Present Centered Therapy); suicide risk assessment, prevention, and intervention; treatment of trauma-induced insomnia (CBT for Insomnia, Imagery Rehearsal Therapy); Dialectical Behavior Therapy

Fun Facts: I am the spouse of an active-duty Air Force pilot. Although I lived in Salt Lake City for 7 years, the Air Force is now taking us on adventures all over the country! I have more black labs that I like to admit, love the outdoors (hiking & camping), and psychological thrillers/ crime. I was also a strength coach and nationally ranked powerlifter, and still hold multiple Utah state records.

Christy Rosner, Ph.D. (she/her)

Training Background: PhD, Counseling Psychology - Texas A&M University

Doctoral Internship: VA Salt Lake City Health Care System

Current Position: Psychologist, Substance Abuse Residential Rehabilitation Treatment Program (SARRTP)

Areas of interest/Expertise: Multiculturalism and Diversity; LGBTQ+ Veterans; Psychodynamic Psychotherapy; Interpersonal Psychology; Treatment of Co-Occurring SUD and MH Disorders; Relapse Prevention; Evidence-Based Treatments for PTSD; Contingency Management

Fun Facts: In my spare time, I enjoy cycling, birdwatching, and gardening. I also love exploring the mountains and our amazing national and state parks, as well as reading science fiction, memoirs, and psychological thrillers.

Julie Ross, Ph.D. (she/her)

Training Background: Baylor University, Clinical Psychology

Doctoral Internship: VA Maine Healthcare System

Postdoctoral Fellowship: VA Maine Healthcare System

Current Position: Staff Psychologist, VISN 19 Clinical Resource Hub Primary Care Mental Health Integration (CRH-PCMHI)

Areas of Interest/Expertise: Integrated Care, Mindfulness, Acceptance & Commitment Therapy, Self-Compassion, Women's Health, Chronic Pain, Insomnia

Fun Facts: I am a mother of a 3-, 5-, and 8-year-old and am an Okie transplant living in the foothills of the Rocky Mountains in Southern Colorado. I love living near the mountains but ever since living in Maine for my training, I have a deep love for the ocean. I consider myself to be a lover of the outdoors and enjoy hiking, camping, snowshoeing, and Nordic activities. Travelling is a passion for me, and my little family and I am a music festival enthusiast, especially bluegrass and reggae.

Elie Scott, PhD (she, her)

Training Background (Graduate Program): Georgia Southern University, Clinical Psychology

Doctoral Internship: VA Salt Lake City Healthcare System

Postdoctoral Fellowship: VA Salt Lake City Healthcare System, PTSD Track

Current Position: Psychologist on the PTSD Clinical Team and Practicum Coordinator

Areas of Interest/Expertise: PTSD, addictions, Military Sexual Trauma, diversity and multicultural issues, and early career issues. Trained in Cognitive Processing Therapy and Prolonged Exposure. Integrative CBT and Interpersonal Process theoretical orientation.

Fun Facts: I am *high-key* obsessed with the show Survivor. Pre-COVID, I was an up-and-coming karaoke star, almost famous for heavy metal parodies of pop music. I decompress from trauma work by getting outside to hike, ski, and rock climb.

Tricia Steeves, Ph.D. (she/her)

Training Background: University of Northern Colorado, Counseling Psychology Program

Doctoral Internship: VA Salt Lake City Health Care System

Postdoctoral Fellowship: EDCare Denver, Eating Disorder Fellowship

Current Position: Staff Psychologist in Services for Outpatient Addiction Recovery (SOAR)

Areas of Interest/Expertise: Substance and Process Addiction, Co-Occurring PTSD-Addiction. Trained in ACT, IPT, EMDR, CPT, PE, and mindful-based interventions.

Fun Facts: I work remotely from Henderson, NV, and thus enjoy snow-free winters and desert-hot summers. My favorite things to do include urban hiking along the Las Vegas Strip, reading fiction books and manga, hanging out with my husband and our two ridiculously cute dogs, exploring my own creativity through culinary and visual arts, and attempting to communicate in both ASL and Japanese. Yes, I want to see all the photos of your pets!

Sam Stork, Psy.D. (he/him)

Training Background: Baylor University, Clinical Psychology

Doctoral Internship: VA Salt Lake City Healthcare System

Postdoctoral Fellowship: VA Salt Lake City Healthcare System, PTSD Track

Current Position: Staff Psychologist, VITAL program

Areas of Interest/Expertise: Evidenced-based assessment and treatment of PTSD, Mind-Body Interventions (hypnosis, neurofeedback, mindfulness-based interventions), student veterans, program development.

Fun Facts: I enjoy playing and watching sports (golf, basketball, football – GO BUCKEYES, tennis), board games, watching movies and shows with my partner, and browsing Reddit. Cooking and eating food is good too.

Renn Sweeney, Ph.D. (she/her)

Training Background: University of Utah, Clinical Psychology

Doctoral Internship: VA Salt Lake City Health Care System

Postdoctoral Fellowship: Memphis VA Health Care System, Medical Psychology Track

Current Position: Psychology Training Director & Health Behavior Coordinator

Areas of Interest/Expertise: Integrative Healthcare, Health and Behavior Change, Motivational Interviewing, Brief Treatment, Stress and Coping with Chronic Illness, Tobacco Cessation, CBT-I, IPT-D, Supervision & Training, Multiculturalism and Diversity

Fun Facts: I grew up in Columbia, South Carolina, but quickly fell in love with the Rockies when I came to Utah for graduate school and never left. I have a 13 yo son and a 9 yo daughter so my husband and I spend most of our time trying to keep up with them. We find that our “free time” centers around taxing kids to and from soccer games, lacrosse, ski resorts, and bike parks. I relish the outdoors and the recreation that the area has to offer. I enjoy family camping trips in our pop-up trailer. I love cooking, running, mountain biking (my favorite trail is the Wasatch Crest), yoga, and karaoke.

Email: caroline.sweeney@va.gov



*Wasatch Crest Mountain Biking Trail
Salt Lake City, UT*

Cicely Taravella, Ph.D. (she/her)

Training Background: University of North Texas, Clinical Psychology

Doctoral Internship: VA North Texas Health Care System, Dallas

Postdoctoral Fellowship: VA Salt Lake City Health Care System, PTSD Track

Current Position: Psychologist PCT Clinical Team, Co-Director Postdoctoral Fellowship

Areas of Interest/Expertise: Evidence-based psychotherapies for PTSD (PE and CPT), trauma-related guilt, moral injury, secondary traumatic stress/compassion fatigue, Acceptance and Commitment Therapy, third wave behaviorism, training/supervision

Fun Facts: I grew up in the south, but Utah has my heart. In addition to other humans, I believe in camping, hiking, coffee, mountains, and wool socks. My Patronus is a hedgehog.

Mathew (Matt) Tkachuck, Ph.D. (he/him)

Training Background: Ph.D., Clinical - University of Mississippi

Doctoral Internship: VA Salt Lake City Health Care System

Postdoctoral Fellowship: VA Salt Lake City Health Care System, PTSD track

Current Position: VITAL psychologist

Areas of Interest/Expertise: Trauma/PTSD and student veterans, ACT, functional contextualism, program evaluation, military culture

Fun Facts: Like many humans that are drawn to the SLC area, I thrive in the outdoors, particularly, climbing, backpacking/hiking/camping, biking, and socializing. I'm a Marine Corps veteran and therefore have some

unique lived experiences that are relevant to the work I do in the VA and have traveled quite a bit. I also “accidentally” along my journey have acquired three cats - a story for another day.

Stephen Trapp, PhD (he/him/his)

Training Background: Virginia Commonwealth University

Doctoral Internship: VA Salt Lake City Health Care System

Current Position: IPU Psychologist

Areas of Interest/Expertise: assessment, group therapy, research

Fun Facts: Here are three fun facts: (1) the largest producer of Swiss cheese is in Ohio, (2) there has never been more than one variety of Heinz ketchup, and (3) a group of ferrets is called a business. Here are three fun facts about me: (1) I really like that a group of ferrets is called a business, (2) I used to get free haircuts from the stylist who worked on Conan O'Brien's pompadour, and (3) I'd be happy to talk to you about the merits of comic books, brewing highly acidic coffee, or making craft mustard.

Vinessa Trotter, Ph.D. (she/her)

Training background: Brigham Young University, Clinical Psychology

Doctoral Internship: Utah State Hospital **Current Position:** Psychologist BHIP Team, DBT Team, and Gender Identity Veteran Experience (GIVE) Program

Areas of interest/expertise: Personality disorders, trauma-based disorders, mood disorders, gender dysphoria, severe mental illness

Fun Facts: I previously worked in corrections both here in Utah (i.e., Utah State Prison System) and in Federal institutions (i.e., Bureau of Prisons). I love card making, Harry Potter, and Christmas.

Rachel Wells, Ph.D. (she/her)

Training Background: Clinical health psychology at Washington University in St. Louis

Doctoral Internship: Rush University Medical Center

Postdoctoral Fellowship: Saint Louis Behavioral Medicine Institute

Current Position: Telehealth Outpatient psychotherapy with VISN 19 Clinical Resource Hub.

Areas of Interest/Expertise: Motivational interviewing, substance use disorders, and PTSD treatment. Experienced with Prolonged Exposure; Cognitive Processing Therapy; Written Exposure Therapy; Exposure, Relaxation, Rescription Therapy for Military & Veterans; & Problem-Solving Therapy.

Fun Facts: I live in Colorado and enjoy hiking. I also enjoy gardening, though I don't seem to be very successful with it!

Ed Varra, Ph.D. (he/him)

Training Background: Saint Louis University, Clinical Psychology

Doctoral Internship: Albany Psychology Internship Consortium

Postdoctoral Fellowship: Traumatic Stress Institute/ Center for Adult and Adolescent Psychotherapy

Current Position: Chief of Psychology; Supervisor BHIP Team

Areas of Interest/Expertise: Evidence-based psychotherapies for PTSD (PE and CPT), trauma-related guilt, moral injury, secondary traumatic stress/compassion fatigue, Acceptance and Commitment Therapy, third wave behaviorism, training/supervision

Fun Facts: I spend my time cooking, hiking, running, and attempting to learn to ski.