



Psychology Internship Program

VA Los Angeles Ambulatory Care Center

Psychology Service

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Phone: (213)253-2677

supplemental website:

<http://www.losangeles.va.gov/documents/LAACC-Supplemental-Form.pdf>

MATCH PROGRAM NUMBER 113911

Applications Due: Nov 3, 2014

Hello Prospective Applicants! Congratulations on achieving this level of your clinical training. We are glad that you are considering completing your training at a VA, and more specifically at our site. We hope the following information will help you get to know our site, our staff, and our unique internship program. Best wishes on your internship application process. There is light at the end of the tunnel!

Accreditation Status

The pre-doctoral internship at the VA Los Angeles Ambulatory Care Center (LAACC) is fully accredited by the Commission on Accreditation (CoA) of the American Psychological Association (APA). We have been continually accredited by APA since 1977 and our most recent accreditation granted us 7 years to be reviewed again in 2018.

CoA is located at 750 First Street, NE, Washington, DC 20002-4242, and their telephone number is 202-336-5979. The next site visit will occur during the training year 2018-2019.

Application & Selection Procedures

Efforts are made to select interns consistent with the mission and values of LAACC and the population that it serves. We look for applicants who have strong academic backgrounds and come from reputable graduate institutions. We appreciate applicants who are well rounded, with good basic training and experience in clinical interviewing, individual and group psychotherapy, and psycho-diagnostic testing. We value applicants with considerable clinical experience (at least 500 AAPI Intervention and 200 Assessment hours) because we have found that interns with little experience can be severely challenged by the variety and intensity of clinical experiences encountered at our clinic. In addition, because we train generalists and interns are exposed to a variety of professional activities in any given day or week, it is helpful when interns have confidence in their clinical ability. Often this confidence comes from prior clinical experience. Lastly, because of the diversity of the patients at our clinic, we encourage applications from graduate programs that provide multi-cultural coursework or "training tracks" and/or experience working with ethnic, social class, and cultural diversity.

The Director of Training must receive completed applications (including all supporting documents) no later than November 3, 2014. Our training staff will review all submitted material and meet to complete our initial application screening. Decisions are made consensually by the training staff. Depending upon the number of applications, approximately 1/2 to 2/3 of our applicants will be informed that they have been rejected by the December 15th deadline. The remaining applicants will be offered an interview (by Dec. 15th) in January of 2015. Interviews are mandatory. We generally offer 4 dates in January for interviews. Approximately 10-12 intern candidates attend each interview date which begins with an overview of our program and then transitions to three 30 minute interviews either with staff or a current intern. Some time is left over at the end for intern candidates to meet with an additional staff person or intern depending upon the intern candidate's interest as well as to attend an internship wrap up question/answer session with the DOT or Assistant DOT.

To be eligible for our program you must have completed at least three years of graduate training in an APA-approved clinical or counseling psychology program, a Master's Degree if one is required by the graduate institution, the dissertation **proposal** defense, and be a U.S. citizen.

As part of our application process, we require the following:

1. The completed on-line APPIC Application for Psychology Internship (AAPI) , see www.appic.org and click "on-line application."
2. Curriculum vitae
3. Three letters of Recommendation
4. Official graduate transcripts
5. One integrated psychodiagnostic testing report (do not send a cognitive testing report). Please delete all identifying patient information. (Please include this sample report via the application portal).

We abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern. We also participate in the APPIC Internship Matching Program. To apply, please register for the Match using the online registration system for the Match on the web-site at www.natmatch.com/psychint. Our program code number is 113911.

Our pre-doctoral internship training program selects four interns annually. In 2013, we were awarded and filled a 5th internship slot for the 2013-2014 training year. We were again able to offer a 5th internship slot for the 2014-2015 training year, a position likely designated for a sub-specialty in Primary Care-Mental Health Integration (PC-MHI). Unlike the other interns, those participating in the PC-MHI sub-specialty will not participate in the Posttraumatic Stress Disorder (PTSD) program at our East Los Angeles Clinic. Even they will not participate in the PTSD rotation, there are numerous other PTSD-related training opportunities, and all five interns will have access to learning evidence-based treatments for PTSD over the course of the training year. There is the possibility that this 5th internship slot will also be available for 2015-2016 training year, however, we will not know for certain until January or February 2015. If you are interested in being considered for this PC MHI sub-specialty / 5th internship slot, please notify the faculty during the internship interview of your interest, and you will be considered if the opportunity is available.

Psychology Setting

LAACC is an ambulatory care facility that provides comprehensive medical and mental health services to its veteran population. The seven full-time and three part-time psychologists on staff coordinate the following mental health programs: General Mental Health, Substance Abuse treatment, Behavioral Medicine, Psychosocial Rehabilitation and Recovery Center (PRRC), Primary Care-Mental Health Integration, and a Posttraumatic Stress Disorder program (i.e., formal PTSD Clinical Team located at our satellite clinic in East Los Angeles). Although there is no formal PTSD program at the downtown clinic (i.e., LAACC), PTSD treatment (and training for interns) is readily available at LAACC.

Our mission is to provide training that prepares interns for the duties typical of a psychologist in a outpatient setting. With this in mind, we provide generalist training in a whole spectrum of outpatient and community mental health services. We offer practical experience, didactic training, and intensive mentoring in order to help our interns master our required competency areas.

The areas that we consider essential to outpatient psychological care include:

- 1) psychodiagnostic assessment
- 2) intake assesement
- 3) psychotherapy (individual and group)
- 4) interdisciplinary liaison skills

- 5) scholarly inquiry
- 6) understanding of legal and ethical concerns
- 7) multicultural knowledge and sensitivity

LAACC also provides practicum training to students in graduate programs across Los Angeles county. Two to three practicum students per year participate in practicum rotations such as the Filipino Veteran's Program and General Mental Health. The Filipino Veteran's practicum is coordinated by Carole Goguen, Psy.D. Kimberly, Newsom, Ph.D., supervises the practicum in General Mental Health.

Training Model and Program Philosophy

We offer a generalist model of training that prepares our interns to “wear many different hats” simultaneously. Training at our clinic is structured very differently from most hospital-based internship programs in which interns rotate through ward assignments or “rotations” where they work with one or two psychologists while learning about a particular type of disorder or treatment method for a period of 3-6 months. During any given week in our program, each intern works closely with all of our training staff, sees a variety of patients with different diagnoses, and uses a variety of treatment methods. Interns will typically conduct 2-4 intake interviews, perform psycho-diagnostic assessments, treat 5-6 individuals, and co-lead 4-5 groups all within one week. Also, in the course of a week, they rotate through our East LA Clinic (ELA) or Primary Care-Mental Health Integration (PC-MHI), Addictive Behaviors Clinic (ABC), Behavioral Medicine Program, Psychosocial Rehabilitation and Recovery Center (PRRC) Program, and General Mental Health Clinic. In all, interns spend about 12 to 14 hours per week engaged in direct patient contact including psychological assessment, intake assessment, individual therapy, and group therapy. This refers to the hours spent in direct patient care while conducting psychotherapy or psychological assessments. This does not include supervision, chart review, writing progress notes or reports, consultation with other disciplines, or scoring/interpreting test data. While being immersed in a variety of activities, interns also receive didactic training and supervision from several staff members. Our internship provides training according to a practitioner-scientist model.

Our program offers a supervision-rich atmosphere, and staff members take supervision very seriously. Students are exposed to a variety of styles supervision orientations including: Cognitive-Behavioral, Psychodynamic, Acceptance-based, Interpersonal, and Experiential. While supervision styles vary as do theoretical orientations, the supervision is regularly regarded by interns as very strong.

As for our philosophy, interns are highly regarded by the psychology training staff as well as by other staff from a variety of other disciplines and departments. The patients view the interns as professionals. We also believe that training is best provided through good working relationships. We work beside our interns every day. In this way, staff members serve as interns' model and mentor. While they are on internship, we support interns as independent practitioners while embracing them with support though numerous opportunities for supervision as well as a variety of experiences to learn, adapt, and excel as mental health practitioners. Our goal is to help interns attain the competence and confidence they will need to work as psychologists in typical outpatient treatment settings anywhere in the country by providing them with numerous diverse clinical experiences common to outpatient treatment settings. We also know that we are successful in this mission because we have hired a number of our own interns who have adapted very well to their professional roles right from the beginning.

Program Goals & Objectives

Our internship program has very clear goals. These are both general and specific. On a general level, interns are trained to be generalist outpatient clinicians who are proficient in a wide variety of clinical psychological services. Psychologists within the VA-Los Angeles Ambulatory Care Clinic are generalists who provide a variety of psychological services throughout the clinic. Interns are trained to provide these same services and the staff clearly models the roles that interns are expected to develop.

On a more specific level, interns are expected to develop sound professional skills in a number of clinical and sub-specialty areas. The areas that we consider essential to outpatient psychological care include:

psycho-diagnostic assessment, intake assessment, psychotherapy (individual and group), interdisciplinary liaison skills, scholarly inquiry, legal and ethical concerns, and multi-cultural awareness and sensitivity. Interns will become competent in these areas by the completion of the pre-doctoral internship. Consequently, upon graduation, our interns will be ready to handle the demands of a job as a psychologist in most public sector outpatient mental health settings.

Interns are trained to be competent in the area of psycho-diagnostic testing, including clinical interviewing, psychological testing, and cognitive screening. Students will learn how to administer the VA wide Mental Health Initial Assessment interview. The interns will also learn how to administer, score, and interpret comprehensive test batteries including numerous psychological and cognitive screening tests such as: the Beck Depression Inventory-II, the Beck Anxiety Inventory, the Beck Suicide Inventory, the MMPI-2 and/or MMPI-RF, the MCMI-III, the PAI, the Rorschach, WAIS-IV and other cognitive measures, as well as various objective measures to assess PTSD.

Interns are expected to develop skills in individual and group psychotherapy. Interns are trained in numerous empirically validated forms of treatment including: Time-limited Dynamic Psychotherapy (TLDP), Cognitive Behavioral Therapy for Anxiety, Prolonged Exposure (PE), and Cognitive Processing Therapy (CPT), Acceptance and Commitment Therapy (ACT), Emotion-Focused Therapy (EFT), and Mindfulness. Interns are exposed to a variety of individual therapeutic modalities according to their own as well as their supervisors' preferences. These include: psychodynamic, cognitive-behavioral, interpersonal, and existential. Interns are also exposed to a variety of group therapeutic approaches including: educational, process, and skills oriented. Interns are expected to show proficiency in a number of these modalities by the end of internship. Training in couple's therapy is available, but not required or mandatory; it is offered as an elective. Many interns choose this training because it is in Integrated Behavioral Couple's Therapy (IBCT), a couple's therapy EBP.

Interns are also trained intensely in a number of sub-specialty areas, many of which provide opportunities for developing consultation and liaison skills. These programs include: Post Traumatic Stress Disorder (PTSD), Behavioral Medicine, Primary Care-Mental Health Integration, and Substance Abuse. By the end of the three- to four-month PTSD rotation, interns will know how to diagnose PTSD through clinical interviewing and psycho-diagnostic testing, as well as how to treat PTSD in individual and group psychotherapy. Year-long training in Behavioral Medicine results in competencies in Behavioral Medicine intakes, group and individual psychotherapy, interdisciplinary liaison skills, and program development. In the Addictive Behavior Clinic, interns develop skills in group and individual therapy with substance abusers, many of whom are homeless or one step away from homelessness. In Primary Care-Mental Health Integration (PC-MHI), interns will become proficient in the Mental Health Integrated Care Initial Assessment and in providing brief individual and group counseling for primary care patients.

In addition to these mandatory goals, interns are free to choose from a number of elective programs (with prior approval of their primary supervisor) to obtain exposure, skills, or mastery in a variety of additional sub-specialty areas including: PRRC, PC-MHI, Couple's Therapy, clinical research, program development, Women's Mental Health, and others. If an intern chooses an elective program, he or she is expected to become proficient in that area by the end of the year.

Program Structure

It is sometimes difficult for prospective interns to conceptualize how they will spend a typical week in the LAACC program. Much of this difficulty stems from the fact that we do not assign students to wards or programs where they spend large amounts of time. Instead, we offer a generalist type of training. In any given week, interns probably work with all of our training staff, see a variety of patients with different diagnoses, and use a variety of treatment methods. Interns conduct intake interviews and perform psycho-diagnostic assessment, individual, and group therapy. They rotate through either the ELA/PTSD program or the PC-MHI program at LAACC, as well as the PRRC, Addictive Behaviors Clinic (ABC), and Behavioral Medicine programs. They receive training in brief psychotherapy as well as long-term therapy. While being immersed in a variety of clinical tasks, interns receive didactic training and supervision from several staff members. LAACC provides seminars in psychodiagnostic assessment, cognitive screening,

behavioral medicine, brief therapy, substance abuse, legal and ethical concerns, PTSD, diversity, and supervision. We also provide a High-Risk conference and bring in speakers as part of our Staff/Intern training. Within this fluid stream of activity, there is one constant which is the intern's primary supervisor. The primary supervisor supervises up to three therapy cases and may co-lead a group with the intern. The primary supervisor therefore functions as supervisor, mentor, and advocate for the intern. During internship, interns are exposed to many different theoretical orientations for psychotherapy including: CBT, psychodynamic, interpersonal, and existential. Interns also have the opportunity to be trained in empirically validated therapies found to be effective with the veteran population including: PE, CPT, ACT, IBCT, and TLDP. We also offer a clinical research elective. Interns typically work on site for about 45 hours per week. For a more elaborate description of the components of our training program as well as a sample intern schedule please see our supplemental brochure.

SUPERVISION:

In the interest of providing a broad-based clinical and multicultural training experience, interns have the opportunity to work with several staff/supervisors who operate from different theoretical orientations and modalities, such as CBT, experiential, humanistic, interpersonal, psychodynamic, and time-limited psychodynamic. In addition our supervisors reflect the diversity seen in our patient population. Through their exposure to a variety of supervisors, interns are introduced to different supervision styles, therapeutic approaches, theoretical orientations, specialty areas, and cultural backgrounds. Interns typically receive about two to three hours of individual supervision each week and four hours of group supervision. We also offer didactic training in our seminars. The majority of supervision is provided through the analysis of audio recordings of sessions.

EVALUATION:

Upon arrival, interns perform a self-assessment of their strengths and weaknesses and then organize their training goals in consultation with their primary supervisors. They develop a statement of goals which outlines the number and types of patients to be seen, hours to be spent in various activities, and guidelines for evaluation. This "Goals and Objectives" statement helps interns to organize their internship training goals while making sure that their daily activities fulfill program requirements. Interns then set up their schedules accordingly. They receive ongoing informal feedback during their regular supervision about how well they are fulfilling their requirements and addressing their training goals. Informal feedback is also provided regarding their competency levels during various training activities.

With the help of their primary supervisors, interns develop plans at the beginning of the year, three months, and mid-year to address areas of weakness and/or limited experience. Staff formally reviews each intern's competence at three months, mid-year, and 12 months. Staff also informally reviews students' progress at a monthly staff meeting. Written feedback is provided at 3 months, mid-year, and 12 months. The three month evaluation consists of consensual ratings of the training staff on a numerical rating form. The interns receive a copy of this form, but it is not sent to the student's graduate institution. Interns are evaluated with regard to their performance in all required skills areas as well as any elective areas they are pursuing. At the 6- and 12-month evaluation, the interns are given the same numerical rating form as well as a comprehensive narrative summary of their performance. The 6- and 12-month narrative summaries, in addition to the numerical ratings, are sent to the interns' schools. Copies of the mid-year and final ratings as well as the narrative summaries are kept in the intern files. Interns are asked to comment upon the evaluations both orally and in writing. Any disagreements are discussed, and evaluations are modified, as appropriate. Interns are also asked to provide self-assessments upon commencement of the internship and during their 6-month and 12-month evaluations in order to review gains and assess areas for continued growth.

Our numerical evaluation forms directly assess our interns with regard to their required competencies. Each of the areas that our internship program has deemed as an essential skill (competency) is measured on these forms. Thus, the mid-year and final evaluation forms provide us with a measure of the program's on-going effectiveness in meeting its training goals and objectives.

Interns provide feedback to staff on an ongoing basis as well. Interns fill out program feedback forms at mid-year and the end of the year and these are distributed to all staff. Special "program feedback"

meetings are scheduled twice each year, at mid-year and at 12 months, when interns provide their comments and suggestions to the entire staff in a formal context. In addition, periodic meetings (approximately 6 times a year) with the Director of Training are arranged to provide feedback about requirements, policies, procedures, and potential conflicts. This feedback is appreciated and utilized in program planning. Interns also participate in and provide feedback during our monthly training meetings. Lastly, interns evaluate their supervisors on supervisor competency evaluations forms. Interns are asked to fill out two separate forms. One form is confidential and used for aggregate ratings of supervisors. The other form is used for communication between interns and their primary and additional supervisors for purposes of improving supervision. These forms are completed at mid-year and end of the year.

MENTORSHIP:

Mentorship occurs through a variety of methods including the relationship with the primary supervisor, Staff/Intern presentations concerning life after internship and intern support lunches with the Director of Training and Assistant Director of Training. In addition, our program maintains close contact with former interns in order to help facilitate the transition into professional positions.

Training Experiences (Rotations, Seminars)

Breakdown of Training Components

The experiential, clinical part of the program consists of a variety of direct service training experiences in the seven essential skill areas: Psychodiagnostic assessment, intake assessment, psychotherapy (individual and group), interdisciplinary consultation, scholarly inquiry, law and ethics, and multi-cultural knowledge and sensitivity. These are required skill areas for competency assessment at the end of the year. Training in these essential skill areas is provided through a number of required programs including: Behavioral Medicine, General Mental Health, PTSD, and Time-limited Dynamic Therapy as well as didactic seminars, presentations, and supervision. We consider the required programs fundamental for the mastery of the essential skill areas. The elective training programs supplement the training of the essential skill areas. These include: Addictive Behaviors Clinic (ABC), Behavioral Medicine Program Development and Evaluation, Clinical Research, Couple's Therapy, Employee Stress Management, Family Therapy, Low Vision, Military Sexual Trauma, Primary Care Mental Health Integration, Program Development, PTSD Advanced Training, and PRRC. Interns may choose one or more of these programs over the course of the training year. Time requirements for the elective programs are flexible. Please see our supplemental web-site for a sample of the intern's weekly schedule.

Required Programs

The required programs make up the majority of our training program. 85-100% of our training opportunities come from the required programs.

Group Psychotherapy

With fewer clinicians, more veterans, and strict guidelines concerning the timeliness of intervention, the VA has been shifting over time towards the utilization of group therapy as an effective therapeutic modality. LAACC has consistently provided numerous psychotherapy groups, and we are proud to report that there are now over 25 groups available for intern co-facilitation. Many of these groups are year-long and interns may participate for the full year, 6 month, or 3 month periods. Many groups are co-facilitated with a staff member, some with a fellow intern or practicum student, and a few may be conducted alone. Interns work with their primary supervisors to select groups pertaining to their interests and work out a rotation schedule with fellow interns at the beginning of the training year. Supervision for groups is provided by primary and adjunct internship supervisors. Although groups change slightly each year, a representative listing of the groups is provided below:

Addictive Behaviors Clinic:

Assertiveness Group
Combat PTSD and Seeking Safety
Family Issues and Relationships
Relapse Prevention

General Mental Health:

Adult Development
Anxiety Management
Cognitive Processing Therapy (CPT)
Depression Management
Depression Process Group
Interpersonal Issues
Lesbian Gay Bisexual Questioning Group
Music, Rhythm, & Movement
Stress Management
Transgender Support Group
Women's Support Group

Primary Care-Mental Health Integration:

Problem-Solving
Mindfulness Skills

Behavioral Medicine:

Chronic Illness Support Group
Chronic Pain Management Support Group
Pain Management Skills Training Group
Smoking Cessation
Tinnitus Program
Topic of the Month
Women's Pain Management Group
Golf Therapy Group

PRRC:

Cognitive Behavioral Therapy
Illness Management & Recovery
Mindfulness & Acceptance
Life Skills
Recovery Process and/or Psycho-education
Social Skills Training

ELA:

PTSD Psycho-educational Group

Supervisors: Staff
Hours required: Varies, approx. 200
Hours per week: 4 plus supervision time
Number of weeks: 50
Schedule: Varies

Psycho-diagnostic Assessment

Interns consistently comment that one of the strengths of our internship program is the training they receive in psychological testing. The goal of the training is to facilitate full competence in the area of psycho-diagnostic assessment by the end of the year. Assessment training is provided via didactic seminar(s) and through supervision of testing cases. Interns are required to complete a minimum of four (4) comprehensive batteries during the year in addition to the routine testing that they do as part of our required and elective training programs. Psychological testing is often conducted as part of initial assessment and treatment planning, diagnostic clarification, and/or to gauge progress in therapy. Referrals for comprehensive assessments come from psychiatrists, psychologists, social workers, and other professionals throughout the clinic, as well as from local Vet Centers. The seminar covers a range of objective and performance-based instruments, which may include the MCMI-III, MMPI-2/MMPI-2-RF, Rorschach (Exner and/or R-Pas), and WAIS-IV. Training is additionally provided in advanced interpretation of individual tests, integration of assessment results, and report writing. Computerized administration, scoring, and interpretation are available for most tests.

Supervisors: Drs. Klevens, Steinberg, and other supervisory faculty
Hours required: Varies, approx. 200
Hours per week: 4
Number of weeks: 50
Schedule: Wednesdays, 8:00-9:00am, for seminar; testing schedule varies.

Behavioral Medicine/Health Psychology

This multidisciplinary program evaluates and treats veterans with problems such as headaches, chronic pain, hypertension, diabetes, tinnitus, anxiety disorders, and insomnia. In a weekly one-hour seminar, interns develop an understanding of the etiology, assessment, and treatment of such disorders. Many presenting issues and corresponding interventions incorporate therapeutic lifestyle changes (e.g., weight management, smoking cessation, exercise). Specific interventions are taught including relaxation training, guided imagery, cognitive strategies, hypnosis, and breathing exercises and mindfulness practice. Interns participate in short-term psycho-educational groups that vary monthly by topic (e.g., sleep hygiene, stress management). Interns also co-facilitate chronic pain management support groups. The behavioral medicine program interacts with many clinical services, including Primary Care, Audiology, Neurology, Pharmacy, Psychiatry, and other specialty clinics. Interns will have a chance to participate in a new multidisciplinary program, TARGET DIABETES, geared toward veterans at risk for diabetic complications. Interns typically carry one individual patient at a time. More specialized or intensive training is available through the elective modules described later in the brochure.

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| Supervisors: | Drs. Sobol and Newsom |
| Hours required: | 250 |
| Hours per week: | 5-7 |
| Number of weeks: | 50 |
| Schedule: | Thursdays, 8-9am for intake, 9-10am for seminar, and 1-2pm for group supervision. Individual cases are TBD. |

Mental Health Clinic

The Mental Health Clinic is staffed by six psychologists, three psychiatrists, one psychiatric nurse, and two receptionists. The majority of veterans seen in individual psychotherapy have been admitted to the Mental Health Clinic. A number of therapy groups are conducted here as well, and numerous referrals for psycho-diagnostic testing come from this clinic. Interns are required to participate in the weekly Mental Health Clinic intake procedure. Each Wednesday five to ten veterans are scheduled for a Mental Health Clinic orientation group and intake assessment. Interns and staff perform these intakes. This consists of completing the Mental Health Initial Assessment. The Mental Health Clinic team (psychologists, psychiatrists, and interns) meets following the intake assessments to discuss differential diagnosis, treatment planning, and referrals.

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| Supervisors: | Drs. Goguen and Newsom |
| Hours required: | 100 |
| Hours per week: | 2 |
| Number of weeks: | 50 |
| Schedule: | Wednesdays, 11:00am-1:00pm |

Mindfulness & Acceptance-Based Practices

This year-long, weekly program teaches interns to utilize mindfulness approaches and acceptance based practices (e.g. Acceptance and Commitment Therapy) to address a variety of patient concerns. Didactic and experiential training is provided for the first 8-10 weeks, and as interns gain foundational skills, the seminar then switches to a group supervision format. Interns will be encouraged to develop a personal mindfulness practice in conjunction with treating one to two patients according to this model. Sessions are audio recorded and reviewed during group supervision.

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| Supervisor: | Drs. Leshner and Karakashian |
| Hours required: | Varies |
| Hours per week: | 2-3 |
| Number of months: | year-long |
| Schedule: | Mondays 9am-10am for seminar and group supervision; treatment schedule varies. |

Post-Traumatic Stress Disorder

Located at the East Los Angeles Community-Based Outpatient Clinic, the multidisciplinary PTSD program targets veterans who suffer from PTSD. The patient population is ethnically diverse and consists primarily of persons with combat-related disorders. Treatment includes psychological assessment, individual psychotherapy, psychiatric treatment, and group work. Most groups are built on a cognitive-behavioral framework and emphasize the development of coping skills. During the three-month program, interns receive education and training in all aspects of trauma-related disorders, including etiology, diagnosis, and treatment. Students are required to spend the entire day focusing on PTSD treatment. Students will likely complete an intake interview and write-up including assessment measures each week. They will co-facilitate a PTSD Group with Dr. Feigel. Students will also provide individual therapy, utilizing empirically based treatments for trauma, including Cognitive Processing Therapy (CPT) and/or Prolonged Exposure (PE) protocol for PTSD.

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| Supervisor: | Dr. Feigel |
| Hours required: | 128 |
| Hours per week: | 8 |
| Number of weeks: | 12 |
| Schedule: | Tuesdays |

Time-Limited Dynamic Psychotherapy

Changes in the way mental health care providers are reimbursed have placed greater emphasis on the use of brief therapies. This year long, two-hour per week program teaches interns to use Strupp and Binder's/Hanna Levenson's model of short-term dynamic therapy. Didactic training is provided for the first 4-6 weeks. The seminar then switches to a group supervision format. Interns treat one to two patients according to this model. Sessions are audiotaped and reviewed during group supervision.

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| Supervisor: | Dr. Steinberg |
| Hours required: | Varies |
| Hours per week: | 2 |
| Number of months: | 9-10 |
| Schedule: | Wednesdays, 2:00-3:00pm, for seminar and group supervision; treatment schedule varies. |

Elective Programs

Interested interns may also take part in the following elective programs. Generally, students participate in 0-2 elective programs over the course of the training year. Elective programs make up a small 0-15% of our training. Entry is at the discretion of the DOT, primary supervisor, and program supervisor(s).

Addictive Behaviors Clinic (ABC), Addictive Behaviors Clinic - Co-Occurring Disorders (ABC-COD), and Opioid Treatment Program (OTP)

During the course of the year, interns can learn about the clinical issues, administration, and treatment practices of a multidisciplinary substance abuse treatment program, which includes sub-programs providing treatment to patients with co-occurring disorders (ABC-COD) as well as methadone maintenance (OTP). The majority of patients served are homeless and unemployed; some are referred from the clinic's Community Care Program servicing homeless veterans, Mental Health Clinic, Primary Care, residential treatment programs in the VA system or surrounding community, inpatient programs, and the court/probation system. Interns will be exposed to the Matrix Model of substance abuse treatment and recovery as well as develop a familiarity with the 12-Step philosophy used in the community. During the training year, interns may elect to have individual psychotherapy patients from ABC, and co-lead one or two ABC psychotherapy groups on various topics such as relapse prevention, alcohol/drug education, assertiveness training, combat PTSD & Seeking Safety (Najavits, 2002), family issues and relationships, relapse prevention, and stress management. Groups may be co-facilitated with Dr. Klevens and/or Mrs. Keren Dang, LCSW, or Mrs. Eva Recendez, LCSW. All therapy and assessment cases assigned through ABC go toward fulfilling general training requirements.

Supervisor: Dr. Klevens
Hours required: Varies
Hours per week: 3-4
Number of weeks: 50
Schedule: Varies

Behavioral Health Program Development and Evaluation

In this four-month program interns take the lead to develop mental health interventions to enhance psychological adjustment and improve disease-relevant outcomes in any number of potential behavioral medicine practice areas: diabetes, hypertension, tinnitus, obesity, effective aging, sleep, etc. Multidisciplinary teaming is at the core of the program.

Supervisor: Dr. Sobol
Hours required: 32
Hours per week: 2
Number of weeks: 16
Schedule: Varies

Behavioral Medicine

This behavioral medicine program elective is offered during the year, focusing on illness prevention, weight management and lifestyle change concerns, and adjustment to chronic medical conditions.

Clinical Research

This elective allows interns to devote a portion of their training time to research. Interns may use this time to develop an empirical project, carry out an existing study, work on their dissertation, obtain research-related training, etc. Staff is available to provide expertise, resources, and a variety of research opportunities. A number of our previous interns have worked with staff members on clinical research that resulted in co-authored publications, including a book. Previous students have conducted psychological research in Behavioral Medicine, TLDP, and in the Dental Program. There are opportunities for research in the PTSD Program as well.

Supervisors: Psychology Staff
Hours required: Flexible; 100 maximum
Hours per week: Flexible; 4 maximum
Number of weeks: Varies
Schedule: Varies

Couple's Therapy

Interns may have the opportunity to work with couples experiencing relational discord, communication difficulties, and problems with conflict resolution, sexuality, extramarital affairs, etc. Trainees bring audiotapes of their sessions to supervision. Students may be trained in Integrated Behavioral Couple's Therapy (Jacobson and Christensen, 1996), which has been shown to be effective for veterans and their partners. This EBP model is part of a VA roll-out program for clinicians working with couples and families.

Supervisors: Dr. Steinberg
Hours required: Varies
Hours per week: 2
Number of weeks: Varies
Schedule: Varies

Music, Rhythm, and Movement Group

This newly-developed group uses dance concepts to improve the mental health of veterans with PTSD and/or other mental health conditions. Weekly classes build skills, confidence, and community culture around themes of bodily authority, social cohesion, and positive individual health. The class is also used

to enhance coordination and confidence, decrease isolation, and promote memory skills. Veterans report enjoying this class and experiencing significant improvement in their mood following participation. We are collecting outcome data for a pilot study in this group. We will be starting an MMR group for women veterans in the fall.

Supervisors: Drs. Steinberg and Krasnova
Hours required: Varies
Hours per week: 2
Number of weeks: Varies
Schedule: Wednesdays 8:30-10am; additional classes may be available

Primary Care-Mental Health Integration (PC-MHI)

Nationally, the VA has implemented Primary Care-Mental Health Integration (PC-MHI) programs (also referred to as integrated care). PC-MHI programs embed mental health specialists such as psychologists, psychiatrists and social workers in primary care settings to assist healthcare providers with the management of common psychological conditions that often co-occur with chronic health conditions among veterans (i.e. depression, PTSD, substance abuse). The goal of psychologists in these settings is to provide specialized evidence-based care of mild-moderate mental health conditions to primary care patients. Distinct from the services offered in the mental health specialty clinic, PC-MHI provides short-term services to primary care patients, who may present with acute mental health issues as well as longstanding psychological conditions that can interfere with medical compliance. PC-MHI offers a rich training experience in fast-paced primary care and women's health clinic settings in which the intern will advance their skills of: assessment, consultation, working with a multi-disciplinary team, facilitating brief-term individual and group treatments, treatment planning, and differential diagnosis. Additionally, this experience exposes the intern to the growing and unique role of psychologists in medical settings, while increasing the interns' familiarity with cutting-edge mental health practices in primary care, and gender-specific interventions within the women's health clinic. While some of the experiences may be similar to those offered by Behavioral Medicine and others, the services offered as part of PC-MHI will be based on an integrated care model that focuses on care coordination with other healthcare providers and short-term management of psychological conditions.

Supervisors: Drs. Karakashian, Steinberg, Newsom and Sobol
Hours required: Varies
Hours per week: 5-8
Number of weeks: 24-50
Schedule: Varies; half-day to full day

Program Development

This elective allows interns to design and implement a clinical treatment program in a need area. Staff provides guidance from the needs assessment stage through resource allocation, program implementation, and cost-benefit analysis.

Supervisor: Staff
Hours required: 24
Hours per week: 2 (minimum)
Number of weeks: 12 (minimum)
Schedule: Varies

Psychosocial Rehabilitation and Recovery Center

The clinic's Psychosocial Rehabilitation and Recovery Center (PRRC), is an outpatient multidisciplinary treatment program that provides mental health services for veterans diagnosed with serious mental illness (e.g., schizophrenia, schizoaffective disorder, bipolar disorder, major depressive disorder with psychotic features, and PTSD) with significant functional impairment. The PRRC provides ongoing supportive, psycho-educational, and skills-based group and individual therapy to veterans who live independently in the community. Treatment is designed to prevent relapse, foster independence and self-esteem, maximize social and family functioning in the community, and assist in

the acquisition of new skills and understanding. PRRC programming implements a recovery model to help veterans develop new meaning and purpose in their lives so they are able to become fully functioning members of their communities. We currently have two divisions: one at our downtown Los Angeles facility, and one at our East LA Clinic.

As time and interests dictate, interns may select from a mix of training opportunities, including (a) program development; (b) assessment, recovery-oriented treatment planning, and evaluation; (c) case management; (d) milieu therapy including patient governance, educational presentations, field trips, and activity therapies; and (e) co-facilitation of groups.

Interns have the opportunity to participate in a rotation that includes 1-2 hours of group therapy co-facilitated with Dr. Leshner and/or Ms. Rosie Dominguez, LCSW (at LAACC); 1-2 hours of individual psychotherapy, assessment, or treatment planning; participation in milieu activities; and 1 hour of supervision with Dr. Leshner. Specific use of training time will be arranged with Dr. Leshner.

| | |
|------------------|-------------|
| Supervisors: | Dr. Leshner |
| Hours required: | Varies |
| Hours per week: | 3-4 |
| Number of weeks: | 12-24 |
| Schedule: | Varies |

Supervision

Interns who wish to gain experience in supervision may be offered the opportunity to supervise individual therapy work conducted by practicum students. Interns who participate in this elective are supervised by Staff. A didactic seminar on clinical supervision is also provided by Dr. Steinberg (and other staff), which lasts for approximately 6-8 weeks during the training year.

| | |
|------------------|-----------------------------------|
| Supervisor: | Primary (and Adjunct) Supervisors |
| Hours required: | Varies |
| Hours per week: | 2 |
| Number of weeks: | Varies |
| Schedule: | Varies |

Women's Program

By 2020, it is predicted that 11% of veterans receiving services from the VA will be women. As a result of the growing number of women veterans served through the VA, we are starting a Woman's program to address their mental health needs. LAACC currently houses a Woman's Primary Care clinic where our Women's Mental Health program will be co-located. Women veterans will be provided primary care mental health integration services including: open access, brief assessment, short-term psychotherapy, triage, and groups. In addition, longer-term individual therapy and couple's therapy will be provided as needed.

| | |
|------------------|-----------------------|
| Supervisor: | Dr. Steinberg |
| Hours required: | Varies |
| Hours per week: | 3 hours, at a minimum |
| Number of weeks: | Varies |
| Schedule: | Varies |

Didactics

Interns participate in several ongoing seminars and conferences throughout the year.

Behavioral Medicine

A weekly seminar (September-January/February) covers the specifics of interviewing, assessing, and treating behavioral medicine patients with disorders such as diabetes, headaches, musculoskeletal pain, hypertension, tinnitus, insomnia, anxiety, and phobias. Trainees learn about the etiology and clinical presentation of such disorders and about appropriate treatment interventions. Treatment approaches

include pain management techniques, biofeedback, relaxation training, stress management techniques, mindfulness practice and cognitive-behavioral strategies.

Day-Long Special Conferences

A few times a year, workshops are offered at LAACC and other, local VA facilities. Past workshops have covered the MCMI-III, Legal and Ethical Issues, Aging, Diversity, Evaluation of Malingering, Supervision, Dual Diagnosis, the WAIS-IV, the WMS-IV, and Motivational Interviewing.

Diversity

This weekly three to four-month long seminar addresses self-knowledge regarding one's thoughts, feelings, and experience and how these may impact one's work with diverse populations. Information is also provided to facilitate working with particular communities. Didactic presentations (e.g. Applying the DSM IV TR Cultural Formulation), case presentations, discussions, and experiential practice are utilized during the seminar.

High Risk Conference

This conference is devoted to case presentations of patients at risk for suicide or assault. This conference is designed to give clinicians a forum for consulting with each other about challenging clinical issues. Interns develop skills for handling difficult cases and learn about the interplay between legal, ethical, clinical, and risk management concerns. Each intern presents at least two prepared cases during the course of the year.

In-service

Interns attend a monthly psychology in-service training meeting, which is attended by psychology staff and other mental health professionals. Invited speakers cover a range of subjects including psychotherapy, assessment, general professional issues, and ethics. Topics and speakers are arranged with the help of interns during the first weeks of the internship. Each intern presents at one of these meetings, usually on a clinical case or current research

Legal/Ethical Issues

Interns attend a weekly brown bag lunch in which legal and ethical issues are discussed in relation to California Law, the Ethics Code, and situations that arise in the course of clinical care.

Psycho-diagnostic Assessment

Trainees attend a weekly seminar designed to help them hone their testing skills. We cover all aspects of the testing process—from reading the referral to giving feedback to patients and the referral source when the evaluation is completed. We go over the background and operating characteristics of commonly-used objective and projective assessment instruments, discuss test interpretation, integration of assessment results, and report writing. In this seminar, trainees will be administered pre-tests and post-tests to assess their level of learning.

Prolonged Exposure

The Prolonged Exposure (PE) Therapy Seminar is a two, ½ -day didactic series designed to introduce psychology interns and practicum students to this evidence-based treatment of PTSD. The seminar covers various topics, including diagnosis and assessment of PTSD, an overview of PE Therapy, presenting the rationale for in vivo exposure and imaginal exposure, use of Subjective Units of Distress (SUDs), construction of in vivo hierarchy, procedures for in vivo exposure and imaginal exposure, assigning homework, as well as dealing with avoidance and resistance.

Scholarly Inquiry

A monthly, journal club style seminar to discuss research topics that can inform clinical practice. Interns will each rotate in choosing pertinent research articles and leading seminar discussions. This seminar is designed to increase competence in the area of scholarly inquiry and provide a forum to integrate research into clinical practice.

Supervision

A seminar on supervision is provided to students, which includes the following topics: important traits for supervisors, problematic supervisee-supervisor dynamics, administrative issues for supervisors, the legal and ethical issues that arise in the supervisory relationship, supervisory competencies, and multicultural sensitivity in supervision. These topics will be covered in three 3-hour seminars spread out over the course of the training year. Interns who are afforded the opportunity to supervise a practicum student will also receive weekly supervision from a pre-determined staff supervisor.

Time-Limited Dynamic Psychotherapy

In this weekly, hour-long seminar, interns receive training in Strupp and Binder's/Hanna Levenson's short-term dynamic therapy model. Didactic training is provided to introduce the approach. Interns also receive weekly group supervision to gain mastery in this model.

Requirements for Completion of Internship

Breakdown of Training Hours

The internship is a full-time, year-long program involving 2080 hours. Approximately 85% of the training hours are spent in required programs and activities, with the remaining 15% coming from elective activities. See below. During a typical week, interns spent 18-20 hours in direct patient care, 6-7 hours in seminars, and 4-7 hours in individual/group supervision. The typical weekly caseload has been six psychotherapy patients (individual and couples), four groups, and two assessments. This is the total across all programs. In addition, interns perform at least one intake assessment per week. Interns are required to complete four comprehensive psycho-diagnostic assessments by the end of the internship. One of these psycho-diagnostic assessment reports must integrate cognitive screening data and a second report must integrate the results of a Rorschach inkblot test. Lastly, interns are required to present a case at the High Risk conference, perform a presentation (usually their dissertation) during our Staff/Intern training meeting, and participate in a Mock Oral exercise at the end of the year.

| Approximate Hours of Training: | |
|---------------------------------------|--------------------|
| Program/Activity | Total Hours |
| Behavioral Medicine/Health Psychology | 248 |
| Mental Health Clinic | 304 |
| PTSD/PC-MHI | 128 |
| Time-Limited Psychotherapy | 80-100 |
| Psycho-diagnostic assessment | 208 |
| Seminars | 304 |
| Outside training (e.g., CE courses) | 50 |
| Supervision | 304 |
| Other (ABC groups, PRRC groups, etc.) | 150 |
| Electives | 304 |
| TOTAL | ~2080 |

In order to remain in good standing, the intern needs to perform at the "satisfactory performance/meet expectations" level of performance, number three on a scale of 1-5 (see below), on the majority of items in all of our 7 competency areas during our 3-month, 6-month, and/or end of the year evaluation process. If this does not occur, the intern will be placed on informal remediation with the intent to improve the intern's skills so that he or she can attain this level. (Please see Grievance Policy described later in this brochure.) In order to complete the program the student needs to be functioning at the "satisfactory performance/meets expectations" level of performance on all measures of competency on our final evaluation. Evaluations in which there are scores below the 3 range at the end of the year are considered for an extension of the internship, but do not result in an automatic extension. Such evaluations are examined on a case by case basis. In addition, the intern must complete all program requirements unless given permission to be excused from a particular requirement.

- 1 = Seriously deficient
- 2 = Below expected level
- 3 = Satisfactory performance/meets expectations
- 4 = Above average/exceeds expectations
- 5 = Area of particular strength or aptitude

Preparation for Post-doctoral Fellowships and Jobs in Psychology

Because of the generalist nature of our internship program, interns are prepared for post-doctoral fellowships in a number of different sub-specialty areas. Typically, students are able to create mini-specializations in the following areas: Trauma/PTSD, Behavioral Medicine/Health Psychology, Severe Mental Illness (SMI), and Substance Abuse/Addictive Behaviors. Through our required training in PTSD and Behavioral Medicine, students receive considerable training and experience in these areas and can participate in additional training through electives. The PRRC provides substantial opportunities for training and experience in working with the SMI population, and the Addictive Behaviors Clinic (ABC) trains interns extensively in treating Addictive Disorders.

Over the last three years, our LAACC alumni have been awarded the following prestigious postdoctoral fellowships:

Dialectical Behavior Therapy postdoctoral fellowship at Harbor UCLA Medical Center
Health Psychology postdoctoral fellowships at the West Los Angeles VAMC and Loma Linda VAMC
Health Psychology and HIV postdoctoral fellowship at Harbor UCLA Medical Center
Health/Geropsychology postdoctoral fellowship at Dallas VAMC
LGBT Mental Health at the UCSD/San Diego VA Healthcare System
PTSD postdoctoral fellowships at the Long Beach VAMC and at the West Los Angeles VAMC
SMI postdoctoral fellowships at the San Diego VA Healthcare System and West Los Angeles VAMC
Research in Couple's and Family Therapy postdoctoral fellowship at Northwestern University
VHA National Center for Organization Development postdoctoral fellowship
Women's Health and Primary Care at the San Francisco VAMC
Women's Health and Trauma at the San Francisco VAMC

For those alumni who prefer to work once they receive their degree, our students have had considerable success obtaining jobs in a variety of settings such as the prison system, community mental health, and private practice.

Lastly, a very high percentage (40%) of our staff were psychology pre-doctoral interns at LAACC. A number of additional intern alumni hold staff psychologist positions through the Greater Los Angeles Healthcare System.

Resources

Facility and Training

Centrally located in the heart of downtown, LAACC has occupied an important place in the LA community for the past sixty years. Housed in a state-of-the-art building constructed in 1993, LAACC provides comprehensive medical and mental services to its veteran population. The clinic is bright and sunny, encourages social interaction, and is easily accessed by our disabled patients and staff. Our department has group rooms with one-way mirrors, videotape equipment, and digital recorders for recording patient sessions. We have excellent psychological testing resources with an optical scanner and software to score and interpret most major tests including the MMPI-2 and RF, MCMI-III, and the Rorschach. Interns have their own private offices with telephones, voice mail, and IBM computers. We provide Microsoft

Office XP software, internet access, and cutting edge electronic charting programs such as CPRS and DHCP. Interns have full use of all clinic resources including LCD projectors for presentations, and ovid.com (an electronic medical research database). There is free parking in the building. Ms. Leona Payton-Franklin, our departmental administrative assistant, is available to the interns for HR related clerical support, and Mr. Edward Fudge, our departmental receptionist, provides patient related clerical support. For more information and a few pictures of our training site please visit our supplemental brochure: <http://www.losangeles.va.gov/documents/LAACC-Supplemental-Form-14-15.pdf>.

Administrative Policies and Procedures

AUTHORIZED LEAVE POLICY:

LAACC provides days of Authorized Absence (AA) to psychology interns that can be used for purposes that further an intern's career in the VA system. The following professional activities qualify: defending one's dissertation, post-doctoral fellowship interviews, conferences and workshops outside of GLA that provide educational content to psychologists, graduation, etc. Requests for AA must be made in advance and approved by the Primary Supervisor and the Training Director. Interns are entitled to attend GLA CE workshops without using approved AA leave. Research activities conducted at home do not qualify for AA.

DUE PROCESS STATEMENT

September 19, 2002

Revised August 2011

Department of Veterans Affairs
Greater Los Angeles Healthcare System
Los Angeles Ambulatory Care Center

Psychology Department Policy
May 2008
Due Process in Psychology
Student/Intern Training Programs

I. Purpose

To set forth policy and describe procedures of (1) taking action when a deficiency or problem is apparent in intern performance and (2) allowing interns to present grievous matters to higher levels of the Psychology Training Program structure and to Medical Center authorities.

II. Policy

This memorandum describes the official policy with regard to Due Process in the Psychology training program for interns and practicum students at the Los Angeles Ambulatory Care Center (LAACC). For purposes of this Psychology Department Policy Memorandum the term intern will be used to mean psychology pre-doctoral intern level.

III. Responsibilities

A. Intern Deficiencies or Problems

1. Clinical Supervisors who have the most direct contact with the intern must identify any deficiencies or problems quickly, and attempt to resolve them in supervision. If this is not possible, the supervisor must contact the primary supervisor and Director of Training.
2. The Primary Supervisor and Director of Training (DOT) are contacted when the supervisor is unable to correct the problem. The Primary Supervisor and the Director of

Training will meet with the clinical supervisor to discuss the problem and design interventions. The Primary Supervisor and the Director of Training will then meet with the intern to resolve the difficulty. If it is not resolved, the entire Psychology Staff will discuss the problem at the next training meeting.

3. The Assistant Director of Training assists in internship training. The Assistant Director of Training assumes the responsibilities of the Director of Training in the Director's absence.
4. The entire Psychology Staff functions as the Psychology Training Committee. All psychology staff is actively involved in intern training and most attend our monthly psychology training meetings. At the training meeting, the expertise of the entire training staff will be utilized to resolve the situation.
5. The Psychology Department Chair and the Associate Chief of Staff of mental health at LAACC are ultimately responsible for all activities of the Psychology Department. The Psychology Department Chair runs the psychology staff meetings. The DOT runs the psychology training meetings and the Psychology Department Chair attends these meetings via teleconference.
6. An informal plan of remediation is prepared by the intern's primary supervisor when the problem is significant and requires further attention. This plan spells out goals and time lines for the resolution of the difficulties.
7. At the end of the time-line, the primary supervisor and DOT in consultation with the training staff determine whether the problem has been successfully resolved. If so, the student is removed from informal remediation and returned to "good standing" in the program. If the problem is not resolved by the end of the time-line, there are two possible results. If the problem has improved somewhat, but has not resolved completely, the student will continue on informal remediation and a repeat of the above procedures is put into place. If the problem remains the same, but the staff does not believe that the student has been given enough time or remediation to resolve the problem, then the student will also remain on informal remediation. If the problem has worsened or has remained the same although enough time and remediation has been given by the staff, then a formal plan of remediation is prepared. This plan further specifies goals and time lines. When a formal plan of remediation is initiated, the Director of Training of the intern's graduate program is contacted and included in the resolution of the problem as is the Associate Chief of Staff for Education (ACOS/Education).
8. The Associate Chief of Staff for Education (ACOS/Education), who is the Chair of the Graduate Medical Education Committee (GMEC), is consulted when the Director of Training determines that the problem is not resolved satisfactorily through steps 1-8. Grievance procedures are governed by the GMEC. The GMEC is a fact-finding body consisting of program directors and the resident/intern representatives that have the responsibility of hearing grievances and voting on necessary action to be taken.
9. The Psychology Department Chair and the DOT are active members of and attend the monthly Greater Los Angeles VA Graduate Medical Education Committee (GMEC) meetings.

B. Intern Grievance Regarding Any Problem

1. The Clinical Supervisor should be apprised of any distress or complaint by the intern if it concerns the supervisory relationship. The intern is encouraged to confide other matters of concern to the supervisor if he or she feels comfortable doing so. If the supervisor cannot resolve the intern's concern it is referred to the Director of Training. Both the intern and the Clinical Supervisor have the authority to refer the matter to the Director of Training.
2. The Director of Training is made aware of the situation if it cannot be resolved at the supervisory level. The Director of Training may choose to bring in the Primary Supervisor for help in addressing the situation. If the Director cannot resolve the problem, the intern will discuss the matter with the Psychology Department Chair. If it cannot be resolved at this level, the matter will be brought to the Psychology Staff at the next training meeting.

3. The Psychology Staff will hold a formal meeting to hear all aspects of the situation and attempt to resolve the problem at this level. At his or her discretion, the intern may attend this meeting. If the issue cannot be resolved at this level, a formal grievance is said to exist.
4. The Psychology Department Chair will chair the staff meeting. The Psychology Department Chair is also responsible for handling any problems or grievances that may arise against the Director of Training.
5. The GMEC is consulted when the Director of Training, the Psychology Staff, and the Psychology Department Chair are unable to resolve the problem and are satisfied that steps 1-4 have been thoroughly utilized. An intern may grieve an action taken against him or her through the GMEC. A request must be made to the Chair of the GMEC in order to have the Committee hear the grievance. Interns may also request assistance from the GMEC at times when a formal action has not been taken, but a problem exists that cannot be worked through in steps 1-4 above.

IV. Procedures

A. Intern Deficiencies or Problems

1. Each intern is evaluated at three months, mid-year, and the end of the training year. At three months the intern's primary supervisor asks all supervisors to evaluate the intern using the numerical ratings on our Competence Evaluation Form. All evaluations represent a consensus of all clinical supervisors working with the intern during a specified period of time. Interns are provided feedback concerning their evaluations both orally and in written form. Both parties sign off on the evaluations as well as the DOT and Psychology Department Chair. No feedback is given to the intern's academic institution from the three-month evaluation. Any problems that are noted at the three-month evaluation are discussed and goals are set for resolving the situation. At six months, another formal evaluation is completed. This consists of a comprehensive narrative summary of the intern's performance that integrates the feedback solicited from all clinical supervisors involved with the intern as well as numerical ratings using the Competence Evaluation Form. Discussion of any deficient behavior that may precede the ratings is strongly encouraged and corrective action is usually taken before the rating is due. The mid-year narrative summary evaluation and numerical evaluations are sent to the intern's academic institution. The same intern evaluation procedure that is used at mid-year occurs at the end of the training year. All evaluations remain in the intern's administrative file.
2. The Director of Training reviews the narrative and numerical summaries for each intern and is especially concerned about any items receiving a rating of "seriously deficient" or "below expected level." It is the responsibility of the Director of Training and the Primary Supervisor to see that corrective action is taken.
3. In the event that the deficiency or problem remains, the Psychology Staff will review the matter and make further recommendations for corrective action. The Psychology Department Chair will provide consultation and input during the Staff's discussion.
4. If the problem cannot be resolved through the above steps, the Director of Training will determine if a plan for remediation is necessary. Remedial plans are necessary if the intern engages in criminal activity, demonstrates a major breach of professional behavior, violates the legal and ethical dictates of the profession, or receives a majority of ratings that fall below "meets expectations" (below a rating of 3 on a scale of 1-5) in any required competency area. Remediation plans follow the procedures described above. If a plan for remediation (either informal or formal) is prepared, a copy of it will remain in the intern's file. Specific goals and time-lines for resolving the deficiencies will be made clear in the plan. Primary supervisors will create the plan in consultation with the Director of

Training. If the deficiencies remain after a dead-line has been met for an informal plan of remediation, a decision will be made as to whether a formal remediation plan is necessary. If a formal plan of remediation is needed, the Director of Training from the intern's graduate program will be contacted to aide in addressing the deficiency as will the ACOS/Education.

5. If the deficiency remains following steps 1-4, the GMEC will be requested to hear the issue.

B. Intern Grievances Regarding any Problem

1. The intern completes a standard evaluation form on the Psychology Training Program at mid-year and at the end of the training year. It is not mandatory that the intern discuss the ratings with the primary supervisor, although it is strongly recommended. These ratings are shown to the entire staff and are discussed during the following staff meeting.
2. Any items that receive a rating of "below expected level" or "seriously deficient" are reviewed and an attempt is made to resolve any discontent that is associated with the ratings.
3. If the intern is not satisfied with the action taken in steps 1 and 2 above, he or she will write a brief description of the source of the dissatisfaction and his or her perception of why attempts to correct the situation have failed. This write- up will be given to the Director of Training.
4. If the Director of Training cannot resolve the problem, the Director will organize all documents and call a meeting of the Psychology Staff. All parties will be notified in writing and given a set number of days to prepare. The Psychology Department Chair will provide consultation at this meeting.
5. If the problem cannot be resolved through the above steps, the GMEC may be requested to hear the issue. Interns may request assistance from GMEC in instances where a formal action has not been taken but a problem exists that cannot be worked out with the Director of Training, the Psychology Staff, or the Psychology Department Chair.

V. Corrective Action

A. Intern Deficiencies or Problems

Methods in Subsections 1-2 below have been used in the past and have shown to be effective. This list is not all-inclusive and is presented to illustrate a range of options.

1. Clinical Supervisor Level
 - a. Require extra time devoted to important learning tasks.
 - b. Require more stringent reporting of activities.
 - c. Require more supervision.
 - d. Require another professional to aid in supervision.

If the deficiency is corrected, no reporting is necessary.

2. Primary Supervisor/Director of Training Level
 - a. Require extra supervision.
 - b. Remedial training as part of a rotation or an elective.
 - c. Recommendation of personal psychotherapy

These actions on the part of the Primary Supervisor and Director of Training must be documented in written form, placed in the intern's file, and given to the Psychology Department Chair. The results of these interventions must be evaluated in written form as well. All parties must sign and date all reports.

If these attempts fail to resolve the situation, the Director of Training may

- a. Terminate the rotation, elective, or clinical duties and change the intern's schedule.
- b. Require a rotation, elective, or clinical duties to be repeated.
- c. Contact the Director of Training from the Intern's Graduate School.

3. Psychology Staff Level

a. Probation is an opportunity for an intern to bring performance to a satisfactory level with the aid of more intensive supervision and monitoring. The reasons for probation will be specified in a memorandum to the intern from the Director of Training, detailing the specific problems or deficiencies that led to the Psychology Staff's recommendation for probation. The condition of the probation (what the intern is expected to do differently), the specific measures taken by the Psychology Department to help the intern learn, and the length of the probationary period will be specified in detail. This memorandum will be signed by the Director of Training, the Psychology Department Chair, and the Chair of the ACOS/Education Committee. It will be given to the intern, the relevant supervisor's (clinical and primary), and the intern's academic program. The recommendation for placing an intern on probation must be presented to the GMEC for its concurrence.

b. At the end of the probation period, the Training program might recommend the termination of probation with a statement from the Director of Training that the conditions of probation were resolved satisfactorily and no serious problems remain. This statement will be given to the intern, the intern's supervisors, the Psychology Department Chair, and the ACOS/Education. It will be signed by the Director of Training, the Psychology Department Chair, and ACOC/Education. A copy will be sent to the intern's academic institution.

c. At the end of probation, the Training program might recommend the continuation of probation for an additional specified period of time and a redefinition of problems and corrective actions. A written statement from the Director of Training will be given to the intern and supervisors. The same procedure will be followed as outlined in step b above.

d. An intern placed on probation has the right to appeal the action to the GMEC. An intern must make a written request to the Chair of the GMEC in order to have the Committee hear the appeal. Following the receipt of such a request, the Chair of the GMEC will notify the intern of the time and place for the meeting at least two weeks prior to the date. The intern will be given the opportunity to present additional information, take issue with the Department's decision, and/or call witnesses in support of his/her position before the GMEC. He or she will also be given the opportunity to bring a representative of choice who may aid and counsel the intern. Since the GMEC meets to investigate facts and does not conduct an adversarial hearing, there is no cross-examination, and an attorney may not directly participate in questioning. If the GMEC upholds the intern's appeal, then probation will be terminated immediately.

e. The Training Program might recommend withholding of the "Successful Completion of Internship" certificate, which could result from the intern receiving a less than satisfactory periodic evaluations or from the intern failing to meet minimal internship requirements (e.g., insufficient hours). All documents must be signed and dated as noted in section b) above. A copy will be sent to the intern's academic program.

f. A recommendation to remove would occur if an intern is unsuccessful in remediating the terms of his or her probation and only for the most serious of deficiencies or violations of ethics or standards. The recommendation of termination is made by the entire Psychology Staff and must be affirmed by a 2/3 majority vote of the GMEC members present at the next meeting of the GMEC. The decision to terminate an intern will be presented to the Dean's Committee, which assures that due process has been followed. All documents will be signed and dated as in section b) above. In addition, a memo will be sent to the Psychology Department Chair. It will recommend that the Department Chair initiate proper removal proceedings. A copy will be sent to the intern's Academic program.

B. Intern Grievance Regarding Any Problems

The actions to correct such a situation would parallel those outlined in Section V. An attempt would be made to resolve the source of distress or complaint at the lowest administrative level.

VI. Considerations

A. Any action on the part of the intern that in the opinion of the Director of Training might lead to detrimental patient care will result in immediate suspension of clinical duties of the intern. This decision will initiate the probationary process that was outlined in section V. 4b) above.

B. The purpose of this Policy and Procedures Memorandum is to perpetuate the high standards that are reliably shown by Psychology Staff and Students in the Psychology Training Program.

STATEMENT OF COLLECTING PERSONAL INFORMATION:

Our privacy policy is clear: we will collect no personal information about you when you visit our web-site.

Our program sets no requirement for self-disclosure.

Training Staff

The Psychology Service consists of seven full-time psychologists, three part-time psychologists, and an administrative assistant. Training staff come from both academic and professional schools and represent a variety of theoretical outlooks, including cognitive-behavioral, interpersonal, family systems, and psychodynamic. Our staff members hold appointments at local academic institutions including: Alliant International University, Fuller Graduate School of Psychology, University of California at Los Angeles, and University of Southern California. All staff psychologists participate in the training program. Most of our staff members have worked at this facility for a minimum of 10 years, and 4 psychologists have worked at our clinic for over 20 years. Staff retention is excellent as the staff at LAACC enjoy their jobs as well as the opportunities to work with interns and practicum students. The recruitment of staff is fairly simple, and jobs fill quickly and easily with well-qualified clinical psychologists. Many former interns voice a preference to work at this facility and are often hired when appropriate positions become available. In fact, three current staff members were interns at LAACC. Six additional staff members were pre-doctoral interns at VA facilities.

Psychology Service Training Supervisors potentially include the following full-time psychologists:

Deborah Owens, Ph.D.

Acting Los Angeles Ambulatory Care Center (LAACC) Site Manager

Carolyn Feigel, Ph.D.,

Coordinator of the PTSD Clinical Team (PCT) at ELA Clinic

Clinic Coordinator of the ELA Outpatient Clinic

National Center for PTSD Prolonged Exposure (PE) Therapy Consultant

Carole Goguen, Psy.D.

Mental Health Clinic, Filipino Veteran's Program

Michael Karakashian, Ph.D.

Program Lead-Primary Care–Mental Health Integration (PC-MHI)

Carissa Klevens, Ph.D.

Director of the Addictive Behaviors Clinic and Opioid Treatment Program (ABC/OTP)

Anna Leshner, Psy.D.

Director of Training, Psychology Pre-doctoral Internship Program
Psychosocial Rehabilitation and Recovery Center (PRRC)

Paul Lo, Ph.D.

Acting Associate Chief of Mental Health, LAACC, ELA and Gardena CBOCs (2012)
Acting Associate Chief of Psychology, LAACC, ELA and Gardena CBOCs (2012)
National Center for PTSD Prolonged Exposure (PE) Therapy Consultant

Kimberly Newsom, Ph.D.

Mental Health Clinic, Behavioral Medicine/ Health Psychology Program, PC-MHI
Assistant Director of Training, Psychology Pre-doctoral Internship Program

Part-time psychologists involved in training include the following:

Sharon Jablon, Ph.D.

Mental Health Clinic

Debra Sobol, Ph.D.

Coordinator, Behavioral Medicine/Health Psychology Program

Susan Steinberg, Ph.D.

Mental Health Clinic, PC-MHI

Other Agency personnel may be involved in training pre-doctoral interns as well. These include:

Vanessa Baumann, Ph.D.

Psychologist, ELA Veterans Resource (Vet) Center

David Baek, RN

Staff Nurse, Psychosocial Rehabilitation and Recovery Center (PRRC)

Jo-Etta Brown-Higgins, LCSW

Social Work Supervisor

Rosie Dominguez, LCSW

Social Worker, Psychosocial Rehabilitation and Recovery Center (PRRC)

Susan Dorairaj, RN

Psychiatric Nurse, Mental Health Clinic

Veronica Enguero, RN

Psychiatric Nurse, Primary Care – Mental Health Integration

Bing Hsu, M.D.

Staff Psychiatrist, Mental Health Clinic

Margarita Krasnova, M.D.
Staff Psychiatrist, Mental Health Clinic

Candace Lyles, MSW
Social Worker, PTSD program at ELA Clinic

Edward Moore, M.D.
Psychiatrist, Opioid Treatment Program Medical Director

Chandresh Shah, M.D.
Staff Psychiatrist, Mental Health Clinic

Tamika Woodard, LCSW
Social Worker, Mental Health Clinic

Robert Wymss, LCSW
Social Worker, PTSD program at ELA Clinic

Lastly, our departmental Administrative Assistant,

Mrs. Leona Payton-Franklin oversees many of the administrative employee issues for the psychology interns.

Carolyn A. Feigel, PhD

Education: Postdoctoral Degree, UCLA/Harbor School of Medicine, 2004
Ph.D., University of Southern California, 2003
M.S.W., University of Southern California, 1997

Internship: VA Ambulatory Care Center, Los Angeles, CA, 2002-2003

Postdoctoral Internship: Postdoctoral Degree, UCLA/Harbor School of Medicine, 2003-2004

Work Experience: VA Staff Clinical Psychologist 2005 to present; ELA Clinic Program Coordinator, National VA Consultant, Prolonged Exposure for PTSD; Postdoctoral Fellow, Harbor-UCLA Medical Center; Torrance, CA, 2003-2004; Pre-Intern, West Los Angeles VAMC, Los Angeles, CA, 1998-2000; Research Assistant, UCLA Neuropsychiatric Institute, Los Angeles, CA., 1998-1999; Social Work Intern, USC Counseling Center, Los Angeles, CA., 1996-1997; Social Work Intern, Fountain Valley Regional Hospital, Fountain Valley, CA., 1995-1996.

Academic Affiliation: Clinical Adjunct Professor, Fuller Graduate School of Psychology 2013-2014
Lecturer, Harbor UCLA Medical Center, Departments of Family Medicine, Psychiatry, and Psychology

Licensure: Psychologist: California, 2004- present

Professional Organizations: American Psychological Association; Western Psychological Association

Recent Publications/ Presentations: Martin, D., & Feigel, C. (in press). HIV/AIDS and end of life: Therapist grief and growth. In R. Katz & T. Johnson (Eds.), *When the helping professional weeps: Emotional and countertransference issues in end of life care*. New York: Bruner-Routledge.

Guest Panelist for "A Panel Discussion Regarding the Use of Prolonged Exposure to Treat Posttraumatic Stress Disorder" at the West Los Angeles Veteran's Affairs Medical Center, March 2013

Kharrazi, N., & Feigel, C. (2012). *Time Perspective in Veterans Receiving CBT-M for PTSD and Depression*. Poster presented at the Annual Convention of the Western Psychological Association, San Francisco.

Clinical Position: East Los Angeles Clinic Program Coordinator
Clinical Psychologist, East Los Angeles VA Outpatient Clinic

Treatment Orientation: Cognitive-behavioral, Psychodynamic

Areas of Interest: PTSD assessment and EBTs for trauma (e.g., CPT, PE, EMDR); HIV treatment and medication adherence; health psychology, end of life issues; psychology and spirituality, ethnic minority mental health

Carole Goguen, Psy.D.

Education: Psy.D., Pepperdine University, 1998

Internship: Patton State Hospital, Patton, CA 1997-1998.

Work Experience: Staff Psychologist, LAACC, Los Angeles, CA, 2001-Present; MST Coordinator – GLA 2009-Present; Associate Director For Research & Education, Executive Div., National Center for PTSD, White River Junction, VT, 1998-2000; Adjunct Faculty: Argosy University 2007, Azusa Pacific University 2004-2005, Pepperdine University 2002, California State University, Los Angeles 1996.

Licensure: Psychologist: California, 2001-present.

Professional Organizations: International Society for Traumatic Stress Studies; American Psychological Association; American Psychology-Law Society; National Register of Health Service Providers in Psychology;

Recent Publications/Presentations: Goguen, C. A. (2012). VA healthcare for women veterans experiencing trauma. T. Miller (ed.) *The praeger handbook of veterans' health: history, challenges, issues, and developments*. (Vol 3, pp. 155-167). Santa Barbara, CA, US: Praeger/ABC-CLIO;US.

Wood, J., Foy, D., Goguen, C., Pynoos, R., & James, C.B. (2002). Violence exposure and PTSD among delinquent girls. *Journal of Aggression, Maltreatment, and Trauma, Vol 6(1)*, 109-126.

Wood, Jenifer, Foy, David W, Goguen, Carole A, Pynoos, Robert, & James, C. Boyd. (2002). Violence exposure and PTSD among delinquent girls. In R. Greenwald (Ed), *Trauma and juvenile delinquency: Theory, research, and interventions*. Binghamton, NY: Haworth Maltreatment and Trauma Press/The Haworth Press, Inc., 109-126.

Goguen, C. A., & Friedman, M. J. (2000). Stress effects of the Korean conflict. In G. Fink (Ed.) *Encyclopedia of stress (Vol. 2)*. San Diego, CA: Academic Press, 42-57.

Foy, D. W., & Goguen, C. A. (1998). Community violence-related PTSD in children/adolescents. *PTSD Research Quarterly, 9(4)*, 1-6.

Jankowski, M. K., Descamps, M., Salyers, M., Mueser, K., & Goguen, C. A. (1999). *Treating PTSD in a woman with severe mental illness: Case presentation*. Paper presented at the meeting of the International Society for Traumatic Stress Studies, Miami, FL.

Clinical Position: Staff Psychologist: Mental Health Clinic

Treatment Orientation: Cognitive-behavioral

Interest Areas: Psychotherapy and research of PTSD and sexual trauma; forensic psychology; community violence; disaster mental health; existential psychology

Sharon Jablon, Ph.D.

Education: Ph.D., California School of Professional Psychology, Los Angeles, CA, 1989.

Internship: VA Medical Center, Sepulveda, CA, 1987-88; University of California at Irvine Medical Center, 1986-87.

Work Experience: Staff Psychologist, LAACC, Los Angeles, CA, 1989-present; Founder & Director of PSYCHPREP Licensure Preparation, 1992-present; Training Consultant, Westside Hotline, 1987-1997; Teaching Assistant, California School of Professional Psychology, Los Angeles, 1985-87.

Academic Affiliation: Clinical Professor, Fuller Graduate School of Psychology

Licensure: Psychologist: California, 1990-present.

Professional Organizations: American Psychological Association

Recent Publications/ Presentations

Jablon, S.L. (2014, May). *Mastering the Examination for Professional Practice in Psychology*. Two day EPPP licensure workshop conducted in Los Angeles.

Jablon, S.L. (2014, April). *Becoming a California Licensed Psychologist: An Informational Workshop*. 1.5-hour workshop presented at Alliant International University/CSPP Alhambra.

Jablon, S.L. (2013, December). *Licensure Workshop*. Seven-hour workshop presented at the Wright Institute, Berkeley.

Jablon, S.L., Sreenivasan, S.K., & Weinberger, L (2013, May). *Ethical and Legal Presentations Issues for Psychologists 2013*. Six-hour CE workshop given at VA West Los Angeles Healthcare Center.

Jablon, S.L. (2013, May). *Mastering the Examination for Professional Practice in Psychology*. Two day EPPP licensure workshop conducted in Los Angeles.

Jablon, S.L. (2013, April). *Becoming a California Licensed Psychologist: An Informational Workshop*. 1.5-hour workshop presented at Alliant International University/CSPP Alhambra.

Jablon, S.L. (2013, February; 2012, July). *Licensure Workshop*. Seven-hour workshop presented at the Wright Institute, Berkeley.

Jablon, S.L. (2012, July). *EPPP Workshop*. Three-hour workshop presented at the Association of Black Psychologists (ABPsi) annual convention, Los Angeles.

Jablon, S.L. (2012, May). *Becoming a California Licensed Psychologist: An Informational Workshop*. Two-hour workshop/webinar presented at Cal Southern University, Irvine.

Clinical Position: Staff Psychologist: Mental Health Clinic

Treatment Orientation: Psychodynamic (Object Relations)

Interest Areas: Depression, interpersonal issues, stress management, legal and ethical issues, psychodynamic psychotherapy, group therapy

Michael Karakashian, Ph.D.

Education: Ph.D., University of Memphis, Ph.D. Counseling Psychology, 2011

Internship: VA-Los Angeles Ambulatory Care Center, 2010-11

Post-doctoral Fellowship: Harbor-UCLA Medical Center; Behavioral Medicine/HIV Mental Health, 2011-12

Work Experience: VA Greater Los Angeles Healthcare System – Los Angeles Ambulatory Care Center, Program-Lead – Primary Care Mental Health Integration, Staff Psychologist, 2013-present; Center of Police Psychological Services/Center for Applied Psychology and Forensics/Law Enforcement Psychological Services, Chicago, IL, 2012-2013; The Emotion-Focused Therapy Institute, Chicago, IL, 60613 Clinical Psychologist Fellow/Staff, 2012-2013; DePaul University, Dept. of Counseling and Special Education, Chicago, IL Adjunct Professor, 2013; Harbor-UCLA Medical Center, Torrance, CA Post-doctoral Psychology Fellow Behavioral Medicine/HIV Mental Health, 2011-2012

Licensure: Illinois, 2012-present

Professional Organizations: American Psychological Association

Recent Publications/Presentations: Karakashian, M.A. (2012, April). Mindfulness and burnout in clinical practice. Trainings for Family Medicine and Obstetrics/Gynecology residents, Harbor-UCLA Medical Center, Torrance, CA.

Karakashian, M.A. (2012, March). Mindfulness and contemporary clinical psychology. Guest lecture, Land of Compassion Buddha Temple, West Covina, CA.

Martens, M. P., Hatchett, E. S., Martin, J. L., Fowler, R. M., Fleming, K. M., Karakashian, M. A., & Cimini, M. D. (2010). Does trait urgency moderate the relationship between parental alcoholism and alcohol use? *Addiction Research & Theory, 18, 479-488.*

Montes, S. H., Karakashian, M. A., Schiro-Geist, C., Broadbent, E., & Drabowicz, J. A. (2009). The value of a study abroad program for graduate students in psychology. *Psychology International, 17, 18-20.*

Martens, M. P., Karakashian, M. A., Fleming, K. M., Fowler, R. M., Hatchett, E. S., & Cimini, M. D. (2009). Conscientiousness, protective behavioral strategies, and alcohol use: Testing for mediated effects. *Journal of Drug Education, 39, 273 – 287.*

Clinical Position: Program-Lead: Primary Care-Mental Health Integration; Psychologist ELA MH Clinic

Treatment Orientation: Neo-humanistic, Integrative, Mindfulness and compassion-based

Interest Areas: Acceptance and Commitment Therapy, Clinical Application of Mindfulness and Compassion, Coherence Therapy, Cognitive-Behavioral Therapy, Emotion-Focused Therapy, HIV Mental Health Care, PTSD, Substance Misuse, Motivational Interviewing, Primary Care-Mental Health Integration, Interpersonal Process Group Therapy

Carissa Klevens, Ph.D.

Education: Ph.D., University of Missouri-Kansas City, 2007

Internship: University of Southern California, Student Counseling Services, Los Angeles, CA 2006-2007.

Work Experience: Director of the Addictive Behaviors Clinics and Opioid Treatment Program 2012-present); Staff Psychologist, LAACC, Los Angeles, CA, 2009-Present; Assistant Director of Training, VA-LAACC, 2011-2013; Post-doctoral Fellow, Gateways Hospital and Mental Health Center, Los Angeles, CA, 2007-2008; Instructor, Moorpark College, Moorpark, CA, 2000-2001; Graduate Instructor, California State University Northridge, Northridge, CA, 1998-2000

Licensure: California, 2009-present

Professional Organizations: American Psychological Association

Recent Publications/Presentations: Duan, C., Nilsson, J., Wang, C., Debernardi, N., Klevens, C., Tallent, C. (2011). A few South East Asian Perspectives on Internationalizing Counseling to Southeast Asia. *Counseling Psychologist Quarterly*, 24, 1-13.

Khamphakdy-Brown, S., Jones, L., N., Nilsson, J. E. Russell, E., Klevens, C. (2006). The Empowerment Program: An application of an outreach program for refugee and immigrant women. *Journal of Mental Health Counseling*, 28(1), 38-47.

Klevens, C. & Nilsson, J. (2008, August). *The impact of gendered-racism on eating in African-American women*. Poster presented at the annual meeting of the American Psychological Association, Boston, MA

Nilsson, J. Linnemeyer, R., & Klevens, C. (2007, August). *Mental health outreach program for Refugees and immigrants: Community advocates' reflections*. Poster presented at the annual meeting of the American Psychological Association, San Francisco, CA.

Duan, C., Nilsson, J., Wang, C., Tallent, C., Klevens, C., & Debernardi, N. (2006, August). *A study of international perspectives on internationalization of counseling psychology*. Poster presented at the annual meeting of the American Psychological Association, New Orleans, LA.

Klevens, C. & Nilsson, J. (2004, July). *The relationship between acculturation and problem solving style on international students adjustment to college*. Poster presented at the annual meeting of the American Psychological Association, Honolulu, HI

Clinical Position: Staff Psychologist: Director of the Opioid Treatment Program and Addictive Behaviors Clinics (ABC; ABC-COD)

Treatment Orientation: Cognitive-behavioral, Psychodynamic, Interpersonal Process

Interest Areas: Multicultural issues in research and psychotherapy, Substance Abuse Treatment, eating disorders, domestic violence, recovery-oriented mental health services

Anna Leshner, Psy.D.

Education: Psy.D., Pepperdine University, 2011
M.A., New York University, 2004

Internship: VA Los Angeles Ambulatory Care Center, 2010-2011

Work Experience: Psychology Training Director- VA Los Angeles Ambulatory Care Center, 2014-Present. Staff Psychologist- VA Los Angeles Ambulatory Care Center/VA Sepulveda Ambulatory Care Center, 2012-Present; Postdoctoral Fellowship- VA West Los Angeles Healthcare Center, 2011-2012; Pre-Internship- VA Sepulveda Ambulatory Care Center 2009-2010; Behavioral Therapist- Autism Partnership 2006-2007.

Licensure: Psychologist: California, 2012 -present

Professional Organizations: American Psychological Association; California Psychological Association; Association for Behavioral and Cognitive Therapies

Recent Publications/ Presentations
Leshner, A.F., Tom, S.R., & Kern, R.S. (2013). Errorless learning and social problem solving ability in schizophrenia: an examination of the compensatory effects of training. *Psychiatry Research*, 206, 1-7. doi: 10.1016/j.psychres.2012.10.007
Leshner, A.F., Kelly, C. M., Schutz, K., & Foy, David W. (2012). Retraumatization. In C. Figley (Ed.), *Encyclopedia of trauma*.
Drescher, K., Foy, D., Kelly, C., Leshner, A., Schutz, A., & Litz, B.T. (2011). An exploration of the viability and usefulness of the construct of moral injury in war veterans. *Traumatology*, 17, 8-13. doi: 10.1177/1534765610395615

Clinical Position: Staff Psychologist in the Psychosocial Rehabilitation and Recovery Center (PRRC), Director of Training

Treatment Orientation: Cognitive-behavioral; Acceptance-based

Interest Areas: Severe Mental Illness; Acceptance-based behavioral approaches; Mindfulness; Posttraumatic Stress Disorder; Moral Injury

Paul Lo, Ph.D.

Education: Ph.D., Graduate School of Psychology, Fuller Theological Seminary, Pasadena, CA, 2001.

Internship: VA Los Angeles Ambulatory Care Center, Los Angeles, CA, 2000-2001.

Work Experience: Acting Associate Chief of Mental Health at LAACC, ELA, Gardena; Acting Associate Chief of Psychology at LAACC, ELA, Gardena (2012-present); Staff Psychologist, VA-LAACC (2001-present); Assistant Director of Training, VA-LAACC (2006-2011); National Center for PTSD Consultant for Prolonged Exposure (PE) Therapy (2010-present), Private Practice (2003-present).

Academic Affiliation: Clinical Adjunct Professor, Fuller Graduate School of Psychology

Licensure: Psychologist: California, 2003-present.

Professional Organizations: National Register of Health Service Providers in Psychology
American Psychological Association

Recent Presentations: Lo, P. C. (2012). *A Panel Discussion Regarding the Use of Prolonged Exposure to Treat PTSD*. Presentation to staff at the V.A.-Greater Los Angeles Healthcare System, West Los Angeles Medical Center, Evidence-Based Practices Lecture Series, Los Angeles, CA

Lo, P. C. (2012). *PTSD, Substance Abuse, and Treatments*. Presentation to patients and their family members at the V.A.-Greater Los Angeles Healthcare System, Los Angeles Ambulatory Care Center, Los Angeles, CA

Lo, P. C. (2011). *PTSD and Substance Abuse*. Presentation to patients and their family members at the V.A.-Greater Los Angeles Healthcare System, Los Angeles Ambulatory Care Center, Los Angeles, CA

Lo, P. C. (2011). *Treating Symptoms of PTSD*. Presentation to patients and their family members at the V.A.-Greater Los Angeles Healthcare System, Los Angeles Ambulatory Care Center, Los Angeles, CA

Clinical Position: Staff Psychologist; Acting Associate Chief of Mental Health at LAACC, ELA, Gardena; Acting Associate Chief of Psychology at LAACC, ELA, Gardena; National Center for PTSD Consultant for Prolonged Exposure (PE) Therapy

Treatment Orientation: Cognitive-Behavioral

Interest Areas: Substance abuse treatment; Prolonged Exposure therapy treatment of PTSD; Anxiety disorders treatment; Spirituality and Mental Health

Kimberly Newsom, Ph.D.

Education: Ph.D., University of Kentucky, 2004.

Internship: Wilford Hall Medical Center, Lackland Air Force Base, TX, 2001-02.

Work Experience: Staff Psychologist, LAACC, Los Angeles, CA, 2007-present;
Mental Health Therapist, Spokane Public Schools, Spokane, WA, 2006-07.
Clinical Psychologist/Chief, Life Skills Support Center, Fairchild Air Force Base, WA, 2004-06. Staff Psychologist, Life Skills Support Center, Fairchild Air Force Base, WA, 2002-04. School Psychologist, Fayette County Public Schools, Lexington, KY, 1998-01. Teaching Assistant, University of Kentucky Educational & Counseling Psychology Department, Lexington, KY, 1996-98.
Elementary School Teacher, Ralph Waldo Emerson Elementary School, Compton Unified School District, CA, 1990-95.

Academic Affiliation: Clinical Adjunct Professor, Fuller Graduate School of Psychology

Licensure: Psychologist: Delaware, 2008.

Professional Organization: National Education Association

Clinical Position: Staff Psychologist in Mental Health and Behavioral Medicine/Health Psychology Program/PC-MHI, Assistant Director of Training

Treatment Orientation: Cognitive-behavioral

Interest Areas: Cognitive-behavioral therapies; women's issues; PTSD/trauma; Behavioral Medicine/Health Psychology; children and adolescents

Deborah Owens, Ph.D.

Education: Ph.D., Kent State University
Kent, OH, 1997.

Internship: VA Medical Center, Long Beach, CA, 1996-1997.

Work Experience: Acting Site Manager, LAACC, 4/2012-present; Acting Associate Chief of Psychology, LAACC, 1/2012 to 7/2012; Acting Associate Chief of Mental Health, LAACC 1/2012 to 7/2012; Leadership and Development Institute (LDI) graduate, 2012; East Los Angeles CBOC Clinic Manager, 2005 to 2012; Staff Psychologist, LAACC & ELA-CBOC, 2000-present; Private practice, Harbor Psychologists, 2003-present; Postdoctoral Fellowship, Harbor-UCLA Medical Center; Torrance, California, 1999-2000.

Academic Affiliation: Clinical assistant professor, Fuller Graduate School of Psychology

Licensure: Psychologist: California, 2001-present

Professional Organizations: American Psychological Association

Recent Publications/ Presentations: Dhanani, S., Elefant, S., Foster, G., Owens, D. (November, 2012). *The Home and Community Program Fee Basis Payment Process Project*. Research project presented at the Leadership and Development Institute Graduation. Long Beach, CA.

Owens, D. R., (March, 2000). *Working with dying patients: Dealing with death and the dying process*. Seminar presented at Harbor-UCLA Medical Center, Torrance, C.A.

Lopez, I., Neal-Barnett, A. M., Owens, D. R. (August, 1996). *Body image and women of color*. Round table discussion at the American Psychological Association, Toronto, Canada.

Borrego, J., Fruzzetti, A., Owens, D. R., & Rubio-Kuhnert, A. (November 19, 1995). *Major issues that face culturally diverse populations: What we as behavior therapists and researchers can do*. Panel discussion presented at the Association for Advancement of Behavior Therapy, Washington, DC.

Neal, A., Owens, D. R., Stewart, E. (March 26, 1993). *Self-perception of Test Anxious African American Children*. Poster presented at the 60th Annual Society for Research in Child Development, New Orleans, LA.

Clinical Positions: Acting Site Manager, LAACC; Staff Psychologist

Treatment Orientation: Humanistic, Cognitive-Behavioral; ACT

Interest Areas: HIV counseling; treatment of chronic psychiatric disorders

Debra Sobol, Ph.D.

Education: Ph.D., University of Southern California, 2000.
M.S.P.H. University of California at Los Angeles (UCLA), 1979

Internship: VA Ambulatory Care Center, Los Angeles, CA, 1999-2000.

Work Experience: Staff Psychologist, LAACC, Los Angeles, CA, 2000-present. Project Director, Families Utilizing Negotiation (FUN), University of Southern California, Los Angeles, 1997-1998; Program evaluator, Peacemaker Program, Los Angeles, CA., 1996-1997, Teaching Assistant, USC Counseling Psychology Program, Los Angeles, CA., 1995; Research Assistant, USC Institute for Health Promotion, Los Angeles, CA 1984-1988, Health Education Coordinator, USC Institute for Health Promotion, Los Angeles, CA 1980-1983.

Academic Affiliation: Clinical assistant professor, Fuller Graduate School of Psychology

Licensure: Psychologist: California, 2003-present

Professional Organizations: American Psychological Association; Los Angeles County Psychological Association; American Pain Society.

Recent Publications/ Presentations: Stanton, S., Sobol, D. & Yakush, B. (2007, April). *Introducing a process group or couples with chronic illness: A pilot program in an outpatient VA clinic.* Paper presented at the meeting of the Society of Behavioral Medicine, Washington, D.C.

Sobol, D. F. (1998). *Partnering with schools: Project FUN , An adolescent parent conflict resolution training program.* Workshop presented to school and community personnel in Los Angeles middle schools, Los Angeles, CA.

Sobol, D.F., Rohrbach, L.A., Dent, C.W., Gleason, L. Brannon, B.R., Johnson, C.A. & Flay, B.R. (1989). The integrity of smoking prevention curriculum. *Health Education Research, 4 (1), 59-67.*

Sussman, S., Brannon, B. R., Flay, B. R., Gleason, L., Senor, S., Sobol, D. F., Hansen, W. B., & Johnson, C. A. (1986). The television school and family smoking prevention/cessation project. II. Formative evaluation of television segments by teenagers and parents-implications for parental involvement in drug education. *Health Education Research, 1 (3), 185-194.*

Clinical Position: Coordinator, Behavioral Medicine/Health Psychology

Treatment Orientation: Cognitive-behavioral, Psychodynamic

Interest Areas: Behavioral medicine; pain management; primary care/health psychology; conflict resolution; parenting education; multicultural issues

Susan Steinberg, Ph.D.

Education: Ph.D., Clark University, 1989.

Internship: VA Medical Center, Palo Alto, CA, 1987-88.

Work Experience: Staff Psychologist, LAACC, 1990-present; Private practice, Los Angeles, CA, 1991-2002; Postdoctoral fellow, Department of Psychiatry, Harbor-UCLA Medical Center, 1989-90; Registered psychological assistant, Long Beach, CA, 1988-90; Research consultant, University of Massachusetts Medical Center, Worcester, MA, 1985-87; Teaching assistant, Clark University, 1984-85.

Academic Affiliation: Clinical professor, Fuller Graduate School of Psychology; Clinical associate professor, UCLA, 1993-2000.

Licensure: Psychologist: California, 1991-present.

Professional Organizations: American Psychological Association; Association for Women in Psychology; Association of VA Psychology Leaders, VA Training Council.

Recent Publications/ Presentations: Steinberg, S. & Moreland, L. (May 2014) *Overview of the Mental Health Needs of Female Veterans*. Vet Court Con/National Association of Drug Court Professionals 20th Annual Training Conference, Anaheim, CA

Brodsky, A. & Steinberg, S. (2008, April). Clinical Psychology: Insider Edition: PsychCRITIQUES-Contemporary Psychology: APA Review of Books; www.PsychCRITIQUES@mimh.edu.

Steinberg, S. (2006, June). *Current issues in clinical supervision*. One-hour CE workshop given at the West Los Angeles VAMC .

Siegel, R., Cole, E., & Steinberg-Oren, S. (2000). *Jewish mothers tell their stories: Acts of love and courage*. New York: Haworth Press.

Kaser-Boyd, N. & Steinberg-Oren, S. (2000). Principles of interpretation. In T. Rose, N. Kaser-Boyd, & M. Maloney (Eds.), *Essentials of Rorschach assessment* New York: Wiley, 110-137.

Steinberg, S., & Graves, P. (1998, March). *Time-limited dynamic psychotherapy*. Six-hour CE workshop given at the California Psychological Association Annual Convention, Pasadena, CA.

Moffett, L., Steinberg, S.L., & Rhode, R. (1996). Personality assessment of substance-dependent patients in a therapeutic community, *Journal of Substance Abuse Treatment*, 13 (2), 127-134.

Clinical Position: Former Director of Training; Lead Psychologist-Women's Program

Treatment Orientation: Psychodynamic, Time-Limited Dynamic Psychotherapy, Mindfulness

Interest Areas: Rorschach assessment; brief psychodynamic therapy; supervision; the psychology of women; Rorschach, couple's therapy; mindfulness

Stephen Strack, Ph.D.

Education: Ph.D., University of Miami, 1983.

Internship: VA Medical Center, West Los Angeles, CA, 1982-83.

Work Experience: Staff Psychologist, VA-LAACC, 1985-2014; Assistant Director of Training, VA-LAACC, 2001-2006; Director of Training, VA-LAACC, 1993-1997; Staff Psychologist, Los Angeles County Skid Row Project, 1984-85; Postdoctoral Intern, Alcoholism Rehabilitation Laboratory, VA Medical Center, Sepulveda, CA, 1983-84.

Academic Affiliation: Adjunct Professor, Alliant International University, CSPP, Los Angeles; Clinical Professor, Fuller Graduate School of Psychology, Pasadena, CA.

Licensure: Psychologist: California, 1985-present

Professional Organizations: Fellow, American Psychological Association; California Psychological Association; International Society for the Study of Personality Disorders; Society for Interpersonal Theory and Research; Fellow, Society for Personality Assessment

Recent Publications/Presentation: Horowitz, L. M. & Strack, S. (Eds.) (2011). *Handbook of interpersonal psychology: Theory, research, assessment, and therapeutic interventions*. Hoboken, NJ: Wiley.

Strack, S. (2010). Evidence-based assessment and instrumentation for personality disorders. In J.J. Magnavita (Ed.), *Evidence-based treatment of personality dysfunction: Principles, methods, and processes*. Washington, DC: American Psychological Association.

Strack, S. (Ed.) (2008). *Essentials of Millon inventories assessment (3rd ed)*. Hoboken, NJ: Wiley.

Strack, S., & Millon, T. (2007). Invited essay: Contributions to the dimensional assessment of personality disorders using Millon's model and the Millon Clinical Multiaxial Inventory (MCMI-III). *Journal of Personality Assessment*, 89, 56-69.

Millon, T., Strack, S.N., Millon, C., & Grossman, S. (2006). *Millon College Counseling Inventory (MCCI) manual*. Minneapolis, MN: NCS Pearson.

Strack, S. (Ed.) (2006). *Differentiating normal and abnormal personality (2nd ed.)*. New York: Springer.

Strack, S., & Kinder, B.N. (Eds.) (2006). *Pioneers of personality science*. New York: Springer.

Position: Staff psychologist: Mental Health Clinic and East Los Angeles CBOC.

Treatment Orientation: Interpersonal, psychodynamic, self-transcendence

Interest Areas: Normal and abnormal personality; MCMI-III; stress and coping; interpersonal and systems theory; death and dying; spirituality

Gary Wolfe, Ph.D.

Education: Ph.D., University of Texas at Austin, 1974.

Internship: Los Angeles County/University of Southern California Medical Center, 1971-72.

Work Experience: Psychologist Emeritus GLA 2012-Present; Associate Chief, Mental Health, GLA, 1998-2012; Department Chair, Psychology, GLA, 1999-2012; Professional Discipline Chair, SCSC, 1998-1999; Chief Psychologist, VA LAOPC, 1992-1998; Staff psychologist and Director of Internship Training, LAACC, Los Angeles, CA, 1982-92; Coordinator of Adult Direct Services, Department of Psychosocial Services, Kaiser-Permanente, San Diego, CA, 1980-82.

Academic Affiliation: Clinical Professor, Fuller Graduate School of Psychology; Lecturer, University of California at Los Angeles School of Dentistry.

Licensure: Psychologist: California, 1976-present

Professional Organizations: American Psychological Association; California Psychological Association; American Association for the Advancement of Science, Association for Psychological Science, Association of VA Psychology Leaders.

Recent Publications/Presentations: Bautista, J., Antaramian, J., & Wolfe, G.R. (2002, December). The relationship of hypertension and celecoxib. Paper presented at the Mid-year Convention, American Society of Healthcare Pharmacists, Atlanta, GA.

Katz, R.C., Davidoff, M.N., & Wolfe, G.R. (2001). Improving communication in Parkinson's disease (4th ed.). Austin, TX: Pro-Ed.

Wolfe, G.R., Stewart, J.E., Maeder, L.A., & Hartz, G.W. (1996). Changes in dental beliefs following oral hygiene interventions: Applications of the Dental Coping Belief Scale for measuring cognitive changes. *Community Dentistry and Oral Epidemiology*, 24, 37-41.

Kiess, K., Henderson, V.W., Saul, R., Wolfe, G., Mishra, S., & Van Lancker, D. Agraphia with preserved oral spelling: Letter-selection agraphia. *Brain and Language*, 47(3): 442-444, 1994.

Treatment Orientation: Cognitive-behavioral

Interest Areas: Cognitive and behavioral therapies; health psychology; clinical neuropsychology; management and organizational psychology

Other Agency Staff

Veronica V. Enguero

Position: Staff RN Mental Health Care Line

Responsibilities: The Staff RN is responsible to the Outpatient Mental Health Nurse Manager for efficient management of patient care in the mental health clinic. This includes coordination of patient care in order to expedite patient movement through interdisciplinary system and facilitate continuity of care between outpatient care, inpatient and after care.

Educational Background:

Far Eastern University, Manila, Philippines- Bachelor in Science of Nursing, 1979

University of Phoenix, Phoenix, Arizona, U.S.A. - Master in Science of Nursing, 2007

Awards/Certifications:

Paralyzed Veterans of America Certificate of Appreciation, 2012

VAGLAHS Social Work Spotlight Award, Marcy, 2010

VAGLAHS Team Accomplishment Award, May 2009

GLAHS Nursing Magnet Award, May 2009

People's Choice Award, September 2008

ANCC Certified Psychiatric and Mental Health Nurse, September 2008

VA Certified PMDB instructor, July 2007

VA Certified HIV Rapid Oral Testing, 2007

VA Performance Award- 1995 and 1996

Publication:

Abstract of the LAACC Mental Health Retention Program by Dr. Goguen, Psy.D, Marilyn Gladle, RN and Veronica V. Enguero, RN- Published in the Abstract Book of the VA WLA Nursing Research Council, May 2009

Work Experience:

Staff RN Mental Health – VA Los Angeles Ambulatory Care Center from 2000 to present; Staff Nurse-Medical-Psychiatric inpatient ward- VA West Los Angeles Medical Center from 1998-2000; Staff Nurse-Acute General Psychiatric inpatient- VA West Los Angeles Medical Center from 1994- 1998; Staff Nurse-Acute General Psychiatric inpatient- VA Sepulveda from 1990- 1994; Staff Nurse- Psychiatric Emergency Unit- Olive View Medical Center from 1988- 1989; Staff Nurse-Per Diem- Acute General Psychiatric unit-Coldwater Canyon Hospital from 1989-1990(hospital is closed); Staff Nurse- Acute General Psychiatric inpatient unit- Illinois Masonic Hospital, Chicago, Illinois from 1986- 1988; Staff Nurse- Acute General Psychiatric inpatient unit- St. Anne's General Hospital, Chicago, Illinois from 1984-1986; Staff Nurse- Clark Manor Convalescent Center- Chicago, Illinois, from 1983- 1984; Staff Nurse- Medical-Surgical unit- Douglas Community Hospital, Douglas, Michigan from 1982- 1983; Staff Nurse Pediatric Unit- Cainta General Hospital- Rizal Philippines from 1981-1982; Staff Nurse- Radiology Department- Rizal Provincial Hospital, Pasig, Rizal, Philippines from 1980-1981

Chandresh Shah, M.D.

Education: Baroda Medical College, Baroda, India

Residency: Medical College of Georgia, Augusta, GA
Fellowship: Medical College of Georgia, Augusta, GA

Experience: Los Angeles Veterans Affairs Clinic, Los Angeles, CA
Maryland State Department of Mental Health, Cheverly, MD
Commission on Mental Health, Washington, DC
Veteran's Affairs Medical Center, Augusta, GA
Medical College of Georgia

Publications: Shah, C. (2005). *Culture in mental health-diversity and disparity*. European Psychiatry 20 (Suppl 1), pp. S224-S225.
Shah, C., White, J., Chen, S. & Simitian, L. (1998). *Substance abuse and psychiatric co-morbidity*. European Psychiatry 13 (Suppl 4), p. 230S.
Shah, C., White, J. & Simitian, L. (1997). *Substance abuse, depression and suicidality*. Revista Chilean de Neuro-psiquiatria, XXXV (Suppl 9), p.85.
Shah, C. Highfill, D., Simitian, L. (1996). *Harm reduction by methadone maintenance treatment of geriatric heroin addicts*. European Psychiatry 11 (Suppl 4), p. 330.

Presentations: Shah, C. (October,2011). *Schizophrenia, creativity, and impact of treatment*. American Psychiatric Association Institute on Psychiatric Services, San Francisco, CA.
Shah, C. (October, 2010). *Early cannabis use and late heroin addiction*. American Psychiatric Association Institute on Psychiatric Services, San Francisco, CA.
Shah, C. (October, 2009). *Medical certification--Cost to providers*. American Psychiatric Association Institute on Psychiatric Services, San Francisco, CA.

Research: Management of antipsychotic medication associated obesity-2. Veterans Affairs Merit Grant.
HIV vaccine preparedness in substance users at Veterans Affairs Medical Centers-A pilot study. Veterans Affairs Collaborative.

Study: Multicenter, double-blind evaluation of the safety and efficacy of PY 108-068 and memory.
Efficacy of Amoxapine in psychotic depression-relationship to plasma level, serum prolactin, and serum neuroleptic activity.
The bioavailability of clozapine-a comparison of the tablets proposed for marketing to capsules used in clinical trials and a solution.

Clinical Position: Lean Psychiatrist, VA-Los Angeles Ambulatory Care Center

Areas of interests: Psychopharmacology, Psychiatric Epidemiology

Margarita Krasnova, MD

Education: M.D., Russian State Medical University, Russia, 1986

Residency: Maine Medical Center, Portland, ME, 2004-2008

Work Experience: Staff psychiatrist, Los Angeles Ambulatory Care Clinic (LAACC), Los Angeles, CA, 2008-present.; Research Fellow, Serbsky National Research Center for Forensic Psychiatry, 1995; Staff Psychiatrist, Central Hospital of Internal Affairs of the USSR, 1993; Staff Psychiatrist, Moscow State Psychiatric Hospital, 1987.

Academic Affiliation: Assistant Clinical Professor, USC Keck School of Medicine - present

Board Certification: California, 2010-present

Professional Organizations: American Psychiatric Association; Russian American Medical Association; I American Association of Community Psychiatrists; Southern California Psychiatric Society—South Bay Chapter; Association of Women Psychiatrists; Los Angeles County Medical Association.

Clinical Position: Mental Health Clinic Staff Psychiatrist, LAACC

Treatment Orientation: Psychopharmacological; interpersonal; supportive

Areas of Interest: Transgender Disorders, Mindfulness, Movement Therapy

Tamika L. Woodard, LCSW

Education: Master of Social Work, 2000, University of Pittsburgh
Bachelor of Science, Psychology, 1995, University of Pittsburgh

Work Experience: Medical Social Worker, CA Hospital Medical Center, Los Angeles, CA, 2006-present; Clinical Social Worker, Greater Los Angeles VAMC, Los Angeles, CA, 2003-present; Psychiatric Therapist, Johns Hopkins Hospital, Baltimore, MD, 2000-2002; Graduate Intern, Allegheny General Hospital, 1998-1999.

Licensure: Licensed Clinical Social Worker
State of California, 2011-Present

Licensed Independent Social Worker
State of Ohio, 2005-Present

Certifications: Certified Anger Management Facilitator, Anderson & Anderson Psychological Services, 2012
Academy of Certified Social Workers, NASW, 2010
Certified Advanced Social Work Case Manager, NASW, 2010
Certified Social Worker in Health Care, NASW, 2009

Professional Organizations: National Association of Social Workers

Awards: National Coalition for Homeless Veterans, Department of Veterans Staff Award, 2006
Greater Los Angeles Healthcare System on the Spot Award, 2006, 2007

Special Training: Prevention and Management of Disruptive Behavior, Master Trainer, 2012
VA Certified in Cognitive Processing Therapy for PTSD, 2011
VA Certified in Cognitive Behavioral Therapy for Insomnia, 2011
VA Certified in Prolonged Exposure Therapy, 2010
PTSD in Female Veterans: Military Sexual Trauma, 2010
VA Certified in Cognitive-Behavior Therapy for Depression, March 2009
Supporting Children through Trauma and Loss, Military Child Education Coalition, October 2008
Transforming Mental Health Care: Promoting Recovery & Integrated Care, July 2007
Prevention and Management of Disruptive Behavior, Train the Trainer, April 2006
Homeless Grant & Per Diem Liaison Training, Chesapeake Health Education Program, 2006

Clinical Position: Mental Health Clinic, Senior Social Worker, VA-LA Ambulatory Care Center

Treatment Orientation: Cognitive-behavioral

Areas of Interest: Depression, PTSD, insomnia, military sexual trauma, anger management and group therapy.

Trainees

Our psychology pre-doctoral interns have come from graduate programs across the United States. Many have attended graduate programs in and around the Los Angeles area including: Fuller Graduate School of Psychology, Loma Linda University, Pepperdine University, the University of California-Los Angeles (UCLA), University of California-Santa Barbara (UCSB), and the University of Southern California (USC). Others have come from Arizona State University, Boston University, Michigan State University, the University of Alabama, the University of Hawaii, the University of Minnesota, the University of North Carolina, and the University of Tennessee, Virginia Commonwealth University, and other schools. Our students have attended clinical and counseling psychology graduate programs and have been awarded Ph.D.s, Ed.Ds, and Psy.Ds.

Our students are often quite successful in locating professional positions after internship. Approximately 75% of our interns go on to post-doctoral positions either locally or in other states. Most interns go on to VA postdoctoral fellowships. Usually, one student per year will find a job in a public sector mental health position either at the VA, County, Prison system, or Department of Mental Health. Lastly, at times, a student is often undecided at the end of internship and/or needs some time to complete his or her dissertation. This person usually has located a job by the end of that year.

We receive very positive reviews from our students in our Alumni survey which is sent to all interns one to two years following their internship. Here are sample quotes we have received from intern graduates of '08 and '09. "LAACC offered not only broad generalist training, but adequate time in various clinical activities to gain depth in a number of areas." (Internship graduate completing a VA postdoctoral fellowship). "I probably benefitted most from the gradual shift into functioning more independently. The internship started out with much less freedom, but in time gave me more flexibility. For me, this process helped prepare me for my present job (Forensic Psychologist) where I have much more independence." " Among the many strengths of the internship program are (a) the flexibility and expertise of the supervising staff psychologists, (b) the comprehensive and rigorous generalist training offered, (c) training in both psychodynamic and cognitive-behavioral models, (d) training in empirically supported treatments, (e) the variety of groups interns can run or co-lead with supervisors, (f) the opportunity to work with and learn from a variety of supervisors, (g) the opportunities for leadership, program development, and professional development." (Internship graduate working at the MIRECC program and in private practice).

Local Information

LAACC is located in downtown Los Angeles, in the middle of the cultural, financial, and political hub of metropolitan Los Angeles, an area that extends west to Santa Monica, south to the Port of Los Angeles, north to the San Gabriel Mountains, and east to Whittier. Our clinic is adjacent to Olvera Street, Little Tokyo, and Chinatown. Our location is in the midst of a physical and socio-cultural renaissance. Businesses, shopping, restaurants, recreation, and cultural centers now dominate the area around the clinic. The Geffen Contemporary Art Museum, the Japanese American Museum, the Music Center (Dorothy Chandler Pavilion, Ahmanson Theatre, and Mark Taper Forum), the Disney Performing Hall (home to the LA Philharmonic), the financial and garment districts, and the jewelry center are all within walking distance of the clinic.

Our interns take advantage of all that Los Angeles has to offer. They have resided in many different areas of LA through the years, including Santa Monica, Redondo Beach, Pasadena, downtown Los Angeles, and the San Fernando Valley. Union Station, the main train station servicing the Metropolitan Los Angeles area, is also walking distance from our clinic thereby facilitating staff and interns to use public transportation and "go green." In some ways, our location couldn't be better since the VA subsidizes public transportation expenses.

If you are interested in further information regarding downtown Los Angeles, please visit:
www.lacity.org

