

VA



U.S. Department
of Veterans Affairs

TUSCALOOSA VA MEDICAL CENTER



Psychology Internship Program

Match Number: 217711

ACCREDITATION STATUS

The Psychology Internship Training Program at Tuscaloosa VA Medical Center was established in 2011 and is fully accredited by the Commission on Accreditation (CoA) of the American Psychological Association. Questions related to the program's accreditation status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation

American Psychological Association

750 1st Street, NE

Washington, DC 20002

(202) 336-5979/email: apaaccred@apa.org

www.apa.org/ed/accreditation



Letter from the Training Director

Dear applicant,

Thank you for your interest in our Internship Program at the Tuscaloosa VA Medical Center (TVAMC)! As a medical center primarily known for its mental health and psychiatric services, the TVAMC is an ideal place to complete your clinical and research internship training experiences. As you will see, we offer a variety of training experiences in clinics for Veterans with a variety of clinical presentations and needs. In addition to these clinical experiences, you will also have opportunities to further develop your skills as a researcher, consultant, and leader.

As a program, we aspire to tailor your experiences to match your training needs so that you can reach your career goals. We strive to prepare you to be a competitive applicant for whichever path you choose. We have supervisors who take an active role in supervising, mentoring, and supporting you throughout your internship year to help you achieve your training and career goals. Many of our current supervisors are themselves graduates of our internship program.

Diversity, equity, and inclusion are highly valued at our internship program. Several of our internship supervisors are currently serving or have previously served on diversity committees in the medical center. We also have didactic trainings on an assortment of topics regarding diversity and inclusivity. Our goal is to ensure that every intern and supervisor feels welcomed and supported in our program.

To conclude, I hope you find this brochure filled with a wealth of helpful information in making this important decision and that you apply to complete your training with us. If you have any more questions about our site, please feel free to email me and I will be happy to answer any questions you may have.

Sincerely,



Martin Morthland, PhD
Psychology Internship Training Director
Tuscaloosa VA Medical Center
Phone: (205) 554-2000, Ext. 2663
Email: martin.morthland@va.gov

Program Description

The Tuscaloosa VA Medical Center Psychology Internship Program provides a one-year, full-time training experience for clinical and counseling psychology doctoral students from APA, CPA-, or PCSAS- accredited programs. The program provides broad-based, generalist training in clinical assessment, psychotherapy, consultation, and research, with opportunities for focused training in PTSD, geropsychology, pain management, and integrated health/primary care.

Psychologists are highly active at the Tuscaloosa VAMC, serving in clinics addressing general mental health, substance use disorders, homelessness, PTSD, psychological assessment, neuropsychology, integrated health/primary care, geriatrics, and research. Psychology faculty take seriously their obligation to contribute to the development of well-rounded, competent clinical psychologists prepared for the independent practice of psychology. The internship training staff is supportive, available for consultation, and sincerely interested in interns' professional development.



Training Model and Program Philosophy

Our program is committed to honoring the profound role of science in guiding clinical practice. We appreciate and promote the role of clinical science in providing the foundation for designing, implementing, and evaluating assessments and interventions. While we place a strong emphasis on understanding the science base of psychology, our program most closely reflects a practitioner-scholar training model.

We formally integrate science and practice in many ways, including didactic seminars, case presentations of clinical care issues that are based on current empirical literature, participation in research activities during the internship year, and the use of empirically validated and supported assessment and clinical interventions. We provide interns with a variety of experiences that prepare them for postdoctoral training settings or entry level practice in clinical, research, or academic settings. Our training goals are consistent with the Tuscaloosa VA Medical Center's mission to provide quality care to Veterans while advancing state of the art services through research and education.

Psychology staff assume the responsibility to prepare interns for the clinical and ethical demands of a challenging career in psychology. A developmental model guides our training program as interns begin the program with close supervision, mentorship, and didactic instruction. As skills develop and mastery increases, interns gain increasing autonomy in their clinical work. Competencies in professional practice are developed through clinical practice, individual and group supervision, and didactic training.

The TVAMC recognizes the importance of cultural and individual differences in the training of psychologists. Thus, our policies, didactic training, supervision, and clinical work all strive to foster an understanding of the importance that diversity issues play in our work.

Program Aims

Internship provides a year of intensive, supervised clinical training, intended as a bridge between graduate school and entry into the profession of psychology. The TVAMC Psychology Internship aims to train interns for careers in clinical settings (e.g., VA hospital, academic medical centers), academia, and as leaders in the field of psychology. The internship provides a generalist training to prepare interns for postdoctoral training or entry-level evidence-based professional practice in clinical psychology, in accordance with the following APA profession-wide competencies:

- Assessment
- Intervention
- Research
- Individual and Cultural Diversity
- Communication and Interpersonal Skills
- Consultation and Interprofessional/Interdisciplinary Skills
- Supervision
- Ethical and Legal Standards

Clinical training experiences are designed to provide interns with opportunities to develop and demonstrate knowledge and skill pertaining to the above competency areas as they serve our nation's Veterans. To assist interns in developing their professional identity and competencies, experiential and didactic training opportunities are provided, typically emphasizing the needs of Veterans. Under the supervision of licensed clinical psychologists, interns provide direct clinical services – including psychodiagnostic assessment and intervention – to a diverse population of Veterans. Interns are expected to understand and apply the scientific research literature and evidence basis for the services they provide and may also participate in research to contribute to further advancements in Veteran healthcare. Interns are expected to abide by ethical principles and applicable federal laws/policy, understand and attend to diversity issues, and conduct themselves professionally in all interactions with Veterans, families, and other professionals. In addition to monitoring intern practice and competency development, rotation supervisors serve as professional role models and advisors to assist interns in transitioning to professional practice.



Program Structure

The internship year is structured to provide significant breadth of training by maximizing exposure to a wide range of experiences, while offering sufficient concentration to provide depth of learning and building of expertise. The required workweek is 40 hours, with interns spending at least 32 hours per week on their clinical rotations. We expect that interns will accrue on average 10-15 hours per week of direct face-to-face clinical contacts. The remaining time is devoted to didactic training, research, and administrative activities.

Interns participate in two six-month primary rotations. Each intern devotes three days per week to clinical training and supervision on the primary rotation. The other two days per week are at a secondary rotation, which occurs in a different clinical setting than the primary rotation. Interns also participate in group supervision, didactics, and other training opportunities during their two days on the secondary rotation. All interns are required to complete an assessment experience rotation in either Psychological Assessment (3 months) or Geropsychology (GEC) rotations for at least 6 months. If an intern completes a 6-month primary GEC rotation, that experience will count as their assessment experience. An intern can expect to complete 4 assessments in GEC and 6 assessments in the Psychological Assessment rotation. Interns are also required to participate in a 3-month secondary rotation conducting intakes in the Mental Health Outpatient Clinic. Secondary rotations (3 or 6 months) are intended to supplement the interns' experience by giving interns the opportunity to connect with a staff member with whom they would not otherwise have an opportunity to work, or to work with a different population or treatment modality than is available to them on their primary rotation. Because the internship places a particular emphasis on training psychologists who are well-rounded, the secondary rotation is often used to fill gaps in knowledge and/or skills. The secondary rotation is 2 days per week, including one hour of individual supervision with a licensed psychologist.

Final assignment of primary and secondary rotations takes into account the intern's expressed preferences, faculty and intern evaluation of the intern's training needs, and the availability of particular experiences and supervision. A list of currently available rotations is noted below. Please see the section titled Clinical Training Experiences for detailed rotation descriptions.



Supervision

Supervision is critical to the internship training process in all areas, including clinical service delivery, consultation, and research. In addition to the mandatory four hours of supervision each week, a significant amount of informal, impromptu supervision is also provided.

The supervisors are extremely attentive while also fostering my own professionalism and autonomy. The feedback I received there remains relevant in my clinical practice today.

-Former Intern

Evaluation

Specific training needs and goals are elucidated through the development of individualized training plans that are consistent with the goals, objectives, and competencies of the broader training program. Informal progress is monitored on an ongoing basis and more formal evaluations are conducted at mid-point and the end of the training year. Copies of the mid-rotation and final evaluations are forwarded to the intern's graduate program. At any time that a significant problem in training progress requiring formal remediation is noted or an intern is at risk of being put on a formal remediation plan, the Director of Clinical Training (DCT) at the home institution will be notified. The minimum level of achievement to graduate from the internship program is a rating of 4 on every applicable item on the evaluation form of the final rotations of the internship year (i.e., rotation ends in June) and successfully pass 3 clinical case presentations by the end of the internship year. Copies of any subsequent remediation plans and outcomes will also be forwarded in accordance with the TVAMC policies and procedures that are included in the Training Manual.

Preceptors

Each intern may select a preceptor for the training year. Preceptors are selected from available licensed staff who do not maintain supervisory responsibility for the intern. The role of the preceptor is that of a mentor in issues such as professional development and functioning. They may assist the intern in negotiating the internship year and planning for activities after training.

Clinical Training Experiences

Mental Health Residential Rehabilitation Treatment Program (MHR RTP)

Primary Supervisors: Dr. David MacVicar, Dr. Michelle Michaels, Dr. Julie Woosley
Major and minor rotations

The MHR RTP is a 142-bed residential rehabilitation unit with several programs: PTSD, Substance Use Disorders, and Domiciliary Care for Homeless Veterans. Veterans typically stay as residents for about two months and engage in a variety of treatments during their stay. Interns who choose this rotation will have a variety of clinical exposures with a very diverse veteran population. Veterans come from many service eras, all branches of service, and with varied psychosocial histories. The most common problems seen on the unit are substance use disorders, PTSD, homelessness, and other mood & anxiety disorders.

An intern's clinical time is typically spent seeing individual patients, leading therapy groups, and conducting psychodiagnostic assessments. Interns on the unit also serve as an integral part of the multidisciplinary treatment team. RTP staff include case managers, psychiatrists, clinical pharmacists, nursing staff, nurse practitioners, and dietitians, among others. Each intern is able to individualize their training plan depending on experience and interests, but overall focus is placed on learning evidence-based psychotherapy, especially for PTSD. Interns have the ability to learn Cognitive Processing Therapy through individual cases and group treatment, Prolonged Exposure Therapy, and Written Exposure Therapy for PTSD. Other treatments available for training include Behavioral Activation and Therapeutic Exposure (BATE group), Mindfulness-Based Stress Reduction, Dialectical Behavior Therapy (DBT skills group), Skills Training in Affective and Interpersonal Regulation (STAIR group), Acceptance and Commitment Therapy (ACT), and cognitive behavioral therapy for depression, insomnia, and SUD.

Geropsychology (GEC)

Supervisor: Dr. Martin Morthland
Major and minor rotations

The geropsychology rotation blends teaching and practice, informed by science. The rotation includes furthering the intern's knowledge and practice of evidence-based treatments to a unique and ever-growing older population. This is done in concert with the supervisor so that the intern grows in independence in applying a variety of psychotherapies for this population. An important component to this rotation is also the use of testing and assessment for neurocognitive disorders, informing differential diagnoses, degrees of capacity, and the application of therapy. This rotation allows the intern to perform cognitive assessments and to experience how the results are then applied clinically to the individual. Additionally, the intern will be involved with a rich variety of interdisciplinary treatment teams where the role of a geropsychologist is used to collaboratively inform case conceptualization and treatment (e.g., Psychiatric Rounds and the Hospice and Palliative Care Team). The intern will have the experience of following older adult clients from assessment to practice in one of the larger footprints of the TVAMC campus. This training is offered on both a major or minor rotation format.

Outpatient Mental Health

Supervisor: Dr. Keshia Prince
Major and minor rotations

The Mental Health Outpatient Clinic (MHOPC) is a large, multidisciplinary team that is devoted to providing current, quality care for most of the facility's outpatient veterans. Interns will gain interdisciplinary experience working with psychiatrists, psychiatric nurse practitioners, nurses, and social workers. There is opportunity to work with diverse clientele representing many different clinical conditions, demographics, and socioeconomic backgrounds. The most common clinical presentations in the clinic are depression, anxiety, anger, and PTSD. Interns will gain experience conducting suicide/homicide risk assessments, intakes, and therapy (individual & group) using current cognitive-behavioral interventions and EBPs. Opportunities (as they arise) can also include helping provide trainings throughout the medical center and grief therapy.

Primary Care Mental Health Integration

Supervisor: Dr. Tony Cross
Major and minor rotations

The Primary Care-Mental Health Integration (PCMHI) program is designed on an open access system platform with the primary function of providing direct access to same-day mental health services. This program is built on a population-based foundation and utilizes a stepped care approach to assessment, treatment, and referral. Within this program patients are seen in a brief patient self-management model, emphasizing screening and assessment, solution-focused brief behavioral and cognitive-behavioral interventions, and increasing exposure to steps of healthy lifestyle modification. Patients are most typically referred based on population-based screening for problematic alcohol use, depression, and post-traumatic stress disorder; however, patients may be referred and treated for a variety of behavioral health conditions as well (e.g., chronic pain, smoking cessation, medication adherence, and lifestyle modification).



Psychological Assessment

Supervisor: Dr. Adriana Yon, ABPP-CN
Minor rotation

The Psychological Assessment and Testing Center (PATC) provides services to adult and geriatric inpatients and outpatients with a variety of psychiatric, medical, and neurological conditions. Questions regarding differential diagnosis of psychological disorders are typically posed to PATC staff. Many patients have comorbid conditions such as substance abuse, depression, anxiety, severe mental illness, PTSD, and attention/learning disorders. Assessment training available to interns primarily focuses on personality assessments that inform treatment planning. Interns are involved in all aspects of the assessment process including medical record review, test selection, clinical interview, test administration, test interpretation, report writing, and provision of feedback. There may be opportunities to conduct psychological evaluations through use of telehealth technology. It should be noted that TVAMC does not provide formal neuropsychological training as delineated in the Houston Conference guidelines.

Reproductive Mental Health

Supervisor: Dr. Caitlin Retterer
Minor rotation

This rotation is heavily focused on program development while also offering adjunctive relevant clinical experiences. The experience will focus on expanding reproductive mental health and women's mental health offerings throughout the facility. Interns will have the opportunity to provide education about these services both to the facility and to Veterans. Attending relevant treatment team meetings (e.g., IVF team meeting) will be a vital part of the experience. Clinical experiences often include: addressing issues of traumatic birth, grief/loss (e.g., miscarriage, stillbirth), reproductive and fertility challenges, new health diagnoses, other trauma experiences, and providing skills training for prevention and management of postpartum depression through ROSE curriculum.



The multiple training and leadership opportunities I encountered there significantly contributed to my professional growth. This internship equipped me with the skills and knowledge necessary to excel as the Deputy ACOS and later Acting ACOS of a 1A facility and to take on a special assignment for the National BHIP program.

-Former Intern

Didactics

Interns participate in weekly didactic seminars covering a broad array of topics important to developing as a psychologist. Didactic sessions are led by internship training faculty on a rotating basis and occasionally by guest presenters from other areas. Below is a sampling of previous topics covered:

Psychology Administration and Leadership
Personal and Professional Wellness for Psychologists
Chronic Pain Management
Trans-Affirmative Care & Veteran Experience
Prolonged Exposure Therapy
An Introduction to Specialty Board Certification in Psychology
Microaggressions in Healthcare
Psychology and Spirituality: Religious Influences in the Deep South
Ethics and Technology
Moral Injury: Definition, Assessment, and Treatment
Healthcare Leadership in VA
Psychology Careers in Academia
EPPP & Licensure Preparation
DBT Skills Training
Written Exposure Therapy

Other avenues for learning include attendance at additional seminars, lectures, team meetings, and case conferences held at the facility, in the community, and via web-based offerings (e.g., annual Mental Health Summit). Interns also have the opportunity to attend similar activities as they arise in the Psychology Department at the University of Alabama.

Additional Training and Enrichment Opportunities

In addition to planned rotation and didactic experiences, interns have the opportunity to participate in additional activities to augment clinical training. Recent opportunities have included community outreach at local events, shadowing in the facility's Neurology Clinic, development of group interventions (e.g., mindfulness workshop, LGBT+ support group, Genesis Psychosocial Rehabilitation groups), and participation in the VA Innovators Network.

In 2016, the Tuscaloosa VAMC joined the Innovator's Network, a group of 33 medical centers that seek to create change from the frontlines up to the national level. As the needs of our Veterans are constantly changing, the Innovator's Network provides facilities with resources to anticipate and meet those needs. As a part of the Innovator's Network, frontline staff at TVAMC have access to the Spark-Seed-Spread Investment Program, which provides financial resources needed for innovative projects to be successful. One recent project – "Serving All Who Served: Improving Access to Healthcare for LGBT Veterans" – was initiated by an intern and has been featured in a VA Innovation Ecosystem podcast (<http://bit.ly/2t0T3GI>). We encourage interns to share and implement ideas that will help provide innovative care to our Veterans.

Internship faculty strive to be creative and flexible to meet interns' training needs and interests. Interns are strongly encouraged to communicate their personal and professional goals to training staff to facilitate involvement in the above activities or other adjunctive opportunities.

Requirements for Completion

All VA doctoral internships are full-time, 12-month experiences. To successfully complete the program each intern must complete a total of 2080 hours (including accrued leave). Interns and supervisors develop specific training targets for each rotation and these targets must be consistent with the program's broader training goals, objectives, and expected competencies. Interns are provided with copies of all evaluation forms during orientation and supervision agreement forms, which includes the expectations regarding clinical competencies that are expected, as well as the minimum level of achievement. Upon completion of the program all interns will demonstrate competence in the nine APA profession-wide competency areas noted above.

The minimum level of achievement to graduate from the internship program is a rating of 4 on every applicable item on the evaluation form of the final rotations of the internship year (i.e., rotation ends in June) and successfully pass 3 clinical case presentations by the end of the internship year.

In addition to developing clinical competencies, maintaining good standing within the program also necessitates certain levels of professional behavior. Interns are expected to appear and conduct themselves as professionals. Veterans, families, staff, and fellow interns shall be treated with dignity and respect at all times. The APA ethical guidelines, HIPAA regulations, and VA Privacy policies will be strictly adhered to, especially in matters of confidentiality of information, non-exploitation of patients, and avoiding conflicts of interest. Additionally, interns are responsible for conforming to all other Medical Center and Office of Personnel Management regulations concerning conduct and behavior.



Facility and Training Resources

Resources and Benefits

Many resources are available as part of the training program. We enjoy a highly committed and accomplished psychology faculty and multidisciplinary colleagues who are actively involved in our training programs, contributing to a rich environment for interprofessional training, consultation, and leadership. Trainees can expect to have private office space during their training tenure. Networked laptop computers, equipped with the latest version of MS Office Professional, are provided in each office for patient care, word processing, and internet access for literature and other search services. Testing materials and reference resources are also provided for trainees' use.

Financial Support. The current intern annual stipend is \$33,891, to be paid in 26 bi-weekly installments. You must arrange to have pay deposited directly to your banking account. Checks are automatically deposited every other Friday.

Health Insurance. VA covers health care benefits for interns on a matching basis (i.e., trainees pay a portion of the premium for the insurance program and VA pays the other portion of the premium). Health insurance is also available for trainees' legally married partners and dependent children. Details of health insurance plans available to you will be presented by the Human Resources service during orientation and you can select the plan that works best for you.

Work Hours. Like most other Medical Center employees, interns work a 40-hour week with a typical workday (tour of duty) from 8:00 AM to 4:30 PM, with 30 minutes for lunch, resulting in an 8-hour day. Please plan to arrive and be present at your duty station ready to begin work at 8:00 AM.

Leave. Interns accrue four hours of annual leave (vacation) and sick leave per pay period, in the same manner as other Medical Center employees, for a total of 13 days of annual leave and 13 days of available sick leave during the year. In addition, interns receive 11 paid federal holidays.

Administrative Policies and Procedures

Self Disclosure. The Tuscaloosa VA Medical Center's Psychology Training Program does not require interns to disclose personal information in the context of their training unless the supervisor feels that such personal information is needed in order to evaluate or obtain assistance for a trainee whose personal problems are preventing them from performing professional activities competently or whose problems are posing a threat to the trainee or others.

Due Process. All trainees are afforded the right to due process in matters of problematic behavior and grievances. A due process document is distributed to every intern during orientation and reviewed in detail. A copy of our due process policy is available upon request.

Privacy Policy. We do not collect personal information about you when you visit our website.

Internship Training Faculty



TONY H. CROSS, PHD

Undergraduate Degree: BS, Psychology, Georgia Southern University

Graduate Degree(s): MS, Clinical Psychology, Georgia Southern University; MA & PhD, Clinical Psychology, University of Alabama

Internship/Residency: VA Gulf Coast Veterans Health Care System

Clinical Interests: Primary Care-Mental Health Integration (PC-MHI), chronic pain, smoking cessation

MICHELLE M. HILGEMAN, PHD



Undergraduate Degree: BS, Psychology, Art minor, Birmingham-Southern College

Graduate Degree(s): MS & PhD, Clinical Psychology, The University of Alabama

Internship/Residency: Boston Clinical Consortium, VA Boston Healthcare System, Boston University School of Medicine, & Harvard Medical School

Clinical Interests: implementation of evidence-based interventions, geropsychology, individuals with dementia and their caregivers, LGBTQ+ Veterans, health equity and access

Representative Publications:

Hilgeman, M.M., Lange, T.M., Bishop, T., & Cramer, R.J. (2022). Spreading pride in all who served: A Health Education Program to improve access and mental health outcomes for sexual and gender minority veterans. *Psychological Services*.

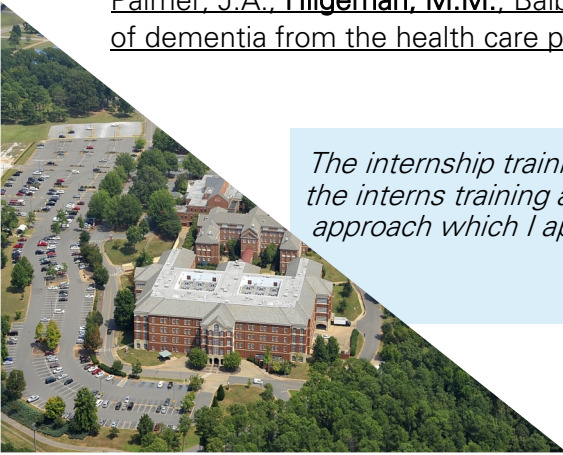
Hilgeman, M.M., Cramer, R.J., Hoch, M., Collins, A.N., Zabelski, A., & Heebner, N.R. (2022). A pilot study comparing two measures of perceived health services access among military veterans with musculoskeletal injuries and mental health conditions, *Military Medicine*.

Hilgeman, M.M., Simons, K.V., Bower, E.S., Jacobs, M.L., Hagemann, L., Eichorst, M., Luci, K. (2021). Improving Suicide Risk Detection and Clinical Follow-up after Discharge from Nursing Homes. *Clinical Gerontologist*.

Palmer, J.A., Hilgeman, M.M., Balboni, T., Paasche-Orlow, S., Sullivan, J.L. (2021). The spiritual experience of dementia from the health care provider perspective: Implications for intervention. *The Gerontologist*.

The internship training committee members and clinical supervisors were supportive of the interns training and self-care. Training was conducted in a "meet you where you are" approach which I appreciated. This training approach allowed for my ability to learn new clinical skills while strengthening others.

-Former Intern





DAVID W. MACVICAR, PHD

Undergraduate Degree: BA, Psychology, The University of Georgia

Graduate Degree(s): PhD, Clinical Psychology, The University of Montana

Internship/Residency: Naval Medical Center, Balboa, CA

Clinical Interests: Evidence-based psychotherapy relevant to treating Veterans with PTSD (prolonged exposure therapy, cognitive behavior therapy for insomnia, behavioral activation).

Representative Publications:

Schnurr, P.P., Chard, K.M., Ruzek, J.I., et. al., **MacVicar, D.W.** (2022). Comparison of Prolonged Exposure vs Cognitive Processing Therapy for Treatment of Posttraumatic Stress Disorder Among US Veterans A Randomized Clinical Trial. *JAMA Network Open*, 5(1).

Davis, L.L., Mumba, M.N., Toscano, R., Pilkinton, P., Blansett, C.M., McCall, K., **MacVicar, D.W.**, & Bartolucci, A. (2021) A Randomized Controlled trial Evaluating the Effectiveness of Supported Employment Integrated in Primary Care, *Psychiatric Services*.

MARTIN MORTHLAND, PHD



Undergraduate Degree: BA, The University of Alabama at Birmingham

Graduate Degree(s): MS, Southern Illinois University of Edwardsville; MPhil, The University of St. Andrews; PhD, The University of Alabama

Internship/Residency: VA Maine (Togus)

Clinical Interests: Geropsychology, Treatment of Depression & Anxiety for Older Adults; Capacity & Cognitive Evaluations for Older Adults

Representative Publications:

Morthland, M., Shah, A., Meadows, J., & Scogin, F. (2019). Development of an audio and computer cognitive behavioral therapy for depression in older adults. *Aging and Mental Health*.

Shah, A., **Morthland, M.**, Scogin, F., Presnell, A., DiNapoli, E., DeCoster, J., & Yang, X. (2018). Audio and computer cognitive behavioral therapy for depressive symptoms in older adults. *Behavior Therapy*, 49 (6), 904-916.

Scogin, F., Bertoni, M., DiNapoli, E., Beutler, L., & **Morthland, M.** (2018). Common and specific process variables in cognitive behavioral therapy with vulnerable older adults. *Journal of Psychotherapy Integration*, 28 (3), 292-309.



MICHELLE J. MICHAELS, PSYD

Undergraduate Degree: BA, Philosophy & Political Science, Boston University

Graduate Degree(s): MA & PsyD, William James College

Internship/Residency: Tuscaloosa VA Medical Center

Clinical Interests: PTSD, severe and persistent mental illness, effects of language on affect, therapy, etc.

ANDREW OAKLAND, PHD

Undergraduate Degree: BA, Psychology, Harvard University

Graduate Degree(s): MA & PhD, Clinical Psychology,
University of Nebraska

Internship/Residency: Tuscaloosa VA Medical Center

Clinical Interests: PTSD, substance use disorder



Representative Publications:

Oakland, A. & McChargue, D. (2014). Polysubstance Use, Social Anxiety and Length of Treatment for Alcohol Use Disorders. *Journal of Dual Diagnosis*, 10(1), 3-8.

It was a year of transformative growth for me both personally and professionally. The clinical training I received there was stellar. The supervisors are extremely attentive while also fostering my own professionalism and autonomy.
-Former Intern



KESHIA PRINCE, PSYD

Undergraduate Degree: BS, Psychology, Georgia Southern University

Graduate Degree(s): MA, Criminology, University of West Georgia; PsyD, Alliant International University with a concentration in correctional psychology

Internship/Residency: The Ohio Psychology Internship consortium

Clinical Interests: forensics, forensic and clinical evaluation, anxiety, burnout, grief, sleep medicine

Representative Publications:

Prince, K. M., & Rodolfa, E. (2018). Addressing Social and Multiple Relationships in Supervision. In Burnes, T.R. & Manese, J.E. (Ed.), *Cases in Multicultural Clinical Supervision: Models, Lenses, and Applications*. United States of America: Cognella, Inc. Academic Publishing.

Prince, K. M. (2017). *An analysis of the relationship between knowledge of sex trafficking and perceptions of law enforcement officers when identifying victims*. Available from ProQuest Dissertations & Theses Global. Retrieved from <http://0-search.proquest.com.library.alliant.edu/docview/1806791172?accountid=25255>

Estrada, S., Kruser, K., Malakouti, N., Nielsen, L., Sheppard, J., Ramirez Pimentel, S., Prince, K. M., Pasha, S., Ryan, C., Rodolfa, E. (2016). *Factors impacting doctoral students' publication of their dissertation research*. Submitted for publication to Training and Education in Professional Psychology.

CAITLIN C. RETTERER, PSYD

Undergraduate Degree: BS, Berry College

Graduate Degree(s): MA & PsyD, Regent University

Internship/Residency: Tuscaloosa VA Medical Center

Clinical Interests: PTSD, depression, anxiety, SUD , women's mental health, Reproductive mental health



Representative Publications:

Page, C., Jones, H., Burke, C., & Million, C. (2015, September). Psychology and social justice: Advocating for a change? *Psych Discourse*, 49(2).

Page, C., Jones, H., Burke, C., & Million, C. (2015, May). *Psychology and social justice*. Paper presented at the 2015 Practitioner Scholar Conference of Hampton Roads, Virginia Beach, VA.

Johnson, J., Brown, A., Heath, J., Million, C., Wantke, A., Boyd, A., Channing, T., Kintzing, R., & Phillips, J. (2015, April). *A single case study with replication of a health behavior change group*. Poster presentation at the Virginia Psychological Association (VPA) Spring Convention, Virginia Beach, VA.

Dwiwardani, C., & Million, C. (2014, April). *Cultural humility in practice*. Paper presented at Practitioner-Scholar Conference of Hampton Roads, Virginia Beach, VA.



JULIE A. WOOSLEY, PHD

Undergraduate Degree: BA, Psychology, Samford University

Graduate Degree(s): MA & PhD, Clinical Psychology, The University of Alabama

Internship/Residency: Tuscaloosa VA Medical Center

Clinical Interests: sleep disorders, suicide, women's mental health, depressive disorders

Representative Publications:

Woosley, J. A., Lichstein, K. L., Taylor, D. J., Riedel, B. W., & Bush, A. J. (2016). Insomnia complaint vs. sleep diary parameters: Predictions of suicidal ideation. *Suicide and Life-Threatening Behavior*, 46, 88-95.

Woosley, J. A., Lichstein, K. L., Taylor, D. J., Riedel, B. W., & Bush, A. J. (2014). Hopelessness mediates the relation between insomnia and suicidal ideation. *Journal of Clinical Sleep Medicine*, 10, 1223-30.

Woosley, J. A., & Lichstein, K. L. (2014). Dysmenorrhea, the menstrual cycle, and sleep. *Behavioral Medicine*, 40, 14-21.

ADRIANA YON, PHD, ABPP-CN

Undergraduate Degree: BA, Psychology, University of Alabama

Graduate Degree(s): MA & PhD, Clinical Psychology, The University of Alabama

Internship/Residency: North Florida/South Georgia Veterans Health System

Postdoctoral Fellowship: G.V. (Sonny) Montgomery VA Medical Center (Clinical Neuropsychology)

Clinical Interests: neuropsychology, geropsychology

Representative Publications:

Yon, A., Scogin, F., DiNapoli, E. A., McPherron, J., Arean, P. A., Bowman, D., Jamison, C. S., Karpe, J. A., Latour, D., Reynolds, C. F., Rohen, N., Pardini, J. E. L. and Thompson, L. W. (2014), Do Manualized Treatments for Depression Reduce Insomnia Symptoms? *Journal of Clinical Psychology*.

Scogin, F., Fairchild, J. K., **Yon, A.,** Welsh, D. L., & Presnell, A. (2013). Cognitive bibliotherapy and memory training for older adults with depressive symptoms. *Aging & Mental Health*.

Yon, A., Gordon, B. H., & Bennett, T. (2011). *Symptom Validity Test and Personality Assessment Inventory Validity Scales: Base Rates of Failure in a Veteran Population*. Poster presented at the National Academy of Neuropsychology Conference, Marco Island, FL.


The internship training committee members and clinical supervisors were supportive of the interns training and self-care. Training was conducted in a "meet you where you are" approach which I appreciated.

-Former Intern

Former Interns' Testimonials

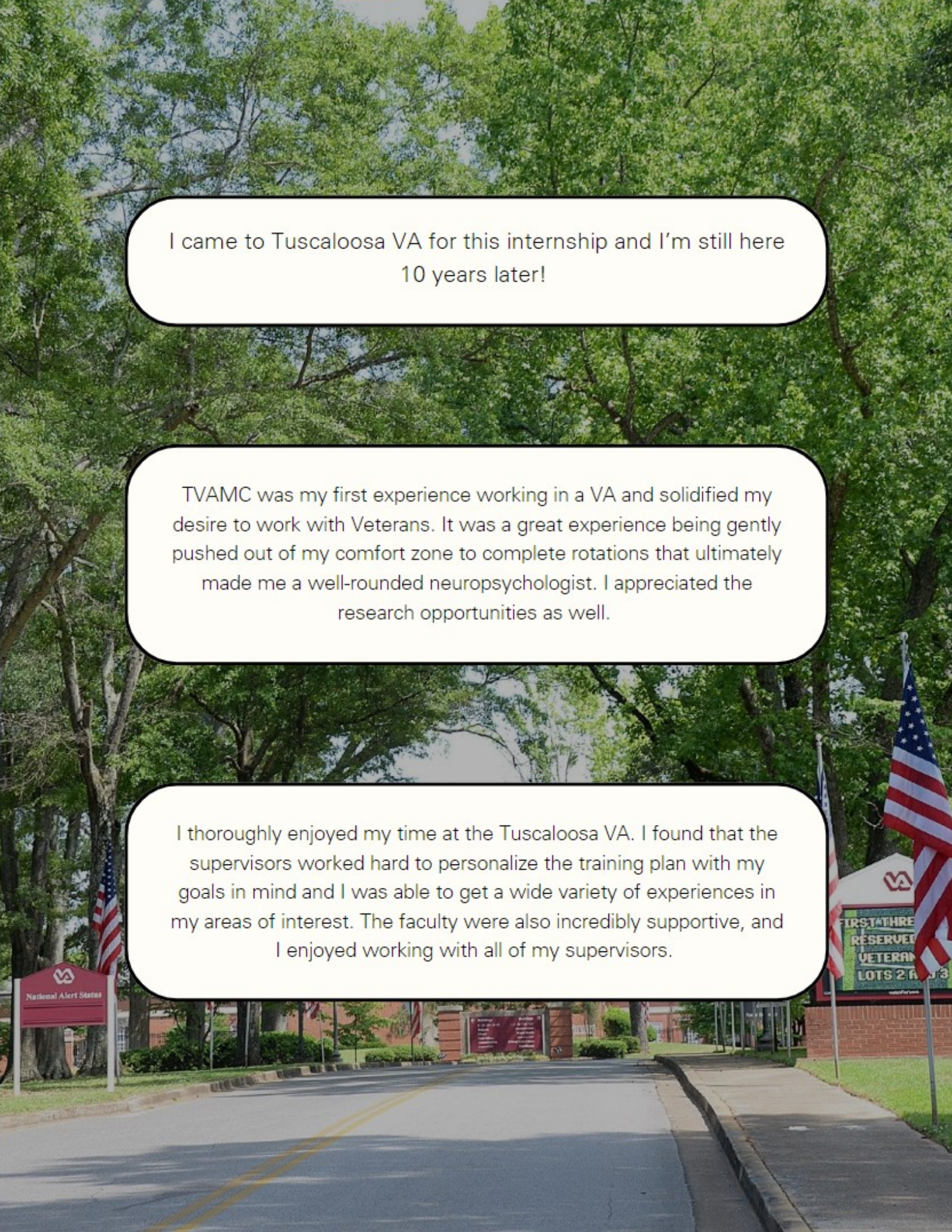
Completing my predoctoral psychology internship at the Tuscaloosa VA Medical Center was an incredible experience. The multiple training and leadership opportunities I encountered there significantly contributed to my professional growth. This internship equipped me with the skills and knowledge necessary to excel as the Deputy ACOS and later Acting ACOS of a 1A facility and to take on a special assignment for the National BHIP program. The training program's focus on evidence-based practice and being on the cutting edge, enabled trainees like me to function at a high level and stay ahead in the field.

During my clinical internship at TVAMC I was impressed by the variety of rotations available to us. It was helpful to be able to complete multiple rotations, especially those like PCMHI, Neuropsychology, and the Transition Center, which all have quite varied approaches to their treatment modalities. The internship training committee members and clinical supervisors were supportive of the interns training and self-care. Training was conducted in a "meet you where you are" approach which I appreciated. This training approach allowed for my ability to learn new clinical skills while strengthening others.



Internship was my first time working in the VA system and in the South! It was a great experience all around. I really enjoyed my rotations, broadening my experience in evidence-based practice, and bonding with my co-interns. It was challenging, I learned a lot, and I also had fun — both at work and exploring the area with my cohort. I highly recommend TVAMC!

Internship at the Tuscaloosa VA was a great experience. It was a year of transformative growth for me both personally and professionally. The clinical training I received there was stellar. The supervisors are extremely attentive while also fostering my own professionalism and autonomy. The feedback I received there remains relevant in my clinical practice today. It was also nice to live somewhere that I could actually afford on the internship stipend. My internship at Tuscaloosa had me well prepared for my career in the VA.

The background image shows a paved road with a double yellow line, flanked by lush green trees. On the left, a red sign with the VA logo and 'National Alert Status' is visible. On the right, a sign for 'FIRST THREE RESERVED VETERAN LOTS 2 & 3' is partially seen. American flags are planted along the roadside.

I came to Tuscaloosa VA for this internship and I'm still here
10 years later!

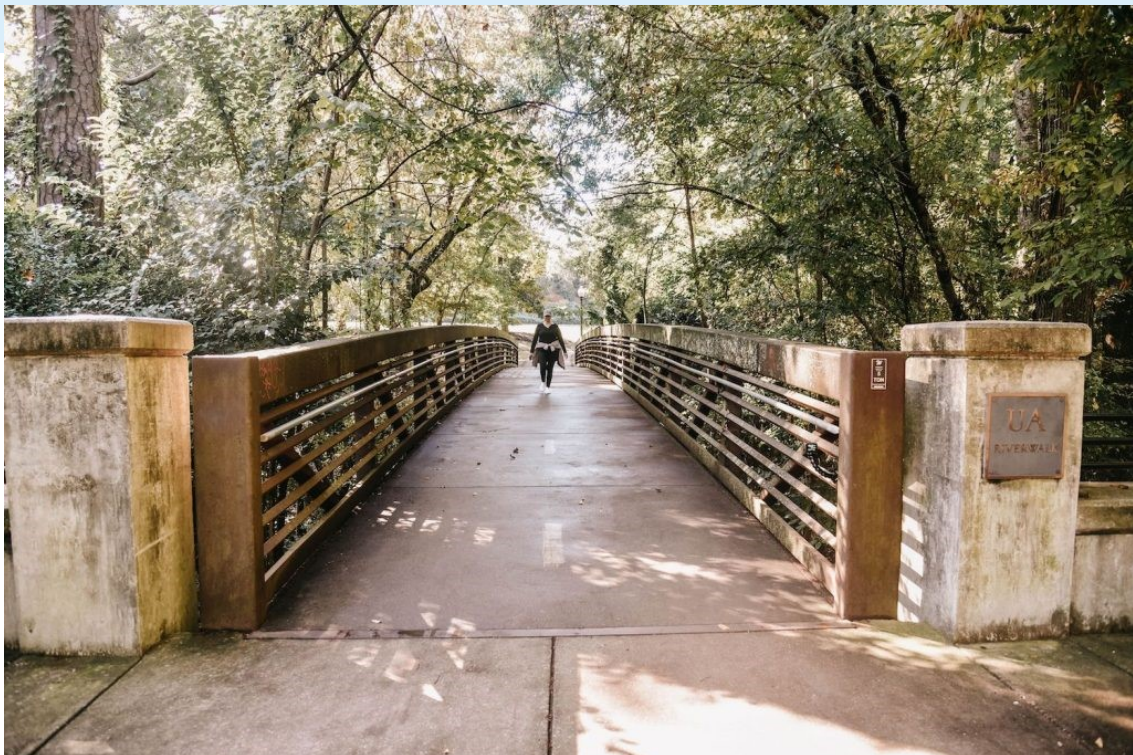
TVAMC was my first experience working in a VA and solidified my desire to work with Veterans. It was a great experience being gently pushed out of my comfort zone to complete rotations that ultimately made me a well-rounded neuropsychologist. I appreciated the research opportunities as well.

I thoroughly enjoyed my time at the Tuscaloosa VA. I found that the supervisors worked hard to personalize the training plan with my goals in mind and I was able to get a wide variety of experiences in my areas of interest. The faculty were also incredibly supportive, and I enjoyed working with all of my supervisors.

Local Information

The Tuscaloosa VA Medical Center (TVAMC) is a teaching hospital affiliated with the University of Alabama (both at Tuscaloosa and Birmingham) and shares training programs in psychiatry, optometry, clinical pharmacy, and social work. The facility includes the main medical center complex situated on a beautiful campus of 125 acres with 25 major buildings, as well as a community-based outpatient healthcare clinic located in Selma, AL. The TVAMC is part of Veterans Integrated Service Network (VISN) 7 which also includes the Birmingham VA, Central AL Veterans Health Care System, Atlanta VA, Dublin VA, Charleston VA, and the Columbia VA.

Tuscaloosa is a thriving riverside community of nearly 100,000 residents in west-central Alabama, about 60 miles southwest of Birmingham (metro population of 1.1 million). TVAMC employees and interns who desire a more “city living” experience, make the short commute from Birmingham to Tuscaloosa. Residents of Tuscaloosa get to enjoy the short drive to many major cities (e.g., Atlanta, New Orleans, Nashville), while also getting to enjoy a more affordable experience by living in Tuscaloosa. The city of Tuscaloosa takes its name from the Choctaw Indian Chief "Tushka Lusa" (tushka meaning "warrior", lusa meaning "black"). The Black Warrior River, which runs through the town, also has strong ties to indigenous Native Americans. The city has emerged as one of America's most progressive communities and was named the Most Livable City in America at the 2011 Conference of Mayors. Tuscaloosa has a strong sense of history, culture, community, and resiliency, demonstrated most powerfully by continued growth following recovery from the April 2011 tornado outbreak.



The Riverwalk runs about 8 miles and is a great place to see the sights and be in nature.

<https://visittuscaloosa.com/tuscaloosas-outdoor-adventures-the-riverwalk/>



There are many beautiful lakes nearby — with hiking trails, fishing, swimming, paddleboarding, kayaking, beaches, and more!



The University of Alabama Arboretum borders the VA (great for a quick walk during lunch)! The Arboretum's program promotes the management, conservation, and sustainable use of natural and native resources. It features walking trails, a wildflower garden, experimental garden, and, importantly, is dog-approved.





Summers are hot in Tuscaloosa, but the weather is mild for most of the year. The hot summers also make a great opportunity for a short drive to many of the Gulf Coast beaches. Interns who enjoy the outdoors will find numerous opportunities for recreation, including biking, hiking, sports or simply lounging in a hammock in the many acres of green space maintained by the Tuscaloosa County parks and recreation service. The Black Warrior River, Lake Tuscaloosa, Lake Nicol, Lake Harris, and other nearby lakes provide opportunities for paddle boarding, kayaking, and additional water-based activities. Those who prefer indoor pursuits will find a variety of restaurants, bars, local breweries, and cultural activities to keep them busy when not on duty. The city's Riverfront and Downtown areas have expanded following a multimillion-dollar reinvestment. The area is home to the 7,470 seat Tuscaloosa Amphitheater and a vibrant entertainment district.



The Tuscaloosa Amphitheater is located on the banks of the Black Warrior River. Past shows have included: Jason Aldean, Mary J. Blige, Chris Stapleton, Bob Dylan, John Legend, and Erykah Badu, among many others.

The Kentuck Festival of the Arts is a two-day festival featuring folk art, live music, spoken word, food trucks, and activities and demonstrations for all ages. It is a nationally known festival and has been featured in *Smithsonian Magazine*, *Southern Living*, *American Style Magazine*, and *National Geographic Traveler*. The 53rd Festival will be in October. On non-festival days, Kentuck Art Center offers classes, art nights, and art markets throughout the year.

<https://www.kentuck.org/the-festival>



<https://www.eventeny.com/events/the-53rd-kentuck-festival-of-the-arts-10524/>



Every October, Druid City Pride hosts Pride Fest. Attendees get to enjoy live music, entertainment, local food trucks, and plenty of dancing!



<https://www.druidcitypride.org/>

There's no better place to be than in Tuscaloosa during college football season! Tuscaloosa is home to the University of Alabama, which has numerous strong collegiate athletic programs – Roll Tide! – that have accumulated numerous National Championship titles. In addition to sports, the university sponsors many cultural events including live theater, dance, and musical performances. The campus also houses several museums and galleries including the Sarah Moody Art Gallery, the Paul “Bear” Bryant museum, and the Alabama Museum of Natural History. In downtown Tuscaloosa, the university hosts the Paul R. Jones Gallery of American Art, one of the largest collections of African American art in the world. There is a strong off-campus arts community as well, including the Bama Theater, Tuscaloosa Symphony Orchestra, Kentuck Arts Center, and several other galleries and performance venues.



<https://art.ua.edu/venue/paul-r-jones-museum/>

Moundville is an archeological park and a premier Native American heritage site. At its peak, it was America's largest city north of Mexico. The park's museum is one of many great museums in the area.



<https://www.chickasaw.tv/places/moundville-profile>

<https://rolltide.com/galleries/football/1-19-19-mfb-vs-lsu/view-of-field-before-team-runs/6703/240972>

We hope you are able to interview to learn more about TVAMC and Tuscaloosa. In the meantime, explore [Visit Tuscaloosa -The Official Guide to Tuscaloosa and Northport](#) as well as the “Live Here” and “Play Here” links at [The Chamber of Commerce of West Alabama | Tuscaloosa, AL \(westalabamachamber.com\)](#) for more information about the local area.

