

2025-
2026

Handbook for Salt Lake City
Clinical Psychology Postdoctoral
Fellowship:
Addiction Treatment Track



SALT LAKE CITY CLINICAL PSYCHOLOGY POSTDOCTORAL FELLOWSHIP: ADDICTION TREATMENT TRACK



George E. Wahlen Veterans Affairs
Salt Lake City Health Care System
Substance Abuse Residential Rehabilitation Treatment Program (116S)
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Application Due Date: December 8, 2024

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POSTDOCTORAL FELLOWSHIP TRAINING DIRECTOR LETTER

Dear Prospective Postdoctoral Fellowship Applicant:

We appreciate your interest in the Clinical Psychology Postdoctoral Fellowship Program at the George E. Wahlen Department of Veterans Affairs Salt Lake City Health Care System (VASLCHCS). We are very excited to continue offering a fellowship track specializing in addiction treatment!

We know the postdoctoral fellowship year often solidifies the next phase in one's career path as a psychologist. This is a year where one's specialization or area of focus often takes root. This track offers specialized addiction treatment experiences as well as a great deal of generalist psychology training. Addiction impacts many areas of life, and most Veterans diagnosed with a substance use disorder experience one or more co-occurring mental health diagnoses, medical problems, and/or significant psychosocial stressors. Due to the dynamic nature of the population we serve, we sustain collaborative relationships throughout our medical center, including primary care, acute medicine, pain services, and integrative medicine. We also work closely with other mental health services, including the PTSD clinical team, general outpatient mental health, inpatient psychiatry, homeless services, and the Dialectical Behavioral Therapy team. These collaborations provide diverse training experiences to fellows who complete the addiction treatment track, which can subsequently lead to a variety of career opportunities following the postdoctoral training year.

The VASLCHCS offers excellent postdoctoral training from a community of highly trained and compassionate providers in one of the most beautiful corners of the country. This is a wonderful place to live and work and we look forward to reviewing your application soon!

Sincerely,

Christine Rosner, Ph.D.
Clinical Psychology Postdoctoral Fellowship Co-Director
Staff Psychologist, Substance Abuse Residential Rehabilitation Treatment Program (SARRTP)
VA Salt Lake City Healthcare System

ACCREDITATION STATUS

The clinical psychology postdoctoral fellowship at the VASLCHCS is accredited by the American Psychological Association through 2028. 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
Phone: (202) 336-5979
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STATEMENT REGARDING COVID-19

The COVID-19 pandemic has created numerous personal and professional challenges for us all. One of these challenges is uncertainty about what will happen next week, next month, and especially one year from now.

The Salt Lake City psychology training program has prided itself on its transparency providing detailed and accurate information about our program and training opportunities. With COVID, transparency means we cannot definitively predict how specific rotations and adjunctive training opportunities may evolve for the upcoming training year.

With confidence we can say that there will likely be continued utilization of telehealth and technology-based delivery platforms. We do not expect there to be any significant changes to the base clinical services or populations served through relational and adjunctive experiences described in our materials.

A lot has happened these last few years with all trainees and many staff abruptly shifting to providing clinical services and training remotely. However, we want to assure you, that even through these challenging times our dedication to high-quality clinical care, psychology training, and our dedication to the trainees themselves has never been stronger. These will always be cornerstone elements of the VA Salt Lake City psychology program. This we can predict!

We will update our public materials as we know more about the upcoming training year. Please feel free to reach out to us if you have any questions.

GEORGE E. WAHLEN VETERANS AFFAIRS SALT LAKE CITY HEALTH CARE SYSTEM

The Clinical Psychology Postdoctoral Fellowship is sponsored by the VA Salt Lake City Health Care System (VASLCHCS) located in Salt Lake City, Utah.

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 is a mid-sized, primary and tertiary care facility with 121 beds providing a full range of patient care services. Comprehensive health care is provided through medicine, surgery, mental health, 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, North Dakota, and Oklahoma. We have eleven Community Clinics (CBOCs) and two Outreach Clinics in remote areas of Utah, Idaho, and Nevada.

In terms of demographics, 79% of the veterans served by VASLCHCS identify as cisgender male; about 20% identify as cisgender female; and we serve nearly 500 transgender/gender-diverse veterans (just under 1%). Eighty-seven percent identify as European American, 6.5% as Latino/Latina, 5% as African American, 1% as Native American, and 0.5% as Asian American. The socioeconomic status of our veterans varies widely. A vibrant LGBTQ Veteran community is served by our VA. We would like to respectfully acknowledge that the VASLCHCS sits on lands that have always been indigenous lands, and that Utah is currently home to five Native American tribes: the Ute, Shoshone, Paiute, Navajo, and Goshute, the original custodians of Utah land from whom it was taken, and who continue to play a vital role in the well-being of the community.

VASLCHCS has a major affiliation with the University of Utah School of Medicine. Over 500 University of Utah residents, interns, and students are trained at the VASLCHCS each year. Additional Special Fellowship programs affiliated with the University of Utah are ongoing in Ambulatory Care and Medical Informatics Training Programs. Currently there are 115 physician resident positions funded at the VASLCHCS.

There are also nursing student affiliations with numerous colleges and universities throughout the United States, including local Intermountain West affiliations with the University of Utah, Brigham Young University, and Westminster College. The VASLCHCS has ongoing training programs and affiliations with numerous colleges and universities throughout the United States involving our Associated Health Training Program. This associated health training includes dentistry, pharmacy, social work, psychology, occupational and physical rehabilitation, audiology,

physician assistant, dietetics, and podiatry training programs. Many of these training programs have been integrated into our Geriatric Research Education and Clinical Center (GRECC).

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 experienced multiple traumatic injuries, including TBI and PTSD.

Further information about the VA Salt Lake City Health Care System is available at <http://www.saltlakecity.va.gov>.



MENTAL HEALTH SERVICE

Although officially designated a General Medical and Surgical facility, the VASLCHCS also provides mental health treatment through a variety of inpatient, residential, and outpatient services and programs. The various programs of the Mental Health Services provide comprehensive mental health care by a multidisciplinary staff including psychiatrists, psychologists, clinical social workers, advanced practice nurses, RN case managers, vocational specialists, addiction therapists, and mental health associates. There are on average around 600 admissions per year to the Inpatient Psychiatry Unit. More than 20,000 unique patients per year are seen on an outpatient or consultation basis by Mental Health Services personnel, resulting in, on average, over 120,000 patient contacts per year.

VASLCHCS PSYCHOLOGY TRAINING PROGRAM MISSION

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, 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 a willingness to learn and grow in higher level skills. We expect that all of 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 seek 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.

CLINICAL PSYCHOLOGY POSTDOCTORAL FELLOWSHIP: ADDICTION TREATMENT TRACK

The Clinical Psychology Postdoctoral Fellowship is a full-time, 12-month continuous appointment. Fellows devote a minimum of 40 hours per week, to the training program. The usual tour of duty is 8:00 – 4:30 pm, although this schedule adjusts to accommodate evening groups or other program activities. The completion of clinical duties may require working extra hours. The parameters of each training experience are detailed the first week of orientation. Our aim at completion of the fellowship is for fellows to have accrued enough training hours for licensure in any state they may pursue and for board certification should they chose to pursue that in the future. Some states and board certification require completing 2000 postdoctoral training hours with at least 500 in direct clinical care. We provide ample opportunity to meet these hour requirements. The fellowship year will begin on Monday, August 11th, 2025, and end on Friday, August 7th, 2026.

The fellowship program at the VHASLCHCS is currently made up of three emphasis areas. This year, the Psychology Department of the Salt Lake City VA Healthcare System will offer four fellowship positions across these emphasis areas:

Health Psychology – 1 fellow
PTSD – 2 fellows
Addiction Treatment – 1 fellow

Although fellows in these tracks are largely working in their areas of emphasis, there is an effort to create a sense of community amongst all of our postdoctoral fellows through fellowship orientation, shared didactics, Pub Club, and fellowship events.

TRAINING PHILOSOPHY

The Postdoctoral Fellowship ascribes to the practitioner-scholar model of training. As such, the goal of the fellowship program is to train psychologists to function in an informed, competent, independent, and ethical manner across a wide range of health care settings. The program's structure allows for both breadth and depth of clinical experiences, as well as exposure to a variety of intervention approaches and professional issues. Fellows are here for training and professional development, not service delivery; consequently, didactics, training seminars, and any other educational activities take priority in a fellow's schedule.

COMMITMENT TO DIVERSITY

The VASLCHCS Psychology Service is committed to recruiting and maintaining a diverse psychology staff. As such, the Fellowship Program places a high value on attracting a diverse group of fellows and on creating an environment of respect and inclusion, where fellows feel safe to fully be the diverse, talented humans that they are. The program appreciates the fact that attracting a diverse group of fellows and staff makes our training program, MH Service, and our whole site stronger.

While onsite with us, fellows have the opportunity for involvement in the Psychology Training Program's Multicultural Diversity and Inclusion Committee (MDI; with workgroups for staff

education, recruitment & retention, and publication of our quarterly MDI Newsletter). At the facility level, fellows can join VASLCHCS's Diversity and Inclusion Committee (with several Special Emphasis Programs). There are also often opportunities for fellows to get involved with our LGBTQ+ Veteran Care program and with the GIVE program (Gender Identity Veteran Experience program, health care specifically for our transgender and gender-diverse Veterans). Former fellows have applied and been selected to be Trainee Members of the national VAPTC Multicultural and Diversity Committee for their fellowship year.

Throughout the training year, the training program provides specific learning opportunities and trainings that build upon the diversity competencies fostered in graduate training. The training program schedules a number of designated seminars to directly train fellows in a range of diversity topics. Recent topics have included: cultural-responsiveness in evidence-based PTSD treatments, 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. Our aim is to foster not only cultural competence, but also cultural humility in our work with others.

COMMITMENT TO ENHANCING TRAINEE AND ORGANIZATIONAL MULTICULTURAL COMPETENCY

The VASLCHCS Psychology Service is committed to recruiting and maintaining a diverse psychology staff in a geographic region with growing ethnic and racial diversity. Our training program places a high value on recruiting a diverse group of psychology trainees. We also strive to create and sustain an environment of respect and inclusivity wherein trainees may learn and grow while feeling safe to be who they are. Our program appreciates the fact that attracting a diverse group of trainees and staff makes our training program, Mental Health Service, and site stronger. As such, we aim to foster not only cultural competence, but also cultural humility in our work with others.

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, gender identity, 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 psychology training 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.

PSYCHOLOGY PROFESSIONAL COMPETENCIES

This clinical psychology postdoctoral fellowship provides advanced interdisciplinary education and training across a variety of medical settings for the purpose of training future psychologists who are capable of providing the next generation of psychological services within Veterans Affairs. The Addiction Treatment track emphasizes the provision of addiction treatment services to Veterans.

The VASLCHCS Psychology Training Programs, in accord with the APA Standards of Accreditation, utilizes competency-based evaluation. The VASLCHCS Psychology Fellowship provides training in the following competency domains:

- Research knowledge and use
- Ethical and legal standards
- Individual and cultural diversity
- Professional values, attitudes, and behaviors
- Communication and interpersonal skills
- Assessment
- Intervention
- Supervision and consultation

COMPETENCY EVALUATION

Evaluation is an ongoing, continuous, and reciprocal process. The Postdoctoral Training Committee encourages and supports open and thorough communication between supervisors and fellows regarding training needs, objectives, and competencies. In addition, scheduled, formal evaluation processes occur throughout the postdoctoral year.

Evaluation forms used throughout the training year

- Professional Competency Assessment of Fellows
- Fellow Self-Evaluation
- Fellowship Presentation Evaluation
- Fellow Evaluation of Training Site
- Fellow Evaluation of Training Supervisors

Fellows complete a self-assessment of professional competency across various domains in preparation for planning the fellowship.

FELLOWSHIP ROTATIONS AND TRAINING EXPERIENCES

Postdoctoral fellows will train within Addiction Treatment Services (ATS), which is comprised by Services for Outpatient Addiction Recovery (SOAR) and the Substance Abuse Residential Rehabilitation Treatment Program (SARRTP). Assessment, care coordination/case management, individual therapy, and group therapy will be part of a postdoctoral fellow's training experience throughout the year and will include a focus on familiarity with the entire continuum of addiction care. The fellow will also provide consultation and develop in the role of a psychologist on interdisciplinary teams. The overall treatment philosophy in ATS is consistent with the recovery model and very much holds at the center a focus on improving Veterans' quality of life. Veterans enter care with many different goals and expectations of treatment. We meet them where they are at, nonjudgmentally, and collaborate to develop beginning steps and throughout their recovery path.

SERVICES FOR OUTPATIENT ADDICTION RECOVERY (SOAR)

Psychology Staff include Caitlin MacKay, Psy.D., Susan Murphy, Ph.D., and/or Tricia Steeves, Ph.D.

SOAR consists of an interdisciplinary team model with psychiatrists, an APRN, a pharmacist, psychologists, social workers, RN's, and a recreation therapist. Services provided include initial assessment and referral, ongoing care coordination/case management, psychiatric services for SUD and co-occurring MH, and general addiction/co-occurring MH outpatient programming. Throughout a Veteran's course of treatment, the SOAR team provides care coordination through our stepped care model. The stepped care model includes increasing and decreasing the level of intensity of care based on the Veteran's needs and may include any or all of the following: assessment/evaluation, inpatient admission for medically monitored withdrawal, residential rehabilitation program(s), intensive outpatient, and supportive maintenance outpatient. Many evidence-based practices are utilized including Motivational Interviewing, Cognitive Behavioral Therapy, Dialectical Behavior Therapy, Cognitive Processing Therapy and Prolonged Exposure for co-occurring PTSD, Seeking Safety, and Mindfulness-Based approaches. SOAR is a training site for many disciplines, which provides ample opportunities for interdisciplinary trainee interactions.

SUBSTANCE ABUSE RESIDENTIAL REHABILITATION TREATMENT PROGRAM (SARRTP)

Psychology Staff include Heather Black, Jacek Brewczynski, Ph.D., Psy.D., Kathryn Chavez, Ph.D., Suzanne Parker, Ph.D., and Christine Rosner, Ph.D.

SARRTP is a 15-bed residential substance use disorder treatment program. 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. Services include psychiatric treatment, individual and group psychotherapy, therapeutic recreation, and 24/7 nursing care. The treatment team consists of the medical director who is board certified in addiction medicine, psychiatry residents, psychologists, social workers, nurses, psychology technicians, a pharmacist, and a therapeutic recreation specialist. SARRTP is a dynamic environment that presents unique learning opportunities. Residential treatment involves daily clinical opportunities related to

maintaining a functional therapeutic milieu consisting of Veterans with very different skills and clinical presentations. This environment allows the fellow opportunities to develop experience addressing complex interpersonal dynamics and the use of the therapeutic milieu as a forum for promoting psychosocial recovery.

There are two tracks for Veterans: Track A provides SUD treatment over the course of ~6 weeks; Track B provides SUD and PTSD treatment for Veterans with co-occurring military related PTSD and is ~9 weeks in duration. The fellow will function as an integral part of the interdisciplinary treatment team and will attend daily interdisciplinary team meetings. SARRTP promotes evidence-based practices, including Motivational Interviewing, Motivational Enhancement Therapy, CBT for Substance Use Disorders, Relapse Prevention, Contingency Management, DBT, ACT, and PE and CPT for trauma and addictions. This rotation is intended to have some degree of flexibility and allow for customization of experiences depending on fit with overall program requirements.

ADMINISTRATIVE LEADERSHIP TRAINING EXPERIENCE

The major focus of this elective training experience is to develop an understanding of management, service, and facility roles a VHA Psychologist can assume, with emphasis on leadership in Addiction Treatment. Time is spent learning about mental health program requirements within Addiction Treatment Services, such as the Residential Rehabilitation Treatment Program Handbook and VHA Directives related to the treatment of substance use disorder. Fellows will further learn about the development and revision of SOP's as well as data management and programmatic processes. Fellows may have the opportunity to audit VISN, facility, and service level committees and participate in the psychology training committee and its selection and orientation/onboarding activities. The time commitment for this elective training experience is up to 4 hours per week, dependent on primary rotation carve out approval. Participation requires a discussion with your primary supervisors that a 4-hour commitment is feasible as the hours come out of your clinical rotation's support (admin) time. Trainees are expected to engage in direct patient care activities on clinical rotations over and above the additional administrative leadership experience.

****You will have the opportunity to meet with members of the ATS training committee to select rotations, order of rotations, and supervisors. The committee may require certain training experiences if they are deemed necessary to provide you with well-rounded training opportunities.**

POSTDOCTORAL FELLOWSHIP DIDACTICS

Several hours each month 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, intern presentation series, round tables, and educational conference calls.

PSYCHOLOGY POSTDOCTORAL FELLOWSHIP SEMINAR SERIES

The Psychology Postdoctoral Fellow Seminar Series is 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 postdoctoral fellow needs/interests. Trainings build upon competencies developed during doctoral internship and graduate training. The training program schedules seminars on a variety of topics,

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including, but not limited to, multicultural competency, religion/spirituality, gender, sexual orientation, culture, and age. The topics vary year to year, in large part due to the requests of the individual training cohort and their needs as determined by the training director.

Examples of recent topics have included the following: ethical and diversity considerations when utilizing telehealth in psychological practice, working with dissociation in psychotherapy, substance use disorder and relapse prevention, military culture, clinical practice considerations when creating VA programming for Veterans who identify as LGBTQ+, cultural considerations for working with members of the Church of Jesus Christ of Latter Day Saints, responding to sexism in the workplace and in clinical practice, working with politically charged Veterans in clinical practice, building cultural fortitude, providing culturally sensitive supervision as a psychologist, skills for talking about race in clinical practice, minority stress and PTSD, practicing cultural competence in clinical psychological assessments, risk assessment, health status discrimination, spirituality research and practice.

FRIDAY LUNCH AND LEARN WITH ADDICTION PSYCHIATRY

Postdoctoral fellows within Addiction Treatment Services (ATS) are encouraged to attend and participate in a weekly Addiction Psychiatry lunch and learn held on Friday at 1pm in the SARRTP conference room. Past topics of discussion have included the identification and treatment of Wernicke Encephalopathy, Hallucinogens, GLP-1 Agonist (Semaglutide/Ozempic) in Addiction Treatment, Neurobiology of Stimulants, Cannabis and Psychosis. Postdoctoral fellows are encouraged to present on a topic of interest during their training year.

DIVERSITY DIDACTIC SERIES

Recognizing the need for continuing education and training in the area of multiculturalism and diversity for both psychology staff and trainees, VA training programs have partnered together to develop a Diversity VTEL Seminar Series to increase each site's access to a variety of presenters and presentations focused on the development of cultural competence in working with diverse Veteran populations. The VTEL presentations are directed at the postdoctoral training level and are given by a range of practitioners and researchers employed in a variety of settings throughout the region. Each presentation includes a brief but substantive didactic presentation and embeds opportunities for group discussion among all participating sites throughout the presentation. The Diversity VTEL seminars are held Wednesdays 11:00-12:00. Recent topics have included:

- Military Culture
- Disability Etiquette
- Microaggressions
- Cultural Factors in Suicide
- Racism/Sexism and How to Intervene with Staff and Veterans
- Ageism/Cultural Views on Aging
- Privilege and Power
- Culturally Competent Supervision
- Classism
- Unconscious Bias

MULTICULTURAL, DIVERSITY, & INCLUSION COMMITTEE

The Multicultural, Diversity, & Inclusion (MDI) Committee was developed during the 2019-2020 trainee 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, create structures to address behaviors and systems that may disrupt inclusion, and increase efforts to honor and value the voices and experiences of all staff and trainees, particularly for those from groups that have been traditionally marginalized and oppressed. As 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. Membership is open to psychology staff and trainees, including postdoctoral fellows, that are interested in participating. The MDI Committee meets monthly to coordinate efforts, review progress, as well as provide support and accountability. The Committee will serve as a forum, support, and idea incubator for initiatives relating to MDI and implementing the foundational values of the MDI program.

SUPERVISION SEMINAR

This seminar will include readings and discussions highlighting issues in clinical supervision to support the fellow in developing their own identity as a supervisor. Topics include what makes for good supervision, models of supervision, supervisory self-assessment, ethical issues, working with difficulties in supervision, assessing and addressing competencies, and lessons learned. Seminar meets the first Thursday of the month from 9:30-11:00 (unless otherwise noted). Recent topics have included:

- What Makes for Good Supervision?
- Models of Supervision
- Supervisory Self-Assessment
- Ethical Issues
- Working with Difficulties in Supervision
- Addressing Competencies
- Lessons Learned

PRESENTATIONS

Postdoctoral Fellows have multiple opportunities throughout the year to provide presentations.

PSYCHOLOGY INTERN PRESENTATION SERIES

Fellows can develop presentation and teaching skills by preparing and delivering an independent seminar for the Psychology Intern Seminar Series.

PUB CLUB

Pub Club is meant to be a true exchange between postdoctoral fellows. Our hope is that trainees can critically evaluate meaningful or useful readings from psychological literature. Fellows will rotate the selection of an article and meet collaboratively to determine the expectations of Pub Club.

POSTDOCTORAL PROJECT PRESENTATION

Over the course of the year, fellows will engage in a yearlong project (see below). Fellows are responsible for delivering a formal presentation of this project to the Psychology Staff, fellows, and psychology interns.

ADDITIONAL FELLOWSHIP EXPERIENCES

MENTAL HEALTH ORIENTATION FOR NEW EMPLOYEES

This is a full-day orientation to mental health services that is mandatory for all disciplines working in Mental Health. Fellows will learn about all of the Mental Health programs and meet many of the staff leadership affiliated with these programs (existing trainees do not have to repeat this orientation). Plan on a full day of training. The agenda typically covers multiple key mental health programs:

- Introduction to MH Leadership
- Access & Crisis Team (ACT)
- Post-Traumatic Stress Disorder Clinical Team (PCT)
- Addiction Treatment Services
- Healthcare for Homeless Veterans (HCHV)
- Mental Health Intensive Case Management (MHICM)
- Primary Care-Mental Health Integration (PC-MHI)
- Vocational Rehabilitation
- Suicide Prevention
- Mental Illness Research, Education, and Clinical Care (MIRECC)
- Recovery Coordinator
- Computer Issues
- Social Work
- Psychology
- General Mental Health
- Inpatient Mental Health Consultation & Liaison
- Military Sexual Trauma (MST)
- Patient Safety

PREVENTION AND MANAGEMENT OF DISRUPTIVE BEHAVIOR

This workshop is mandatory for all disciplines working in mental health. The class is designed to teach participants the verbal and physical intervention skills necessary in the prevention and management of disruptive behavior. Participants will return to the work site and use the information to reduce the severity and number of disruptive behavior incidents that occur within the facility. Participants will complete an online module prior to the half-day, hands-on component.

BASIC LIFE SUPPORT (BLS) FOR HEALTHCARE PROVIDERS

BLS is designed to train healthcare providers and public safety professionals in resuscitation and emergency management skills. Training is a combination of online presentations of “lecture” materials, with interactive scenarios that help improve clinical decision-making skills, and in-person skills sessions. These are completed quarterly throughout the year.

MENTAL HEALTH GRAND ROUNDS

MH Grand Rounds are held on the 2nd Wednesday of the month at 8:30-10:00 AM. Quarterly one of the grand rounds meetings is a “MH All hand meeting.” The remainder of the meetings consist of presentations from VA and non-VA providers on topics related to mental health.

PSYCHOLOGY INTERN PRESENTATION SERIES

Over the course of the training year, predoctoral interns conduct formal presentations, focused on a clinical topic of interest. Fellows are required to participate in this series as professional colleagues. This series is held monthly on the 3rd and/or 5th Thursdays of the month at 3:00 PM.

PSYCHOLOGY STAFF MEETING

Additionally, all postdoctoral fellows are invited to attend the Psychology Staff Meeting on the first Thursday of the month 3:00-4:00 in Arches Conference Room (currently held virtually).

POSTDOCTORAL TEA

On the third Friday of each month, the time from 3:00pm-4:30pm is reserved for Postdoc Tea. This monthly gathering of postdocs and postdoc co-directors at various eateries around town is an opportunity for the postdoc program to come together in a social setting and process fellows' experiences from the last month. Postdoc tea has been a beloved activity since the inception of the fellowship program and is a wonderful opportunity to get to know your fellow postdocs and staff and to experience SLC.

POSTDOCTORAL FELLOWSHIP PROJECT

Over the course of the training year, fellows will develop or contribute substantially to a yearlong postdoctoral fellowship project. This project should exemplify the use of the Practitioner-Scholar model of psychology and be based on a clinical topic about which you are interested in learning more. Fellows will work with a specific supervisor-mentor for the project and ensure that the project meets the following goals/objectives:

- Is based on research/data.
- Increases your knowledge and expertise in a topic of interest.
- Contributes to the knowledge-base and/or improves clinical practice in Addiction Treatment Services.
- Provides you with a foundation and/or skill set that will increase your opportunities for VA employment.

Fellows are responsible for delivering a formal presentation of this project to the Psychology Staff, fellows, and psychology interns. Fellows should be considering topics for the fellowship project early in the training year and have a solid idea of their project within two to three months after starting the fellowship.

FELLOW RESOURCES

Fellows have their own private offices for use in assessment and psychotherapy. Fellows have access to computers with a Microsoft Office Suite, printer access, and a nationwide integrated

electronic medical chart named CPRS. There is also computer support through IRMS. The VA Salt Lake City has a medical library that provides a wide range of psychology, psychiatry, and other journals consistent with the needs of staff and the training program. Fellows have access to the VA library and may access the libraries at the University of Utah by either personal access or inter-library loan. Fellows receive administrative support from administrative support assistants who help fellows with several aspects of the fellowship.

STIPEND AND BENEFITS

Fellows receive a stipend of \$52,806 paid in equal installments over 26 bi-weekly pay periods. Fellows are not covered by civil service retirement but are eligible for federal employee group life insurance and health benefits. Over the course of the year, fellows earn approximately 13 vacation days and 13 sick days, in addition to 11 federal holidays. The VA Salt Lake City Healthcare System's policy on Authorized Leave is consistent with the national standard. You are welcome to discuss this with the Director of Training. Postdoctoral fellows 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. Fellows may also apply for limited hourly credit for attendance at national and regional professional meetings and workshops through their primary supervisor and Postdoctoral Training Committee.

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 fellow completes the required full 2080-hours of fellowship training. Fellows are encouraged to address any requests for leave with the Director of Training as early as possible.

ADMINISTRATIVE POLICIES AND PROCEDURES

Psychology trainees 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.

PRIVACY POLICY:

We collect no personal information from you when you visit our web site.

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).

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.

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.

EVALUATION

PSYCHOLOGY COMPETENCY DEVELOPMENT

The VASLCHCS Psychology Training Programs have recently transitioning from APA Guidelines and Principles to the new Standards of Accreditation. Evaluation is an ongoing, continuous, and reciprocal process. The Postdoctoral Training Committee encourages and supports open and thorough communication between supervisors and fellows regarding training needs, objectives, and competencies. In addition, scheduled, formal evaluation processes occur throughout the postdoctoral year. The VASLCHCS Psychology Fellowship provides training in the following competency domains:

1. Research
 - a. 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.
2. Ethical and legal standards
 - a. Is knowledgeable of and acts in accordance with each of the following:
 - i. The current version of the APA Ethical Principles of Psychologists and Code of Conduct.
 - ii. Relevant professional standards and guidelines.
 - iii. Recognizes ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve the dilemmas.
 - b. Conducts self in an ethical manner in all professional activities
3. Individual and cultural diversity
 - a. Understands how personal/cultural history, attitudes, and biases may affect personal understanding and interaction with people different from oneself.
 - b. 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.
 - c. 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).
 - d. Demonstrates the ability to independently apply knowledge and skill in working effectively with the range of diverse individuals and groups encountered during training.
4. Professional values, attitudes, and behaviors
 - a. 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.
 - b. Engages in self-reflection regarding one's personal and professional functioning; engages in activities to maintain and improve performance, well-being, and professional effectiveness.
 - c. Actively seeks and demonstrate openness and responsiveness to feedback and supervision.

- d. Responds professionally in increasingly complex situations with a greater degree of independence as s/he progresses across levels of training.
5. Communication and interpersonal skills
 - a. Develops and maintains effective relationships with a wide range of individuals, including colleagues, clients, organizations, supervisors, peers, and supervisees.
 - b. Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated; demonstrates a thorough grasp of professional language and concepts
 - c. Demonstrates effective interpersonal skills and the ability to manage difficult communication well.
6. Assessment
 - a. Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics.
 - b. 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.
 - c. 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.
 - d. 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.
7. Intervention
 - a. Establishes and maintains effective relationships with the recipients of psychological services.
 - b. Develops evidence-based intervention plans specific to the service delivery goals.
 - c. Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
 - d. Demonstrates the ability to apply the relevant research literature to clinical decision making.
 - e. Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking.
 - f. Evaluates intervention effectiveness and adapts intervention goals and methods consistent with ongoing evaluation.
8. Supervision
 - a. Applies the knowledge of supervision models and practices in direct or simulated practice with supervisors, psychology trainees, or other health professionals.
9. Consultation and interprofessional/interdisciplinary skills
 - a. Demonstrates knowledge and communicates respect for other disciplines' roles and perspectives
 - b. 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.

Fellows are formally evaluated in writing at the end of 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; a fellow 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 fellow, the fellow's performance is regularly discussed among the training supervisors at training committee meetings.

Fellows receive formal, written evaluations from their supervisors on the extent to which they are meeting fellowship requirements and performance expectations. The feedback addresses the fellow's performance and progress in terms of professional conduct and psychological knowledge, skills, and awareness in the competencies for psychology. Additionally, fellows meet individually with the Postdoctoral Fellowship Training Director quarterly for informal check-ins.

Fellows are evaluated on each competency using the following key:

1. Trainee does not demonstrate basic competency and is in need of **remedial training**.
2. Trainee demonstrates **basic competency**. Close and frequent supervision is required, and further growth is necessary for level of professional development.
3. Trainee demonstrates an **intermediate level of competency**, typical for interns during the training year. Performance is acceptable, but regular supervision is required, and further growth is desirable.
4. Trainee demonstrates a **full level of competency**, typical of interns at the end of the training year and postdoctoral fellows at the beginning of the training year. The trainee can independently function in a broad range of clinical and professional activities, generalized skills and knowledge to new situations, and to self-assess when to seek additional training, supervision, or consultation. Trainee is considered competent for entry-level practice and licensure. This is the level required for successful completion of the internship program.
5. Trainee demonstrates an **advanced level of competency**, *beyond* that which is expected for interns at the end of the training year and typical of a post-doctoral resident well into the training year. Trainee is capable of functioning independently, beyond an intern rated "full level of competency" without supervision.
6. Trainee demonstrates a **superior level of competency** typical of an advanced Postdoctoral Fellow near the end of a training year. Trainee is independent in all aspects of the clinical activity. Trainee does not require supervision and can function autonomously as an independent practitioner. Consultation is self-guided and directed toward life-long learning and ongoing advanced practice development. Sound critical thinking/judgment is evidenced in advanced or specialized area.
7. Trainee demonstrates a **distinguished level of competency**, beyond what is typically observed by post-doctoral residents who have completed their training year. The trainee can serve as a consultant to other licensed psychologists in a particular area.

EXIT CRITERIA

Essentially, when we say a fellow has completed a VASLCHCS fellowship, we are saying that they can function independently within their scope of competence and level of development for an entry-level psychologist in a healthcare setting.

Exit criteria is our minimum level of achievement and is as follows:

1. Completion of 2000 hours.
2. Must pass all rotations.
3. Must have Steering Committee and Postdoctoral Training Committee consensus that fellow is at proficiency level of “Entry level psychologist” upon fellowship completion.

POSTDOCTORAL FELLOWSHIP PROJECT EVALUATION

Psychology staff, fellows, and interns will complete written evaluations via the Presentation Evaluation Form for your Postdoctoral Fellowship Project, delivered during the Intern Presentation Series. Professional Competencies assessed include the following, and are rated on a Likert response scale:

1. The presenter used effective teaching skills to meet learning objectives and engage others.
2. The presenter demonstrated knowledge of the presentation topic.
3. The presenter balanced presenting information with facilitating interaction.
4. The presentation was clear and coherent (e.g., clear topic focus, logical transitions, easy to follow line of thinking).
5. How well did the presenter articulate potential ethical concerns relating to their topic.
6. How well did the presenter include relevant aspects of diversity in their presentation.
7. How much did you learn from this presentation.
8. The intern accomplished the goals and objectives of the fellowship presentation.

FELLOW EVALUATIONS OF VASLCHCS POSTDOCTORAL FELLOWSHIP PROGRAM

SUPERVISOR AND ROTATION EVALUATION

Postdoctoral fellows are encouraged to provide feedback to their supervisors, the Postdoctoral Program Director, or the Training Director about whether their training objectives are being met by the program and/or the supervisory process. Fellows complete a Fellow Evaluation of Training Supervisors and forward it to the Postdoctoral Program 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 Postdoctoral Program Director, Dr. Jordan, or the Training Director, Dr. Sweeney. Fellows can meet with Drs. Sweeney or Jordan at any time to discuss the training program and receive feedback.

APPLICATION PROCESS

ELIGIBILITY REQUIREMENTS

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

1. Completion of doctoral degree, including defense of dissertation, from an APA-, CPA-, or PC-SAS-accredited Clinical or Counseling, or Combined Psychology doctoral program before the fellowship start date.*
2. Completion of an APA-accredited psychology internship program before the fellowship start date.*
3. Applicants must be U.S. citizens. please see eligibility qualifications for psychology training within the Department of Veterans Affairs, which are described at: <https://www.va.gov/oaa/hpt-eligibility.asp>
4. 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. <https://www.sss.gov/>
5. 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.
6. 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.
7. 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.
8. 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.
9. 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: https://www.va.gov/OAA/docs/VHA_HPTsDrug-

[FreeWorkplaceOAA_HRA.pdf](#). Please note that marijuana remains illegal at the federal level and is among the substances included in drug testing, regardless of any state marijuana laws. Official hiring is contingent on meeting these federal requirements.

Those not meeting the eligibility requirements will be notified as soon as possible.

*If you have not yet completed your internship and degree by the time of the application, the Training Directors of both your doctoral programs and internship must verify that you are expected to complete these requirements prior to the start of the postdoctoral fellowship. Applicants must provide verification of a degree prior to an agreed upon postdoctoral training start date. In unique situations, extensions may be applied as deemed appropriately by the training committee.

APPLICATION PROCEDURES

Submit the APPIC APPA CAS Online application **no later than 5pm MST on December 8, 2024.** Please use the following web address to access the application website:

<https://appicpostdoc.liaisoncas.com/applicant-ux/#/login>

- In the cover letter please describe your training goals, how our postdoctoral fellowship program will help you achieve those goals, and how your previous training and experiences relevant to the postdoc qualify you for this fellowship training. Further, please discuss your general career goals. **Please specify the Addiction Treatment Track.**
- Include a curriculum vitae.
- Include 3 letters of recommendation from faculty members or clinical supervisors who are familiar with your professional development and training. Please include at least one letter from an internship supervisor.
- Include a letter of certification from your Internship Training Director that you are in good standing, and they expect you to matriculate on time, in addition to indicating the last day of internship.
- Include a brief statement regarding the status of your dissertation or research project and expected graduation date from your graduate school program.
- Include graduate transcripts.

DATES TO REMEMBER

- Application materials due: **no later than 5pm MST on December 8, 2024**
- Interviews of candidates: January 2025
- Offers Extended: Per Common Hold Date (CHD) recommendations, offers to the top candidates will be extended in mid-January, the CHD is February 24, 2025 (in coordination with APPIC notification guidelines).

For questions about the postdoctoral fellowship or about the VASLCHCS, please contact:

Christine Rosner, Ph.D.
Psychology Postdoctoral Fellowship Program Co-Director
Substance Abuse Residential Rehabilitation Treatment Program (SARRTP) (116S)
VA Salt Lake City Health Care System
500 Foothill Blvd.
Salt Lake City, UT 84148

APPLICATION EVALUATION

Each set of 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. As detailed below, we are committed to recruiting diverse trainees and opening opportunities for those from marginalized backgrounds.

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 early- to mid-January, but this can vary based on the schedules of applicants. In addition to being interviewed by members of the Selection Committee, applicants will have the opportunity to meet with current fellows and staff members. Video or telephone interviews are available for applicants who are unable to attend in person and may be the primary modality used given COVID-19 guidelines.

Following all interviews, the Selection Committee will meet to identify the top candidate and alternates for the postdoctoral position. 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 fellowship recruitment and notification procedures.

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 2019 census, Salt Lake City has a population of 200,567. 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, and beautiful shopping malls. 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 and Utah Royals. 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.



ADDICTION TREATMENT SERVICES PSYCHOLOGY STAFF

Heather Black, Psy.D. (she/her/hers)

Training background: PsyD, Azusa Pacific University, California

Predoctoral Internship: VA Salt Lake City Health Care System

Current Position: SARRTP Program Manager

Areas of interest/expertise: Motivational Interviewing, CPT, PE, Acceptance and Commitment Therapy, STAIR and co-occurring disorders

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

Training background: Ph.D., Clinical Psychology, University of Detroit, Detroit, MI

Predoctoral Internship: James A Haley VAMC, Tampa, FL

Postdoctoral Fellowship: VA Salt Lake City Health Care System

Current Position: SUD-PTSD Specialist at the VASLCHCS

Areas of interest/expertise: PTSD, Substance Use Disorders, Personality Disorders, Assessment, Evidence Based Treatments, Spirituality

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

Training background: Ph.D., Clinical Psychology, Boston University

Predoctoral Internship: VA Pacific Islands Health Care System

Postdoctoral Fellowship: VA Pacific Islands Health Care System

Current Position: Psychologist with the Substance Abuse Residential Rehabilitation Treatment Program

Areas of interest/expertise: Treatment of Co-Occurring SUD and MH Disorders; Evidence-Based Treatments for PTSD (Cognitive Processing Therapy and Prolonged Exposure); Shame, guilt and moral injury; Psychodiagnostic assessment of trauma and personality

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

Training background: Combined – Integrated Program in Clinical & School Psychology, James Madison University

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

Postdoctoral Fellowship: Yale University School of Medicine

Current Position: Psychologist with the Services for Outpatient Addiction Recovery

Areas of interest/expertise: Co-occurring disorders, serious mental illness, homelessness, telehealth, and Dialectical Behavior Therapy

Susan Murphy, Ph.D. (she/her/hers)

Training background: Ph.D., Counseling Psychology, University of Texas at Austin

Predoctoral Internship: VA Salt Lake City Health Care System

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

Current Position: Psychologist with Services for Outpatient Addiction Recovery

Areas of interest/expertise: Co-occurring disorders; Harm reduction; Feminist Therapy; Mindfulness-based interventions

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

Training background: Ph.D., American University

Predoctoral Internship: VA Salt Lake City Health Care System

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

Current Position: Staff Psychologist on SARRTP

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

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

Training background: Ph.D., Counseling Psychology, Texas A&M University

Predoctoral Internship: VA Salt Lake City Health Care System

Current Position: Psychologist, Substance Abuse Residential Rehabilitation Treatment Program (SARRTP); Co-Director, Clinical Psychology Postdoctoral Fellowship Addiction Treatment Track

Areas of interest/expertise Co-occurring disorders; Tobacco Cessation; Relapse Prevention; Evidence-Based Treatments for PTSD; Insight-Oriented and Psychodynamic Psychotherapies

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

Training background: Ph.D., Counseling Psychology, University of Northern Colorado

Predoctoral Internship: VA Salt Lake City Health Care System

Postdoctoral Training: EDCare Denver

Current Position: Psychologist with the SOAR Outpatient Addiction Treatment team

Areas of interest/expertise: Treatment of Substance and Process Addictions (i.e., Gambling, Sex and Pornography), Co-Occurring SUD and MH Disorders; Evidence-Based Treatments for PTSD (EMDR, CPT, PE, STAIR), Whole Health/Mindfulness-Based Treatment, ACT and Psychodynamic Psychotherapies.