



**Gulf Coast Veterans Health Care System  
Joint Ambulatory Care Center  
Pensacola, Florida**



**Health Service Psychology  
Internship Program**

# Psychology Doctoral Internship Training Program

Gulf Coast Veterans Health Care Center  
Joint Ambulatory Care Center, Kilo Section  
790 Veterans Way, Pensacola, FL 32507

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 Affiliations (OAA). We are currently in our fourth year of training and are excited to announce that the JACC will have **three** funded Psychology Intern positions for 2020-2021.

## **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 and affiliated 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 August 3, 2020.

## **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. This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant.

**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 funding beginning with the 2016-2017 training year. We will be recruiting our fourth internship class for the 2020-2021 training year.

### **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. Only applications received via APPIC's online selection portal from applicants in APA accredited psychology doctoral training programs will be considered. Application materials (AAPI) are located on the APPIC website. Along with the completed AAPI, 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

**Applications should be submitted no later than 11:39 pm CST, December 13, 2020, 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 by early January, 2020. The JACC Internship Program will be offering video teleconferencing or telephone interviews for highly qualified candidates. Interviews will be conducted beginning in mid-January, 2020.

**For questions about the application process or the training program, please contact the Director of Training at [daniel.proto2@va.gov](mailto:daniel.proto2@va.gov)**

### **Selection Criteria and Requirements (VA-wide)**

The Department of Veterans Affairs (VA) adheres to all Equal Employment Opportunity and Affirmative Action policies. As a Veterans Health Administration (VHA) Health Professions Trainee (HPT), you will receive a Federal appointment, and the following requirements will apply prior to that appointment.

1. **U.S. Citizenship.** HPTs who receive a direct stipend (pay) must be U.S. citizens. Trainees who are not VA paid (without compensation-WOC) who are not U.S. citizens may be appointed and must provide current immigrant, non-immigrant or exchange visitor documents.
2. **U.S. Social Security Number.** All VA appointees must have a U.S. social security number (SSN) prior to beginning the pre-employment, on-boarding process at the VA.
3. **Selective Service Registration.** Male applicants born after 12/31/1959 must have registered for the Selective Service by age 26 to be eligible for U.S. government employment, including selection as a paid or WOC VA trainee. For additional information about the Selective Service System, and to register or to check your registration status visit <https://www.sss.gov/>. Anyone who was required to register but did not register before the age of 26 will need to apply for a Status Information Letter (SIL) and request a waiver. Waivers are rare and requests will be reviewed on a case by case basis by the VA Office of Human Resources Management. This process can take up to six months for a verdict.
4. **Fingerprint Screening and Background Investigation.** All HPTs will be fingerprinted and undergo screenings and background investigations. Additional details about the required background checks can be found at the following website: <http://www.archives.gov/federal-register/codification/executive-order/10450.html>.
5. **Drug Testing.** Per Executive Order 12564, the VA strives to be a Drug-Free Workplace. HPTs are not drug-tested prior to appointment, however are subject to random drug testing

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throughout the entire VA appointment period. You will be asked to sign an acknowledgement form stating you are aware of this practice. See item 8 below.

6. **Affiliation Agreement.** To ensure shared responsibility between an academic program and the VA there must be a current and fully executed Academic Affiliation Agreement on file with the VHA Office of Academic Affiliations (OAA). The affiliation agreement delineates the duties of VA and the affiliated institution. Most APA-accredited doctoral programs have an agreement on file. More information about this document can be found at <https://www.va.gov/oaa/agreements.asp> (see section on psychology internships). Post-degree programs typically will not have an affiliation agreement, as the HPT is no longer enrolled in an academic program and the program is VA sponsored.

7. **TQCVL.** To streamline on-boarding of HPTs, VHA Office of Academic Affiliations requires completion of a Trainee Qualifications and Credentials Verification Letter (TQCVL). An Educational Official at the Affiliate must complete and sign this letter. For post-graduate programs where an affiliate is not the program sponsor, this process must be completed by the VA Training Director. Your VA appointment cannot happen until the TQCVL is submitted and signed by senior leadership from the VA facility. For more information about this document, please visit <https://www.va.gov/OAA/TQCVL.asp>

a. **Health Requirements.** Among other things, the TQCVL confirms that you, the trainee, are fit to perform the essential functions (physical and mental) of the training program and immunized following current Center for Disease Control (CDC) guidelines and VHA policy. This protects you, other employees and patients while working in a healthcare facility. Required are annual tuberculosis screening, Hepatitis B vaccine as well as annual influenza vaccine. *Declinations are EXTREMELY rare.* If you decline the flu vaccine you will be required to wear a mask while in patient care areas of the VA.

b. **Primary source verification of all prior education and training** is certified via the TQCVL. Training and Program Directors will be contacting the appropriate institutions to ensure you have the appropriate qualifications and credentials as required by the admission criteria of the training program in which you are enrolled.

8. **Additional On-boarding Forms.** Additional pre-employment forms include the Application for Health Professions Trainees (VA 10-2850D) and the Declaration for Federal Employment (OF 306). These documents and others are available online for review at <https://www.va.gov/oaa/app-forms.asp>. Falsifying any answer on these required Federal documents will result in the inability to appoint or immediate dismissal from the training program.

9. **Proof of Identity per VA.** VA on-boarding requires presentation of two source documents (IDs). Documents must be unexpired and names on both documents must match. For more information visit: <https://www.oit.va.gov/programs/piv/media/docs/IDMatrix.pdf>

#### **Additional information regarding eligibility requirements (with hyperlinks)**

- Trainees receive term employee appointments and must meet eligibility requirements for appointment as outlined in VA Handbook 5005 Staffing, Part II, Section B. Appointment Requirements and Determinations.

[https://www.va.gov/vapubs/viewPublication.asp?Pub\\_ID=646&FType=2](https://www.va.gov/vapubs/viewPublication.asp?Pub_ID=646&FType=2)

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- Selective Service website where the requirements, benefits and penalties of registering vs. not registering are outlined: <https://www.sss.gov/Registration/Why-Register/Benefits-and-Penalties>

**Additional specific suitability information from Title 5 (referenced in VHA Handbook 5005):**

**(b) Specific factors.** In determining whether a person is suitable for Federal employment, only the following factors will be considered a basis for finding a person unsuitable and taking a suitability action:

- (1)** Misconduct or negligence in employment;
- (2)** Criminal or dishonest conduct;
- (3)** Material, intentional false statement, or deception or fraud in examination or appointment;
- (4)** Refusal to furnish testimony as required by § 5.4 of this chapter;
- (5)** Alcohol abuse, without evidence of substantial rehabilitation, of a nature and duration that suggests that the applicant or appointee would be prevented from performing the duties of the position in question, or would constitute a direct threat to the property or safety of the applicant or appointee or others;
- (6)** Illegal use of narcotics, drugs, or other controlled substances without evidence of substantial rehabilitation;
- (7)** Knowing and willful engagement in acts or activities designed to overthrow the U.S. Government by force; and
- (8)** Any statutory or regulatory bar which prevents the lawful employment of the person involved in the position in question.

**(c) Additional considerations.** OPM and agencies must consider any of the following additional considerations to the extent OPM or the relevant agency, in its sole discretion, deems any of them pertinent to the individual case:

- (1)** The nature of the position for which the person is applying or in which the person is employed;
- (2)** The nature and seriousness of the conduct;
- (3)** The circumstances surrounding the conduct;
- (4)** The recency of the conduct;
- (5)** The age of the person involved at the time of the conduct;
- (6)** Contributing societal conditions; and
- (7)** The absence or presence of rehabilitation or efforts toward rehabilitation.

**Eligibility Requirements for all VA Internships:**

1. Doctoral student in good standing at an American Psychological Association (APA), 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.
3. For further information, see: <https://www.psychologytraining.va.gov/eligibility.asp>

**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 \$26,166.00 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 pre-doctoral internship training that prepares the intern with intermediate to advanced competencies in Professional Psychology. Generalist skills and competencies will be developed via multiple 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 the 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 program is for interns to be prepared and competitive for advanced postdoctoral training or entry-level positions, particularly in VA Medical Centers.

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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 and research competence; and 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 Interprofessional 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 are used to supplement clinical training. A monthly diversity seminar that is shared across multiple VA sites via V-Tel is a component of these didactics. In addition, workshops on various evidence-



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based therapies (e.g. ACT, CBT for Insomnia, Motivational Interviewing) are provided by staff trained and certified in each treatment. Interns will prepare and present case conferences, 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, social work, and postdoctoral psychology. 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. All interns are required to complete one full-time, four-month rotation in Neuropsychology to foster competence in assessment, conceptualization, and integrated report writing. Interns will be able to choose two additional full-time, four-month rotations from any of those available. Offered rotations at the JACC include General Mental Health (GMH), Family and Couples, Pain Psychology, and Polytrauma (OEF/OIF focus). 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 and Polytrauma.

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

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## **Sample Training Year Schedule:**

July 2019 – November 2019:	Neuropsychology
November 2019 – March 2020:	Polytrauma
March 2020 – July 2020:	GMH Clinic

### **Didactics/Seminars**

Interns will participate in a weekly seminar series, led by an interprofessional staff including psychology, 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 Practice (EBP). During the EBP seminar, intensive and in-depth training will be provided by faculty certified in selected treatment modalities (e.g., Acceptance and Commitment Therapy, Interpersonal Therapy, Motivational Interviewing) with the goal of preparing interns to directly utilize these interventions with patients.

Additionally, the JACC Psychology Internship provides an Interprofessional Case Consultation seminar, in which trainees from psychology, social work, 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 techniques and professional behavior, and encourage interns to develop their skills using a variety of

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assessment/diagnostic, intervention, consultative, 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 supervisors, who are licensed clinical psychologists. Additionally, interns receive 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 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 selected by each Intern. The mentor is a member of the Training Faculty who is typically 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. Proto at [daniel.proto2@va.gov](mailto:daniel.proto2@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

### Anticipated Monthly Schedule of Psychology Training and Staff Meetings

#### 1<sup>st</sup> Thursdays

8:00-9:00	JACC Group Supervision	<i>(Dr. Proto and Other Staff)</i>
9:00-9:30	Group Supervision with DCT	<i>(Dr. Proto)</i>
9:30-10:30	Professional Issues & Development	<i>(Various Training Faculty)</i>
10:30-11:30	JACC Evidence-Based Practice Seminar	<i>(Dr. Temple)</i>
11:30-1:00	Intern Peer Consultation and Lunch	<i>(All Interns Attend)</i>
2:00-3:00	Shared Research Seminar	<i>(Dr. Proto)</i>

#### 2<sup>nd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> Thursdays

9:00-9:30	Group Supervision with DCT	<i>(Dr. Proto)</i>
9:30-10:30	Psychopathology & Diagnostics	<i>(Dr. Temple)</i>
10:30-11:30	JACC Evidence-Based Practice Seminar	<i>(Dr. Temple)</i>
11:30-1:00	Intern Peer Consultation and Lunch	<i>(All Interns Attend)</i>
1:00-2:00	Interprofessional Treatment Consultation Team (Not on 5 <sup>th</sup> Thursdays)	<i>(Interprofessional Faculty)</i>
2:00-3:00	Training Faculty Meeting (2 <sup>nd</sup> Thursdays Only)	<i>(Interns and Training Faculty)</i>

#### 3<sup>rd</sup> Thursdays

8:00-9:00	JACC Group Supervision	<i>(Dr. Proto and Other Staff)</i>
9:00-11:00	Shared Evidence-Based Practice Seminar	<i>(Various Faculty)</i>
11:00-12:30	Intern Peer Consultation and Lunch	<i>(All Interns Attend)</i>
12:30-1:30	Assessment Seminar	<i>(Dr. Proto)</i>
1:30-2:30	Group Supervision with DCT	<i>(Dr. Proto)</i>
2:30-4:30	Psychology Staff Meeting & Grand Rounds	<i>(Various &amp; Interns)</i>

#### Diversity Wednesdays (2<sup>nd</sup> Wednesdays of the Month)

12:00-1:00	(V-Tel with other VA Sites)	<i>(Required intern attendance)</i>
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## **Appendix B**

### **Currently Offered Rotations and Supervisors**

#### **Polytrauma (Rebecca Temple, Ph.D.)**

Interns on the Polytrauma/Rehabilitation 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, 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.

In addition to the Intern's participation in the program-wide EBP seminar, Interns will also have a unique opportunity to expand their clinical practice by using multiple evidence-based treatments for PTSD such as Prolonged Exposure (PE), Cognitive Processing (CPT), or Skills Training in Affect and Interpersonal Regulation (STAIR). Additional opportunities may also expand the Interns practice in CBT for Chronic Pain (CBT-CP) or knowledge of Biofeedback. They may also provide psychotherapeutic and behavioral interventions as well as provide education, support, and intervention to family members. Co-sharing of patient care will occur with social work and pharmacy trainees. The trainee will also participate in the delivery of group-based CBT for Insomnia (CBT-I). Other group interventions may include HERO, a group-based intervention for Veterans with anxiety and/or depression and related ineffective coping behaviors of excessive eating and/or obesity.

Finally, the trainee will participate in performing psychological assessments based on a variety of referral sources. These can include pre-employment law enforcement evaluations, pre-surgical transplant evaluations, bariatric evaluations, and general psychodiagnostic assessments. The intern will be expected to administer, score, and write reports as well as have a deeper understanding of atypical score constellations as it applies to Veteran or other diverse populations.

#### **Chronic Pain (Gretchen Tyler, Ph.D.)**

The chronic pain rotation involves familiarizing interns with assessment and treatment approaches for chronic pain. Interns will learn of current theories and research into chronic pain, will review and conceptualize patients from a biopsychosocial perspective, and will become familiar with current treatment modalities including CBT, ACT, relaxation and breathing training, and mindfulness meditation. Interns will also learn about the uses and common side-effects of the medications most often prescribed for pain (e.g., opioids) and associated mental health conditions (e.g., antidepressant medicines, anxiolytics). Finally, interns will learn about common assessment tools in chronic pain, will conduct pain screenings and in-depth evaluations, and will learn to conduct pre-operative psychological screening evaluations for spinal cord stimulator placement in a timely manner.

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To foster interprofessional development, interns will attend and contribute to Pain Clinic Team meetings, and will collaborate with team members for patient care. They will also learn of other treatment modalities offered by Pain Clinics, such as chiropractic care and acupuncture. In so doing, trainees will create and sustain therapeutically-sound patient relationships to convey psychoeducation and treatment information.

### **General Mental Health (Drake Miller, Psy.D.)**

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 clinic. 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, 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 (MHR RTP), 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.

### **Family and Couples (Paul Brala, Ph.D.)**

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 system, 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, Ph.D.) – Required Rotation**

The Neuropsychology rotation offers experiences in a variety of outpatient clinical and related administrative capacities. As Neuropsychology at the JACC fields referrals from the entire facility, as well as from the Mobile, Eglin, and Panama City CBOC locations, interns have the potential to be exposed to a wide variety of patient populations and neurocognitive disorders. The most frequently encountered conditions include cerebrovascular disease and stroke, 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 conditions include seizure disorders, movement disorders, autoimmune disorders, normal pressure hydrocephalus, and history of neoplastic disease. Interns will have the opportunity to conduct thorough neuropsychological assessments for the purposes of diagnostic clarification, capacity evaluation, and

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treatment guidance, and will receive instruction and supervision in pertinent areas, including test administration and scoring, psychometric principles, validity and symptom exaggeration, and brain-behavioral relationships/neuroanatomy. Interns will also receive training in neuropsychological report writing, will provide feedback directly to patients and families, and, will typically consult with providers from other disciplines (e.g., primary care, social work, psychiatry).