Health Service Psychology Internship Program
Welcome to the Pensacola Joint Ambulatory Care Center (JACC) Psychology Internship Program! Our training program is a part of the Gulf Coast Veterans Health Care System and is a recently awarded health services psychology doctoral internship program, located in Pensacola, Florida. We have been granted continuous funding through the VA Office of Academic Affairs (OAA). We are currently in our second year of training and are excited to announce that the JACC continues to have three funded Psychology Intern positions for 2018-2019.

Introduction

The Internship seeks candidates from APA-accredited programs in clinical and counseling psychology. Our program is an interprofessional training program, providing training opportunities working collaboratively with trainees and faculty from various mental health disciplines, including social work and pharmacy. The internship is generalist in nature and is a twelve-month, full-time, internship. The anticipated start date is July 23, 2018.

Accreditation Status

The doctoral internship at the Pensacola Joint Ambulatory Care Center is currently not APA-accredited. Graduates will be eligible for VA postdoctoral fellowships and VA employment as this internship is a new program sanctioned by the VHA Central Office Program Director for Psychology and the VHA Central Office of Academic Affiliations.

The JACC Internship Program is an active APPIC member.

MATCH NUMBER: 2374

Facility/Location Description

Joint Ambulatory Care Center (JACC): Located in Pensacola, FL, the JACC is an integral part of the Gulf Coast VA Healthcare System, which spans from Biloxi, MS, through Mobile, AL, and outwards to Panama City, FL. One of the nation’s largest outpatient clinics, the JACC is coined a “Super CBOC” and maintains a workload equivalent to the main medical center in Biloxi. Providing state-of-the-art primary care and outpatient mental health services to Veterans and their families, the JACC is located adjacent to the Pensacola Naval Hospital, 6 miles from downtown Pensacola, approximately 35 miles from the Naval Air Station, and serves a growing population of rural and underserved Veterans residing in Pensacola and surrounding areas.
In keeping with the VA mission to provide state-of-the-art training to future health care providers, the JACC was awarded a grant for a new interprofessional internship program in August 2015, with continuous funding beginning with the 2016-2017 training year. Since that inaugural training year, our funded positions have remained filled.

Diversity Statement

The Department of Veterans Affairs and the Gulf Coast Veterans Health Care System is an equal opportunity employer. All applicants receive consideration without regard to race, religion, color, sexual or gender orientation, national origin, non-disqualifying mental or physical disability, age, sex, political affiliation, or any other non-merit factor.

Training staff recognize the impact of various aspects of diversity across all levels of psychological theory, research, practice, and education. We believe that a diverse training faculty and incoming intern cohort help to demonstrate the importance of, and our commitment to, diversity. We seek both staff and interns who share this commitment and are supportive of a welcome work and training environment. We believe that diversity may be represented by race, ethnicity, sexual orientation, age, disability, culture, and gender identification, as well as through diverse theoretical orientations, cultural experiences, and other factors that may not traditionally be recognized for their potential impact on self-identification, therapeutic style, and professional development.

The JACC Internship Program welcomes members of underrepresented groups and encourages them to apply for positions. The training staff strives to provide a safe and encouraging environment for the exploration of multicultural and diversity issues.

Application and Selection Procedures

All Interns are selected via the APPIC Match process. Please note that we do require supplemental information (asterisked below). Only applications received via APPIC’s online selection portal from applicants in the APA accredited psychology doctoral training programs will be considered. Application materials (AAPIC) are located on the APPIC website. Along with the completed AAPIC, applicants should submit the following:

- Verification of your APPI by your doctoral program (DCT)
- Cover letter that details your career goals and interests
- A curriculum vita
- Three letters of recommendation (at least 2 from a supervisor familiar with your clinical work)
- Official transcripts from all programs of graduate study in psychology
- *An additional essay discussing a wide-reaching and recent (within the past two years) event that is well-known to the public. This essay should focus on how this event affected you at a personal level, how it subsequently influenced your professional perspective and clinical work, and any growth you experienced as a result of the event. Please limit this essay to no longer than 3 double-spaced pages.
Applications should be submitted no later than midnight CST, December 10, 2017, for consideration.

The Director of Training will review all completed applications submitted by the deadline and make preliminary decisions based primarily on therapy and assessment experience. To receive full consideration, all applicants should have a minimum of 400 supervised doctoral-level therapy hours and experience with both cognitive and personality assessment, as well as with integrated report writing. The training program faculty will then review all applications that meet these requirements and use a standard rubric for rating the materials submitted by each qualified applicant. Once ranked, recommendations will be made to the Director of Training, who makes the final decision regarding offer of an interview. Applicants will be notified regarding whether or not they have been invited to interview. The JACC Internship Program will be offering Skype/telephone interviews for highly qualified candidates. Interviews will be conducted beginning in mid-January, 2017.

For questions about the application process or the training program, please contact the Director of Training at candace.drake@va.gov

Selection Criteria

Eligibility Requirements for all VA Programs:

1. U.S. citizenship. VA is unable to consider applications from anyone who is not currently a U.S. citizen. Verification of citizenship is required following selection. All interns and fellows must complete a Certification of Citizenship in the United States prior to beginning VA training.

2. A male applicant born after 12/31/1959 must have registered for the draft by age 26 to be eligible for any US government employment, including selection as a paid VA trainee. Male applicants must sign a pre-appointment Certification Statement for Selective Service Registration before they can be processed into a training program. Exceptions can be granted only by the US Office of Personnel Management; exceptions are very rarely granted.

3. Interns and Fellows are subject to fingerprinting and background checks. Match result and selection decisions are contingent on passing these screens.

Eligibility Requirements for all VA Internships:

1. Doctoral student in good standing at an American Psychological Association (APA) or Canadian Psychological Association (CPA) accredited graduate program in Clinical, Counseling, or Combined psychology or Psychological Clinical Science Accreditation System (PCSAS) accredited program in Clinical Science. Persons with a doctorate in another area of psychology who meet the APA or CPA criteria for respecialization training in Clinical, Counseling, or Combined Psychology are also eligible.
2. Approved for internship status by graduate program training director.

**Required Practicum Hours for JACC Internship**: Minimum of 400 supervised doctoral-level therapy hours.

**Stipend/Benefits**

**Stipend**: Interns receive a competitive stipend paid in 26 biweekly installments. VA internship stipends are locality adjusted to reflect different relative costs in different geographical areas. Currently, the stipend for the JACC Internship program is $24,043.00 annually.

**Benefits**: Internship appointments are for 2080 hours, which is full time for a one year period. Start dates for the internships range from June 17 to September 1, with the specific start date determined by the individual program. VA interns are eligible for health insurance (for self, spouse, and legal dependents) and for life insurance, just as are regular employees. With the recent Supreme Court decision, health benefits are now available to legally married same-sex partners. However, unmarried partners of either sex are not eligible for health benefits.

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

**Authorized Absence**: According to VA Handbook 5011, Part III, Chapter 2, Section 12, employees, including trainees, may be given authorized absence without charge to leave when the activity is considered to be of substantial benefit to VA in accomplishing its general mission or one of its specific functions, such as education and training. Application of this policy varies from site to site, so questions for a specific program must be directed to the Training Director.

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

**Program Goals & Objectives**

The primary objective of our training program is to provide comprehensive doctoral internship training that prepares the psychology trainee with intermediate to advanced competencies in Professional Psychology. Generalist skills and competencies will be developed via multiple and varied clinical emphasis areas (i.e. rotations) and didactic education. Prior to each rotation, interns will be provided with rotation-specific goals and objectives that are reflected in our evaluation form. At conclusion of the internship year, interns are expected to have met passing criteria in all competency domains and be able to fully function at the next stage of their career. The primary aim of our internship
program is for interns to be prepared for and competitive in obtaining either postdoctoral training or entry-level positions, particularly in VA Medical Centers.

More specifically, training objectives of the JACC Psychology Internship Program include 1) growth in knowledge and generalized competence, 2) sensitivity to cultural and individual diversity, 3) appreciation of professional diversity, within professional psychology and in regards to other health related disciplines, and 4) preparation for future professional roles.

**Growth in Knowledge and Generalized Competence:** Clinical training and didactics are varied and of a generalist nature. Interns are provided opportunities for a wide range of training experiences and will be fully prepared for the next phase of professional development. This program emphasizes development of a broad range of skills (i.e. personality, cognitive, neuropsychology and psychodiagnostics assessment, psychotherapy, scholarly inquiry, research competence, consultation) with diverse patient populations. Interns are required to spend a minimum of 10 hours per week in face-to-face direct service delivery.

**Sensitivity to Cultural and Individual Diversity:** Interns are actively supported, encouraged, and challenged throughout the internship year to increase their understanding of, and sensitivity to, the cultural and individual diversity of the Veterans we serve, the professionals with whom we work, and within themselves individually. Clinical rotations, didactics, and individual and group supervision provide interns the opportunities to increase and enhance their understanding of diversity. We encourage applications from individuals with a variety of competencies and interests as well as applicants from diverse backgrounds.

**Appreciation of Professional Diversity:** The JACC Psychology Internship Program is designed so that interns have interaction with and supervision by several faculty from an interprofessional training team. Supervision exceeds minimal accreditation requirements. Diversity within the psychology discipline is experienced through training faculty of diverse racial, gender, academic, theoretical, practice, and specialty backgrounds. Additionally, the Internship Program is fully interprofessional, with collaboration, supervision, and mentorship from the disciplines of psychiatry, social work, nursing, and pharmacy. The opportunity to engage with other disciplines on a regular basis leads to enhanced competence as a part of an interprofessional team.

**Preparation for Future Profession Roles:** One of the objectives of the internship program is to facilitate professional growth and set the stage for the intern’s future goals, whether these goals are to be met by continued training in a post-doctoral setting or through employment. Interns will be prepared to assume clinical and research focused professional health care positions wherein they will provide empirically based interventions and likewise contribute to the professional knowledge base.
Training Model and Philosophy

Training is based on the scholar-practitioner model and is collaborative with other mental health disciplines. To achieve the above objectives, interns will engage in clinical rotations, didactics, case conferences, and workshops. Rotations offered provide a generalist training experience, and scheduled weekly didactics is used to supplement clinical training. A monthly diversity seminar that is shared across 10 different VA sites via VTel is a component of these didactics. In addition, workshops on various evidence-based therapies are provided by staff trained and certified in each treatment. Interns will prepare and present a case conference, or Grand Rounds, to their peers and staff. Each of the above components involves interprofessional training.

The interns will not bear sole responsibility for the maintenance of interprofessional relationships or patient care. The JACC internship emphasizes training and as such, each rotation is maintained even when an intern is not present. Supervisors of every rotation will carry a panel of their own patients with whom they engage in interprofessional treatment. It is through this commitment to interprofessional collaboration that the supervisor serves as a model for an independently practicing professional.

Program Structure

The JACC Internship is structured around an interprofessional setting, participating with already established training programs in pharmacy and social work. The training coordinators for these programs work closely with the Director of Training of the psychology internship program to promote an interprofessional curriculum and training experience. The objectives of the interprofessional curriculum (shared didactics, case consultation and grand rounds) and training (co-patient work and cross-supervision) are to develop health care trainees as future interprofessional team members.

Training Rotations

Interns will be encouraged to select rotations that best represent their training priorities, career focus, or interests. Additionally, interns will be given the flexibility to choose to split one rotation selection into two half-time placements, in order to pursue additional interests or continue experience in a previous full-time rotation. Offered rotations at the JACC include General Mental Health (GMH), PTSD Clinical Team (PCT), Health Behavior, Family and Couples, Home Based Primary Care (HBPC, rural focus), Polytrauma (OEF/OIF focus), Neuropsychology, Telemental Health, Research (underserved and marginalized populations), and an administrative rotation. Each of the above rotations emphasizes an interprofessional approach to care, with psychology interns and trainees from other disciplines engaging in co-patient care as well as cross-supervision with training faculty from various disciplines.

Given the breadth of rotation opportunities, interns will be expected to complete at least one full-time rotation in an emphasis area consistent with VHA’s mental health
innovation task force. This requirement will ensure they meet competency goals when working with conditions of special focus. Rotations which will meet this requirement include: GMH, PCT, Health Behavior, HBPC and Poly-Trauma. If the rotation selected to meet this requirement is not GMH, the Intern will also be required to complete at least a half-time rotation in the GMH clinic.

Please refer to Appendix B for a more detailed listing of our anticipated rotations and supervisors.

**Sample Schedule of Rotations Table:**

**Option 1 (basic):**
- July 2017 – November 2017: Rotation A
- November 2017 – March 2018: Rotation B
- March 2018 – July 2018: Rotation C

**Option 2 (with half-time rotations to increase breadth of training experiences):**
- July 2017 – November 2017: Rotation A
- November 2017 – March 2018: Rotation B
- March 2018 – July 2018: Rotation C (half-time) Rotation D (half-time)

**Option 3 (with half-time rotations to increase depth of a specific interest):**
- July 2017 – October 2017: Rotation A
- November 2017 – March 2018: Rotation A continued (half), Rotation B (half)
- March 2018 – July 2018: Rotation C

**Didactics/Seminars**

Interns will participate in a weekly seminar series, led by an interprofessional staff including social work, pharmacy, psychiatry, and mental health nursing. The core curriculum of seminars and educational activities used to supplement clinical training includes content areas of: Diagnostics and Psychopathology, Professional Issues in Psychology, Assessment, Diversity, and Evidence Based Treatments. These EBT seminar is facilitated by training faculty located in both Biloxi and Pensacola and is shared between the two internships via VTel in order to increase exposure to clinicians certified in specific EBTs.

Additionally, the JACC Psychology Internship provides an Interprofessional Case Consultation seminar, in which trainees from psychology, social work, psychiatry and pharmacy present cases in which they are engaging in co-patient work with the opportunity to learn from an interprofessional faculty. Please see appendix A for an example of the Monthly Calendar of Didactic Seminars.
Core Competencies

Interns will be expected to meet competency benchmarks consistent with the Revised Competency Benchmarks (Hatcher, R., Fouad, N. Grus, C., McCutcheon, S.R., Campbell, L., & Leahy, K., 2013. Competency Benchmarks: Practical steps toward a culture of competence. Training and Education in Professional psychology, 7, 84-91). With use of the Benchmarks Evaluation System, an intern’s performance throughout the year can be assessed and tracked in regards to their progress meeting program goals. The JACC internship program has adapted the benchmarks evaluation system to evaluate APA’s Required Profession-Wide Competencies. These nine competencies include a) research, b) ethical and legal standards, c) individual and cultural diversity, d) professional values, attitudes, and behaviors, e) communication and interpersonal skills, f) assessment, g) intervention, h) supervision, and i) consultation and interprofessional/interdisciplinary skills.

Supervision

Supervision is an integral part of the training program and is designed to foster education, professional competence, personal and professional growth, ethical responsibility, and personal integrity. At the beginning of the internship year, the Director of Training reviews the goals of supervision, process of supervision, and characteristics of good supervisors and supervisees. Outlines of this information are provided for each intern to reference during the training year. Supervisors are licensed psychologists who share their knowledge and expertise, model technique and professional behavior, and encourage interns to develop their skills using a variety of assessment/diagnostic, intervention, treatment team consultation, and research methods. Interns are expected to apply critical thinking and contemporary, empirically-based skills to professional, legal, and ethical issues related to the practice of psychology.

As a foundation, Interns receive regularly scheduled supervision for their clinical work. They are scheduled for at least 2.5 hours of individual supervision with their rotation supervisor(s), who are licensed clinical psychologists. Additionally, interns received 1.5 hours of group supervision per week. Therefore, at a minimum, interns receive a total of four hours of scheduled supervision weekly, from a licensed clinical psychologist. In addition to this time, Interns have the opportunity to receive cross-supervision from the interprofessional faculty.

Mentorship

At the beginning of the training year, following the Intern’s selection of their rotation, a year-long mentor is assigned to each Intern. The mentor is a member of the Training Faculty that is not slated to be a rotation supervisor for the Intern. The purpose of mentorship is to provide the Intern an additional source for professional growth that is consistent through the year and without formal evaluation. Typical topics for mentorship include navigating professional development during and past the internship year,
applying for jobs and post-doctoral positions, and any other professional topics that the Intern wishes to discuss outside regularly scheduled supervision.

**Evaluation**

Specific rotation/activity goals and objectives are communicated to interns in writing at the onset of each rotation/activity. Faculty supervisors meet monthly to discuss the progress of interns toward meeting these goals and objectives. At mid-rotation, supervisors and interns are prompted to exchange feedback on the rotation experience and review goals/objectives. Patient and hospital staff feedback are reviewed and integrated into the evaluation of intern progress. At the end of each rotation, interns and their primary supervisors complete formal, written competency evaluations that are forwarded to the Director of Training. The information in these evaluations is used by the DOT to provide ongoing feedback to interns, supervisors, and academic training directors. Typically, evaluation letters are sent to the interns' academic programs at midyear and at the completion of the internship. Successful completion of relevant rotations, seminars, and general activity objectives constitute exit criteria for completion of the program.

**Grievance Procedures**

Normally, problematic behavior or less than satisfactory performance is resolved by the intern and the rotation supervisor. In rare instances, formal remediation is necessary. We have a written due process document which details policies and procedures that are implemented in these cases. These procedures for handling grievances are designed to protect the rights of the student, the supervisor and the training program. You may obtain a copy of this document by sending an e-mail request to Dr. C. Cardin at candace.drake@va.gov

**Pensacola Local Information**

Pensacola, FL is located along the gulf of Mexico in the northwest panhandle of Florida. It provides both tourists and locals the opportunity to experience world-class beaches, outdoor activities, award-winning restaurants, and family friendly festivals and events. Pensacola Beach is located on Santa Rosa Island, one of the longest barrier islands in the world. Given its emerald green water and beautiful sugar white beaches, Pensacola Beach has consistently been rated as one of the world’s top ten beaches.

Pensacola experiences approximately 228 days of sunshine and an overall average temperature of 59° (low) to 77° (high). There are unlimited outdoor opportunities to explore, including activities along the beach such as parasailing, kayaking, snorkeling, scuba diving, scenic/historic adventures at Fort Pickens, dolphin tours, and saltwater fishing. Pensacola also hosts a plethora of award-winning restaurants to appease hungry patrons. From fresh, local seafood to authentic Irish fare, Pensacola has no shortage of great food options.
Other great opportunities in Pensacola include the chance to watch live local sports including a minor league baseball, the Blue Wahoos, and minor league hockey, the Pensacola Ice Flyers. Participation in sports and activities is easily accessible through local park and rec teams, multiple golf courses, running clubs (multiple 5/10K’s, Pensacola Marathon, Ultramarathon), cycling/triathlons, kayaking, etc. Pensacola hosts multiple festivals, concerts, and local events during the summer months and throughout the year. Some highlights include Pensacola Seafood Festival, Bushwacker Festival, Pensacola Craft Beer Festival, Pensacola Interstate Fair, and Frank Brown Songwriters Festival. In addition, live music is offered most nights at many restaurants, Bands on the Beach, and Evenings in Olde Seville Square. Finally, Pensacola provides fun for the whole family, featuring the Naval Aviation Museum, many national and state parks (e.g., Fort Pickens), historic museums, art galleries, kid’s events, Blue Angels air shows, and the Gulf Breeze Zoo. Whether enjoying a relaxing day at the beach, heading out for adventure, indulging in some of the local fare, or taking part in one of the numerous concerts, festivals, and events, Pensacola is a great place to live and work.
## Appendix A

**Monthly Schedule of Psychology Training and Staff Meetings**  
*(All seminars and meetings are held in Kilo, Room 123, unless otherwise specified)*

### All Thursdays

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Instructor/Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:55</td>
<td>Interprofessional Case Consultation</td>
<td><em>(Interprofessional Faculty)</em></td>
</tr>
<tr>
<td>9:00-9:30</td>
<td>General Program Supervision</td>
<td><em>(DOT)</em></td>
</tr>
</tbody>
</table>

### 1st, 2nd, and 5th Thursdays

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Instructor/Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30-10:25</td>
<td>Psychopathology and Diagnostics</td>
<td><em>(Dr. C. Cardin)</em></td>
</tr>
<tr>
<td>10:30-11:25</td>
<td>Professional Issues in Psychology</td>
<td><em>(Various Training Faculty)</em></td>
</tr>
<tr>
<td>11:30-1:00</td>
<td>Intern Peer Consultation and Lunch</td>
<td><em>(All Interns attend)</em></td>
</tr>
<tr>
<td>1:00-2:00</td>
<td>Psychological Assessment</td>
<td><em>(Dr. Proto)</em></td>
</tr>
<tr>
<td>2:00-4:30</td>
<td>Scholarly Research Time</td>
<td><em>(Interns)</em></td>
</tr>
</tbody>
</table>

### 3rd Thursdays

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Instructor/Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30-11:30</td>
<td>Evidence Based Practices (VTel)</td>
<td><em>(Various Training Faculty)</em></td>
</tr>
<tr>
<td>11:30-12:30</td>
<td>Intern Peer Consultation and Lunch</td>
<td><em>(All Interns attend)</em></td>
</tr>
<tr>
<td>12:30-1:30</td>
<td>Psychological Assessment</td>
<td><em>(Dr. Proto)</em></td>
</tr>
<tr>
<td>1:30-2:30</td>
<td>Training Faculty Meeting</td>
<td><em>(All interns attend)</em></td>
</tr>
<tr>
<td>2:30-3:30</td>
<td>Psychology Staff Meeting</td>
<td><em>(Interns excused)</em></td>
</tr>
<tr>
<td>3:30-4:30</td>
<td>Intern Grand Rounds</td>
<td><em>(All interns attend)</em></td>
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### 4th Thursdays

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<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Instructor/Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30–11:00</td>
<td>Basic Research Design, Methods, &amp; Statistics</td>
<td><em>(Dr. S. Cardin)</em></td>
</tr>
<tr>
<td>11:30-1:00:</td>
<td>Intern Peer Consultation and Lunch</td>
<td><em>(All Interns attend)</em></td>
</tr>
<tr>
<td>1:00-2:00</td>
<td>JACC Training Day</td>
<td><em>(Facility wide)</em></td>
</tr>
<tr>
<td>2:00-4:00</td>
<td>Supervision of Supervision</td>
<td><em>(Training Faculty only)</em></td>
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### Diversity Wednesdays (2nd Wednesdays of the Month)

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Instructor/Department</th>
</tr>
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<tbody>
<tr>
<td>12:00-1:00</td>
<td>(VTel with other VA Sites)</td>
<td><em>(Required intern attendance)</em></td>
</tr>
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Appendix B

Currently Offered Rotations and Supervisors

PCT (Candace Cardin, PsyD and Terry Sovinsky, LISW)
The Post-Traumatic Stress Disorder Clinical Team (PCT) is currently comprised of psychology and social work. Trainees from either discipline are invited to select the PCT as one of their training experiences. Both individual and group treatment are available on the PCT rotation, with an emphasis on evidence-based treatments. One of the unique components of this rotation is the chance for a social work trainee and a psychology intern to co-facilitate the Image Rehearsal Therapy (IRT) for Nightmares group, supervised by Dr. Cardin. Cross-supervision is also available as both Dr. Cardin and Mr. Sovinsky have been trained in PE and CPT. In addition to the treatment of Veterans, trainees meet weekly with Dr. Cardin and Mr. Sovinsky to discuss new referrals from general mental health. During this time, thorough chart reviews are conducted and discussion of the referred Veteran's previous treatment history is examined. Trainees will conduct PTSD evaluations of any newly accepted referrals and treatment planning will be discussed in the weekly interprofessional meeting.

Administrative (Candace Cardin, PsyD, Director of Training):
Interns may elect this half-time rotation with approval of the Director of Training and the Behavioral Health Program Manager. The administrative rotation is a unique experience that would provide the intern an opportunity to experience interprofessional Program Leadership from many facets. Training goals include providing the intern with a practical, hands on experience in leading an interprofessional treatment team meeting, shadowing the supervisor at upper level management meetings within Behavioral Health, attendance at meetings with Program Managers from other services in a “Super Large CBOC” setting, and management of individual meetings with multidisciplinary providers. Additionally, the intern will gain knowledge and experience in general VA administration procedures related to clinical matters. Examples include issues in direct supervision within a multidisciplinary staff, use of data management in regards to national metrics, labor mapping, time and leave, and clinical productivity, and general administration of mental health programs.

Behavioral Medicine (Kellee Porter, PhD and Tiffani Krzywda, PharmD)
The Behavioral Medicine (BMed) rotation emphasizes use of the biopsychosocial perspective in prevention and treatment of health-related conditions. Rotation goals include maximizing the physical and psychological functioning of individuals through health promotion programs, individual goal-oriented treatment, and group psychoeducational programs. Additionally, the psychology supervisor for this rotation is the Health Behavior Coordinator of the Gulf Coast VA System, offering interns the unique chance to learn about development and implementation of these programs and other health-related trainings.

This rotation is rich in interprofessional experiences. On this rotation, the intern will interact with trainees from both social work and pharmacy. Dr. Porter helps facilitate the
MOVE! group, a national weight management program designed by the VA National Center for Health Promotion and Disease Prevention. Along with Dr. Porter, this group is led by nutritionists and kinesiotherapists. Interns will gain knowledge of these disciplines’ contributions to whole person health.

Involvement in health evaluations, such as transplant and bariatric evaluations, is another focus of this rotation. These evaluations require that the intern incorporate information about the Veteran from several disciplines and consult frequently. Interprofessional training in the Diabetes Clinic under the supervision of Dr. Krzywda is also available. Interns may co-facilitate the Diabetes Education Class with pharmacy trainees. Individual work with these Veterans will include interventions geared toward decreasing their risk for depression, a common co-morbid diagnosis with this population.

Experiences are also available in learning CBT-I, of which Dr. Porter is trained and certified. Interns will learn both the individual and group delivery of this treatment. In addition to CBT-I, Dr. Porter is certified in ACT and MI and provides presentations and training across the hospital teaching these skills to other disciplines. The intern will be able to both learn and use these treatments, as well as work with Dr. Porter in disseminating this education across the Gulf Coast VA System.

Another unique opportunity on this rotation is the intern’s ability to learn in and engage in Tai Chi for Better Balance with Older Adult Veterans and Veterans designated as a fall risk. This class is led by Dr. Porter and occurs twice weekly.

**Polytrauma (Rebecca Temple, PhD)**
Interns on the Polytrauma rotation train as members of an interprofessional team consisting of the full complement of rehabilitation professionals (e.g. physicians, nurses, speech pathologists, occupational therapists, physical therapist, kinesiotherapists, and social workers). A special focus of this rotation is with Veterans returning from OEF/OIF/OND. Interns will participate in a full day in the Traumatic Brain Injury (TBI) clinic, where they will be trained and supervised in the evaluation of TBI. They will present their findings to the interprofessional team and collaborate with the team to formulate a comprehensive plan of care, which will be implemented on remaining rotation days with the identified Veterans. Interns will participate in psychotherapeutic and behavioral interventions and may also provide education, support, and intervention to family members. Co-sharing of patient care will occur with social work and pharmacy trainees.

**Home Based Primary Care (Jay St. Amant, PhD)**
The Home Based Primary Care Psychology (HBPC) rotation is an amalgam of health and geriatric psychology provided in the Veteran's home. On this rotation, the Veteran's environment guides intervention. Alongside social work and pharmacy trainees, interns will work with the family, neighborhood and church friends, nursing services, home health, dieticians, occupational health, chaplaincy, and primary care physicians. This
places Psychology in a unique position to ensure that a Veteran's entire surroundings are modified to promote lasting change.

On occasion, interns will have the opportunity to work with a Veteran approaching the end of his or her life. The intern will be trained in assessing the psychosocial needs of the dying Veteran, family, and caregivers. Psychosocial needs may include processing with the Veteran his or her cultural, spiritual, and existential concerns. Assessment opportunities include training in financial, healthcare, driving, and independent living capacity evaluations. Interns may conduct diagnostic assessments for PTSD, MDD, GAD, dementia, etc. It is not uncommon for the intern to assess whether the Veteran's physical disease or treatment of the disease is impacting his or her emotional distress and/or cognitive impairment. Interns will co-share their caseload with social work and pharmacy trainees and receive cross-supervision from these disciplines.

**General Mental Health (Scott Cardin, PhD)**
The General Mental Health rotation is multidisciplinary and provides opportunity for interprofessional training. The clinic is staffed by psychologists, psychiatrists, nurse practitioners, social workers, nurses, and chaplains. It is an open clinic, which means that it accepts consults and referrals from all services throughout the hospital. Interns on this rotation will have the opportunity to provide a wide range of mental health services, as well as coordination of patient care across the facility. Some of the frequently presenting clinical issues and diagnoses include PTSD, depression, substance disorders, insomnia, and schizophrenia and other psychotic disorders. Comorbidity is present in most patients treated within this clinic, which provides an even broader and more diverse exposure for interns.

On this rotation, interns will provide traditional psychological services such as individual and group psychotherapy. Additionally, they will assess for patient needs for medical management of symptoms, which requires consultation and coordination of services with neurology, psychiatry, the Traumatic Brain Injury (TBI) clinic, health behavior, PTSD Intensive Outpatient Program, Mental Health Rehabilitation and Recovery Treatment Program (MHRRTTP), and other interfacility treatment programs such as the Military Sexual Trauma (MST) program at Bay Pines VA or various PTSD treatment programs located around the country.

Interns and social work trainees will work alongside each other in the facilitation of various groups. Cross-supervision will occur for both disciplines. Both individual and group V-Tel therapy is utilized in this clinic.

**Family and Couples (Paul Brala, PhD)**
Consistent with the VA’s emerging commitment to treating couples and family, this rotation offers a range of services that includes brief family consultations, couples and family therapy from a structural, integrative behavioral, and emotionally focused perspective, and family psychoeducation. As it is likely that a Veteran seeking couples therapy may also attend her/his own individual therapy, co-patient work with social work trainees and cross-supervision is anticipated. In addition to direct patient contact,
Interns on this rotation will be provided with comprehensive readings in couples and family therapy to provide solid conceptual and practical foundations, and to thereby facilitate their understanding of these therapy types/processes.

**Neuropsychology (Daniel Proto, PhD)**
The Neuropsychology rotation offers experiences in a variety of clinical and related administrative capacities. As Neuropsychology at the JACC exists to serve the entire facility rather than a single service, interns have the potential to be exposed to a wide variety of patient populations and suspected neurocognitive disorders. The most frequently encountered conditions include cerebrovascular disease, various neurodegenerative conditions (e.g., Alzheimer’s disease, frontotemporal dementia, dementia with Lewy bodies), ADHD, traumatic brain injury, and a wide range of medical and mental health diagnoses. Less-common but occasionally encountered possibilities include seizure disorders, movement disorders, autoimmune disorders, and non-ADHD neurodevelopmental disorders (e.g., learning and autism spectrum disorders). Interns will have the opportunity to conduct thorough neuropsychological evaluations for the purposes of diagnostic clarification, capacity determination, and treatment guidance, and will receive instruction and supervision in pertinent areas, including test administration and scoring, psychometric principles, malingering and symptom exaggeration, and brain-behavioral relationships/neuroanatomy. Interns will also receive training in neuropsychological report writing and its practical applications, will have opportunities to participate in interprofessional weekly Interdisciplinary Team meetings, and will provide feedback directly to patients and, as appropriate, providers from various other disciplines (e.g., primary care, neurology, speech pathology).

**Research – Half Time Rotation (Scott Cardin, PhD, Director of Rural Mental Health Postdoctoral Fellowship & Interprofessional Fellowship)**
This is a half-time rotation focusing on training interns on issues related to hospital research, Quality Improvement, Program Evaluation, and clinical evaluation processes and procedures. Upon starting this rotation, interns will complete IRB required research and ethics trainings. Interns will collaboratively determine a rotation goal, which could range in scope from simply learning how to navigate hospital research/evaluation procedures to writing a research proposal or working on ongoing research projects. This rotation is designed to assist in early career development for those interns identifying research as a future career endeavor. Additionally, interns completing this rotation will gain knowledge in how to evaluate clinical outcomes, a skill which is critical in provision of quality care. The supervisor for this rotation has active research projects, focusing on telehealth work and issues limited access to care for rurally living Veterans.