

Psychology Internship Program



**VA Los Angeles Ambulatory Care Center
Psychology Service**
351 E. Temple Street
Los Angeles, CA 90012
Phone: (213)253-2677 ext. 24819
<https://www.losangeles.va.gov/trainee/>

**APPIC MATCH NUMBER 113911
Applications Due: Nov 1, 2018**

Hello Prospective Applicants! Congratulations on achieving this level of your clinical training. We are glad that you are considering completing your doctoral internship 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 doctoral internship program in psychology at 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 re-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 APA visit is scheduled for October 2018.

Application Procedures

Applications for full-time doctoral internship positions in clinical psychology will be accepted from students who are enrolled in doctoral programs in clinical or counseling psychology that are accredited by the American Psychological Association (APA) or the Canadian Psychological Association (CPA). The training program is funded to support 4 full-time internship positions. The 2019-2020 internship year will begin on August 5, 2019.

Applications must be submitted through the AAPI Online portal by midnight PST on November 1, 2018, and must include the following:

1. Completed on-line APPIC Application for Psychology Internship (AAPI) , see www.appic.org and click "on-line application."
2. Site-specific cover letter

3. Three (3) letters of recommendation from faculty members and practicum supervisors with whom you have worked. Letters are to be uploaded through the AAPI Reference Portal.
4. Curriculum Vitae
5. Transcripts from all graduate programs attended

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 at www.natmatch.com/psychint. Our program code number is 113911.

Please contact the Director of Training if you have any questions:

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Internship Program Tables

Date Program Tables were updated: 7/25/18

Internship Program Admissions

Briefly describe in narrative form important information to assist potential applicants in assessing their likely fit with your program. This description must be consistent with the program's policies on intern selection and practicum and academic preparation requirements:

Admissions and Selection Process

Efforts are made to select interns consistent with the mission and values of VA LAACC and the population that it serves. We require that applicants' doctoral-level training includes experiences providing direct, face-to-face, psychological services to adult populations, treating a wide variety of presenting conditions. We look for applicants who have strong academic backgrounds and require that students come from APA-accredited graduate institutions. We appreciate applicants who are well-rounded, with good basic training and experience in clinical interviewing, individual and group psychotherapy, and psychodiagnostic assessment. We value applicants with considerable clinical experience (at least 500 Intervention and 100 Assessment hours) because we have found that incoming interns with little experience can be challenged by the variety and intensity of clinical experiences encountered at our clinic. In addition, because interns engage in a wide variety of different professional activities from the beginning of the training year, it is helpful for interns to enter the program with

confidence in their abilities. 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 multicultural coursework or “training tracks” and/or experience working with culturally diverse populations.

The Psychology Director of Training must receive completed applications no later than November 1, 2018. Our training staff will review all submitted materials 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 are no longer being considered for a position. The remaining applicants will be offered an interview in January of 2018. Interviews are mandatory. Applicants are notified of their interview status by December 15th at the latest. 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 (typically two interviews with staff members and one interview with a current intern). Some time is left over at the end of the interview day for intern candidates to meet the current interns and attend a wrap-up question/answer session with the Director of Training (DOT) and/or Assistant DOT.

VA LAACC greatly values individual and cultural diversity. We encourage applicants from all backgrounds to apply, and we are an Equal Opportunity Employer. We honor our non-discrimination policy and respect diversity in all its forms.

Our full *Intern Recruitment and Selection Policy* is available upon request for additional information.

Does the program require that applicants have received a minimum number of hours of the following at time of application? If Yes, indicate how many:

Total Direct Contact Intervention Hours	Y	Amount: 500
Total Direct Contact Assessment Hours	Y	Amount: 100

Describe any other required minimum criteria used to screen applicants:

N/A

Eligibility Criteria

To be eligible for our program you must be in good standing at an American Psychological Association (APA) or Canadian Psychological Association (CPA) accredited graduate program in Clinical, Counseling, or Combined psychology or Psychological Clinical Science Accreditation System (PCSAS) accredited program in Clinical Science. Persons with a doctorate in another area of psychology who meet the APA or CPA criteria for respecialization training in Clinical, Counseling, or Combined Psychology are also eligible. You must be approved for internship status by your graduate Director of Clinical Training. We also require that applicants have successfully completed their dissertation proposal prior to December 2018. Applicants should have a minimum of 500 hours of supervised experience in direct intervention and 100 hours of assessment experience at the time of application. If you have fewer than those hours at the time of application, but will be accruing substantial hours before the internship start date, please indicate that in the application materials.

Other VA-wide eligibility requirements include:

1. U.S. citizenship. VA is unable to consider applications from anyone who is not currently a U.S. citizen. Verification of citizenship is required following selection. All interns and fellows must complete a Certification of Citizenship in the United States prior to beginning VA training.
2. A male applicant born after 12/31/1959 must have registered for the draft by age 26 to be eligible for any US government employment, including selection as a paid VA trainee. Male applicants must sign a pre-appointment Certification Statement for Selective Service Registration before they can be processed into a training program. Exceptions can be granted only by the US Office of Personnel Management and are very rarely granted.
3. Interns are subject to fingerprinting and background checks. Match result and selection decisions are contingent on passing these screens.
4. VA training occurs in a health care setting. Some of the patients served by VA are elderly or infirm, and could succumb to common illnesses like influenza. It is important to be able to document that your vaccinations are up to date and that you have been screened for active tuberculosis prior to starting your training at VA or other hospitals. Securing a statement from university student health center, your regular health provider, or an urgent care clinic can expedite your appointment. Additionally, maintaining a current flu vaccination during the training year (or taking additional preventative measures to limit patient exposure to the flu) will be required. Please discuss this with the program training director after you have matched and well before to your start date to facilitate your onboarding

For more information, please visit <http://www.psychologytraining.va.gov/eligibility.asp>

Financial and Other Benefit Support for Upcoming Training Year

Annual Stipend/Salary for Full-time Interns	\$29,613
Annual Stipend/Salary for Half-time Interns	N/A
Program provides access to medical insurance for intern?	Yes
If access to medical insurance is provided:	
Trainee contribution to cost required?	Yes
Coverage of family member(s) available?	Yes
Coverage of legally married partner available?	Yes
Coverage of domestic partner available?	No
Hours of Annual Paid Personal Time Off (PTO and/or Vacation) (4 hours accrued every 2 weeks)	104
Hours of Annual Paid Sick Leave (4 hours accrued every 2 weeks)	104

In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?	Yes
Other Benefits (please describe): - Interns are also eligible for life insurance, as well supplemental dental and vision insurance. - Interns also receive 80 hours of federal holiday leave	

Post-Internship Activities

Because of the generalist nature of our internship program, interns are prepared for postdoctoral residencies 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, Primary Care-Mental Health Integration, Severe Mental Illness (SMI), and Substance Abuse/Addictive Behaviors, among others.

Interns from LAACC have been highly competitive for postdoctoral positions. Below is a table listing the initial post-internship positions for the preceding 3 cohorts (2014-15 through 2016-17):

Initial Post-Internship Positions

	2014-2017	
Total # of interns who were in the 3 cohorts	13	
Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree	0	
	PD	EP
Community mental health center	0	0
Federally qualified health center	0	0
Independent primary care facility/clinic	0	0
University counseling center	0	0
Veterans Affairs medical center	5	1
Military health center	0	0
Academic health center	0	0
Other medical center or hospital	6	0
Psychiatric hospital	0	0
Academic university/department	0	0
Community college or other teaching setting	0	0
Independent research institution	0	0
Correctional facility	0	0
School district/system	0	0
Independent practice setting	1	0
Not currently employed	0	0

Changed to another field	0	0
Other	0	0
Unknown	0	0

Note: “PD” = Postdoctoral residency position; “EP” = Employed Position

Postdoctoral Residency Positions for Interns from the 2014-15 through 2017-18 Classes:

- Chronic Pain Management Postdoctoral Residency, VA Phoenix Health Care System
- Chronic Pain Postdoctoral Fellowship, Kaiser Permanente-San Francisco
- Health Psychology and HIV Postdoctoral Fellowships at Harbor UCLA Medical Center (multiple interns)
- Health Psychology Postdoctoral Residency, VA West Los Angeles Health Care Center
- Integrated Care and Behavioral Medicine Fellowship, VA Northern California HCS
- PC-MHI Postdoctoral Fellowship at the Southeast Louisiana VA HCS (New Orleans)
- PTSD Focus Postdoctoral Residency, VA Palo Alto Health Care System
- PTSD Postdoctoral Fellowship at Long Beach VA HCS
- PTSD/SUD Postdoctoral Fellowship at Sepulveda Ambulatory Care Center
- PTSD Postdoctoral Fellowship at UCSD/San Diego VA Healthcare System
- Semel Institute for Neuroscience and Human Behavior, UCLA
- Women’s Mental Health and Trauma Postdoctoral Residency at VA San Francisco

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. One of our recent graduates also obtained employment in the VA directly from internship.

Lastly, a very high percentage (nearly 50%) of our staff were psychology interns at LAACC. A number of additional intern alumni hold staff psychologist positions through the Greater Los Angeles Healthcare System.

Program Setting

VA Los Angeles Ambulatory Care Center (VA LAACC) is an ambulatory care clinic located in downtown Los Angeles. Our clinic is part of the VA Greater Los Angeles Healthcare System (VAGLAHS), serving approximately 1.4 million Veterans in the central and southern California region. VAGLAHS is the largest health care system within the VA and consists of one flagship medical center (West Los Angeles Healthcare Center), two ambulatory care facilities (Los Angeles Ambulatory Care Center and Sepulveda Ambulatory Care Center), and eight community-based outpatient clinics (Bakersfield, East Los Angeles, Gardena, Lancaster, Oxnard, Santa Barbara, Santa Maria, and San Luis Obispo). VAGLAHS is part of the larger VA Desert Pacific Healthcare Network (VISN22), serving Veterans who live in California and Nevada.

VA LAACC is a dynamic and exciting place to work. Located in the heart of downtown Los Angeles, the clinic is situated in one of the most diverse cities in the nation. Veterans who come to LAACC represent a wide variety of cultural backgrounds. Recent statistics show that the Veteran population at LAACC is approximately 46% White, 30% African American, 24% Latino/a, and 8% Asian and Pacific Islander. Our

clinic serves all socioeconomic levels; however, the majority of Veterans whose data was reported have low incomes. Within this population of Veterans, trainees at LAACC have the opportunity to work with specific minority groups, including serving the unique needs of women veterans, gender and sexual minority veterans, homeless veterans, etc. Staff at LAACC also represent many different cultural groups and the clinic celebrates the diversity of its staff.

VA LAACC provides comprehensive medical and mental health services to its veteran population. The nine full-time and four part-time psychologists on staff at LAACC coordinate the following mental health programs: General Mental Health Clinic, Addictive Behaviors Clinic (ABC), Behavioral Medicine, Homeless Patient Aligned Care Team (HPACT), Psychosocial Rehabilitation and Recovery Center (PRRC), Primary Care-Mental Health Integration (PC-MHI), 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 specialty program at LAACC, PTSD treatment (and training for interns) is readily available at the clinic. In fact, PTSD is one of the most common mental health diagnoses treated at VA LAACC.

Our mission is to provide training that prepares interns for the practice of clinical psychology. We aim to train interns in a wide variety of clinical psychological services and prepare them for successful entry into a postdoctoral residency or entry-level clinical psychology position. With this in mind, we provide generalist training in a wide spectrum of outpatient services. We offer practical experience, didactic training, and intensive supervision in order to help our interns become competent and prepared for the professional practice of psychology.

Training Model and Program Philosophy

The LAACC internship program offers a generalist model of training that prepares our interns to “wear many different hats” simultaneously. Currently, training at our clinic is not rotation-based. During any given week in our program, each intern works closely with most of the training staff, sees a variety of patients with different diagnoses throughout multiple clinics, and uses a variety of different treatment modalities. We are considering a transition to a rotation-based schedule in the future, although the core training opportunities will remain the same.

All interns have the opportunity to participate in the following programs throughout the year: Addictive Behaviors Clinic (ABC), Behavioral Medicine Program, General Mental Health Clinic, Psychodiagnostic Assessment, and Psychosocial Rehabilitation and Recovery Center (PRRC) Program. One intern at a time will also rotate through either the East LA Clinic (ELA) PTSD program or Primary Care-Mental Health Integration (PC-MHI) program. In all, we expect that interns spend about 12 to 15 hours per week engaged in direct patient contact during the first half of the year, and about 15-20 hours in the second half of the year. These hours spent in patient care include: conducting psychological assessments, completing intake assessments, providing individual psychotherapy, and facilitating group psychotherapy. Interns are typically expected to conduct 1-3 intake interviews, treat 7-10 individuals, and co-lead 4-5 groups per week.

Additional time is spent in supervision, didactics/seminars, case conference, chart review and documentation, consultation with other disciplines, scoring/interpreting test data, reading research literature, program development, and completing administrative activities.

Our internship provides training according to a practitioner-scholar model. We offer a supervision-rich atmosphere, and interns have the opportunity to work with many different staff members who are very

committed to training and take supervision seriously. Students are exposed to a variety of supervision orientations including Cognitive-Behavioral, Psychodynamic, Acceptance-based, Interpersonal, and Experiential. While supervision styles vary, the quality of supervision is regularly regarded as one of the program's signature strengths.

As for our philosophy, interns are respected by the psychology training staff as well as by other staff from a variety of other disciplines and departments. We believe that training is best provided through good working relationships and mutual respect. We work beside our interns every day. In this way, staff members serve as interns' role models in addition to supervisors. While they are on internship, we support interns as advanced practitioners while embracing them with support through numerous opportunities for supervision and learning. Our goal is to help interns attain the competence and confidence they will need to work as postdoctoral residents or entry-level staff psychologists anywhere in the country, by providing them with diverse experiences relevant to the profession of psychology. We believe that we are successful in this mission because of the success of our alumni who have secured a wide variety of positions as practicing psychologists, many of them within our own clinic and the VA healthcare system.

Program Goals & Objectives

Our program goals are based on our training model, program philosophy, and competency-based supervision. The nine profession-wide competencies that we consider central to internship training at our site and are consistent with APA's Standards of Accreditation are:

- 1) Research
- 2) Ethical and Legal Standards
- 3) Individual and Cultural Diversity
- 4) Professional Values, Attitudes, and Behaviors
- 5) Communication and Interpersonal Skills
- 6) Assessment
- 7) Intervention
- 8) Supervision
- 9) Consultation and Interprofessional/Interdisciplinary Skills

PROGRAM GOALS

Our goal is to train interns to be generalist clinicians who are competent in these nine areas listed above and ready to handle the demands of a job as a postdoctoral resident or entry-level psychologist in a wide range of psychology settings. Psychologists within the VA Los Angeles Ambulatory Care Center are also generalists who provide a variety of psychological services throughout the clinic. Interns are trained to provide these same services, and the staff members model the roles that interns are expected to develop.

Interns are provided with training to increase their competency in each of the required areas throughout the training year. For instance, the research competency is developed through critical evaluation of research literature in seminars, didactics, and supervision as well as the integration of science in clinical practice through training in evidence-based practices. Interns also disseminate research by presenting on a current research topic in the Team Training Meeting. Training in ethical and legal standards is incorporated into the training program year-long through clinical experiences,

supervision, and the weekly Law & Ethics seminar that all interns attend. Training in the area of individual and cultural diversity is also an ongoing year-long practice that is integrated into all other areas of clinical and professional work. Issues of diversity are explored in supervision, didactics, and the biweekly Diversity Seminar that all interns attend regularly. Respect for, and understanding of, the importance of individual and cultural diversity issues as they relate to psychological and professional practice is a core value of the training program at VA LAACC. Competence in professional values and communication skills are honed through seminars, didactics, supervision, professional relationships, and ongoing training experiences over the course of the full internship year. Interns develop competence in various models and practices of supervision through didactic training in supervision, simulated and/or actual supervision practice, and engagement in informal supervision/consultation with peers in group supervision.

Training in assessment includes clinical interviewing, psychodiagnostic assessment, and cognitive screening. Students will learn how to effectively conduct the VA-wide Mental Health Initial Assessment interview. Interns will also learn how to hone their skills in the administration, scoring, and interpretation of comprehensive test batteries including numerous psychological and cognitive screening tests. Assessment training at VA LAACC also includes teaching interns to improve skills in assessment report writing, communicating assessment findings, and incorporating test results into case conceptualization and treatment planning.

Interns are also expected to develop competency in individual and group therapy interventions. Interns have the opportunity to be trained in numerous evidence-based forms of treatment including: Acceptance and Commitment Therapy (ACT), Cognitive Behavioral Therapy, Cognitive Processing Therapy (CPT), Emotion-Focused Therapy (EFT), Prolonged Exposure (PE), Time-Limited Dynamic Psychotherapy (TLDP), as well as mindfulness-based interventions (e.g., Mindfulness Based Stress Reduction). Interns are exposed to a variety of individual therapeutic modalities including: psychodynamic, cognitive-behavioral, third-wave CBT, interpersonal, humanistic, 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.

Interns are also trained intensely in a number of sub-specialty areas, many of which provide opportunities for developing interdisciplinary consultation and interprofessional skills. These program areas include: Posttraumatic Stress Disorder (PTSD), Behavioral Medicine, Primary Care-Mental Health Integration (PC-MHI), and Substance Use Disorders (SUD). By the end of the three- to six-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 specific skills in Behavioral Medicine intakes, group and individual psychotherapy, interdisciplinary consultation and collaboration, and program development. In the Addictive Behaviors Clinic, interns develop skills in group and individual treatment of veterans diagnosed with substance use disorders, many of whom also have social work needs and/or medical concerns. 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 interventions for primary care patients. Interns routinely collaborate and consult with primary care team members as part of this specialty training experience.

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 knowledge and skills in a variety of additional

sub-specialty areas including: serious mental illness (PRRC), mindfulness-based interventions, clinical research, program development, Women's Mental Health, and others.

Program Structure

It is sometimes difficult for prospective interns to conceptualize how they will spend a typical week in the LAACC program since the program is not rotation-based. In any given week of our generalist program, interns probably work with all of our training staff, see a variety of patients with different diagnoses, and use multiple treatment methods in a number of different clinics. 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 one full day per week. The other days, they move through a variety of programs and clinics in the course of each day including the General Mental Health Clinic, Addictive Behaviors Clinic (ABC), Behavioral Medicine program, Homeless Patient Aligned Care Team (HPACT), Psychosocial Rehabilitation and Recovery Center (PRRC), and Women's Mental Health Clinic. They receive training in brief psychotherapy as well as long-term therapy, and train in different evidence-based psychotherapy models at the same time. While being immersed in a variety of clinical tasks, interns receive didactic training and supervision from multiple staff members. LAACC provides seminars in mindfulness and acceptance-based practices, cultural and individual diversity, behavioral medicine, brief dynamic psychotherapy, legal and ethical concerns, PTSD treatment, and supervision. We also have a rotation of speakers present on relevant topics as part of our weekly Team Training meeting, which is attended by both staff and trainees. (A sample intern schedule is available upon request.)

Within this fluid stream of activity, there is one constant which is the intern's year-long primary supervisor. The primary supervisor supervises up to four therapy cases and may co-lead a group with the intern. The primary supervisor also functions as an advocate for the intern, supporting the intern in professional development issues and helping to socialize the intern to the field of psychology. The primary supervisor also monitors intern progress over the course of the full training year and provides evaluation feedback.

SUPERVISION:

In the interest of providing a broad-based training experience, interns have the opportunity to work with multiple supervisors who operate from different theoretical orientations and modalities, such as CBT, experiential, humanistic, interpersonal, psychodynamic, and time-limited psychodynamic. In addition, our supervisors strongly value cultural and individual diversity and integrate diversity issues throughout supervision. Through their exposure to a variety of supervisors, interns are introduced to different supervision styles, therapeutic approaches, theoretical orientations, specialty areas, and cultural backgrounds. As required by APA and the CA Board of Psychology, interns spend at least 10% of their time in supervision and receive at least two hours of individual, face-to-face supervision per week. Actually, interns typically receive well above these minimum requirements, with about two to three hours of individual supervision each week and three to four hours of group supervision. We also offer didactic training in our seminars. The majority of supervision includes the analysis of audio recordings of sessions.

Our full *Supervision Policy* is available upon request.

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 their competency development and how well they are fulfilling their requirements. Interns also routinely discuss how well they are addressing their training goals in supervision.

With the help of their primary supervisors, interns develop individualized training plans to address areas of underdeveloped competency. Staff formally reviews each intern’s competence at 3 months, 6 months, and 12 months. Staff also informally reviews students’ progress at a monthly training meeting. Written feedback is provided at 3 months, 6 months, and 12 months. The evaluations all include descriptions of the intern’s training activities, numerical ratings based on staff consensus, and a brief narrative summary of the intern’s performance, as well as their strengths and areas for growth. Interns are evaluated with regard to their performance in all required skills areas and profession-wide competencies as well as any elective areas they are pursuing. At 3 months, the interns receive a copy of this form, but it is not automatically sent to the student’s graduate program unless there is some concern about the student’s performance. The 6- and 12-month evaluations, are both sent to the interns’ graduate schools. Copies of all evaluations are kept in the interns’ files. 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.

Training records are maintained in a locked cabinet within a locked room and are kept indefinitely. Interns are asked to comment upon the evaluations both orally and in writing. Any disagreements are discussed, and evaluations are modified, as appropriate.

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 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. Consistent with APA requirements for internship training, intern competency evaluations are based in part on direct observation of practice during each evaluation period. This involves in-room observation or co-facilitation of intake interviews and/or group psychotherapy. Observation of individual interventions is conducted through audio recording of sessions.

Interns provide feedback to staff on an ongoing basis as well. Interns fill out program evaluation 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 Director of Training and Assistant Director of Training in a formal context. The Director of Training then communicates the feedback to the full Psychology Training Committee. In addition, periodic meetings 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 at the end of the year.

PROFESSIONAL DEVELOPMENT:

Professional development is emphasized through a variety of methods including through routine supervision with the primary supervisor, Team Training presentations focused on professional development issues (e.g. postdoctoral applications, licensure, etc.), 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

TRAINING COMPONENTS

The program consists of a variety of training experiences to develop competency in the following nine areas: psychological assessment, psychological intervention (e.g. individual and group psychotherapy), ethical and legal standards, individual and cultural diversity, professional values, attitudes, and behaviors, communication and interpersonal skills, consultation and interprofessional/interdisciplinary skills, supervision, and research. Training in these competency areas is provided through the required programs outlined below. Elective programs supplement competency development in particular areas of trainee interest. Interns may choose one or more elective programs over the course of the training year, or may choose to only immerse themselves in the required components.

REQUIRED PROGRAMS

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

I. Group Psychotherapy

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:

CBT for Chronic Pain
Cognitive Processing Therapy (CPT)
Managing Emotions
Matrix Relapse Prevention
Mindfulness in Recovery
Seeking Safety
Managing Emotions

Behavioral Medicine:

Chronic Illness Support Group
Chronic Pain Management Group
Tinnitus Program
Women’s Pain Management Group
Golf Therapy Group

PRRC:

General Mental Health:

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

Cognitive Behavioral Therapy
Illness Management & Recovery
Mindfulness & Acceptance
Life Skills
Recovery Process Groups
Social Skills Training

ELA:

ACT for PTSD Group
PTSD Psycho-education Group

Primary Care-Mental Health Integration:

Anger Management
Anxiety Management
Biofeedback
CBT for Depression & Anxiety
Hypertension Management
Post 9/11 Veterans Group
Mindfulness Skills
Mindfulness Based Stress Reduction (MBSR)

Women’s Mental Health:

Women’s CPT for Sexual Trauma Group
Self-Compassion Training for Women
Women’s Wellness Group

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

II. Psychodiagnostic Assessment

The goal of the training in psychodiagnostic assessment is to facilitate full competence in the area of psychodiagnostic assessment by the end of the year. Assessment training is provided primarily through supervised testing experience along with some didactic training and consultation group support. Interns are required to complete a minimum of two (2) comprehensive assessment batteries during the year. In addition, interns will perform targeted, functional assessments as needed in the course of case conceptualization and treatment. Psychological testing is often conducted as part of initial assessment and diagnostic clarification, treatment planning, and/or to gauge progress in therapy. Referrals for comprehensive assessments come from psychiatrists, psychologists, social workers, and other professionals throughout the clinic. A seminar/consultation group meets on a monthly basis and is formatted such that interns present their testing cases and receive supervision in the areas of scoring, interpretation, and/or test integration. Interns will have opportunities to hone their assessment skills using a range of instruments including the MMPI-2/MMPI-2RF, MCMI-IV, PAI, Rorschach (Exner’s Comprehensive System), CAPS-5, PTSD assessment measures, and cognitive screening measures. Interns who may have less experience with certain tests are offered additional individual supervision from the testing supervisors as well as their primary supervisor. Supervision regarding report writing will also be provided. Computerized scoring and interpretation are available for many tests.

Supervisors: Drs. Klevens, Holland, Steinberg, and other supervisory faculty
Hours required: Varies, approx. 200
Hours per week: 4
Number of weeks: 50
Schedule: First Monday, 1:00-2:00pm for consultation; testing schedule varies.

III. Behavioral Medicine

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 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 several new multidisciplinary programs. TARGET DIABETES is improving health outcomes for veterans at risk for diabetic complications. TARGET PAIN is introducing Veterans living with chronic pain to alternative non-pharmacological treatment options. TARGET TINNITUS addresses the distress of living with tinnitus through a mindfulness-based program in collaboration with audiology. 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.

Supervisors: Drs. Sobol and Newsom
Hours required: 250
Hours per week: 5-7
Number of weeks: 50
Schedule: Thursdays, 8:30-10:00am for seminar/group supervision; 1-2:00pm for intake; Individual cases are TBD.

IV. Mental Health Clinic Intakes

The Mental Health Clinic is staffed by 3 psychologists, 4 psychiatrists, one psychiatric nurse, one social worker, and one medical support assistant. 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.

Supervisors: Dr. Goguen
Hours required: 100
Hours per week: 2
Number of weeks: 50

Schedule: Wednesdays, 11:00am-2:00pm

V. Mindfulness & Acceptance-Based Practices

This 6-month long, weekly program teaches interns to utilize mindfulness approaches and Acceptance and Commitment Therapy (ACT) to address a variety of patient concerns. Didactic and experiential training is provided at the beginning of the year, including specific training in mindfulness facilitation. The seminar then switches to a predominantly group supervision format to support interns in learning and applying the ACT model. Interns will be encouraged to develop a personal mindfulness practice in conjunction with treating one to two patients using ACT. Sessions are audio recorded and reviewed during supervision.

Supervisor: Drs. Leshner and Karakashian
Hours required: Varies
Hours per week: 2-3
Number of months: 6
Schedule: Mondays 9am-10am for seminar and group supervision; treatment schedule varies.

VI.

A) Posttraumatic Stress Disorder (PTSD)

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 six-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 psychoeducational PTSD group and an ACT for 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.

Supervisor: Dr. Feigel
Hours required: 128-200
Hours per week: 8
Number of weeks: 12-25
Schedule: Tuesdays

B) 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 to 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 multidisciplinary team, facilitating brief 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, Holland, O’Flinn
Hours required:	128-200
Hours per week:	8
Number of weeks:	12-24
Schedule:	Tuesdays

Elective Programs

Interested interns may also take part in the following elective programs. Generally, students participate in only 1-2 elective programs over the course of the training year. Elective programs make up a small (~15%) percentage of our training. Entry is at the discretion of the Director of Training, primary supervisor, and elective program supervisor(s).

Addictive Behaviors Clinic (ABC)

During the course of the year, interns can learn about the clinical issues, administration, and treatment practices of a multidisciplinary substance use disorders (SUD) treatment program. Many of the patients served are homeless and unemployed. Referrals come 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, the court/probation system, and the veterans themselves. Interns will learn about the Matrix Model of substance use disorders (SUD) treatment and recovery, as well as other evidence-based treatments. 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, managing emotions, and mindfulness. 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

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

Mindfulness Facilitation

Interns interested in specialized mindfulness training can create an elective to hone their skills in mindfulness facilitation. This may include participating in multiple ongoing mindfulness-based groups (e.g. Mindfulness Skills, Mindfulness in Recovery, Mindfulness-Based Stress Reduction, etc.), other mindfulness-based interventions (e.g., individual mindfulness training, staff intervention, additional ACT cases, etc.), mindfulness self-study, and/or program development activities. Please note that interns who choose this elective will also be asked to commit to daily personal mindfulness practice.

Supervisor:	Dr. Karakashian
Hours required:	Flexible
Hours per week:	3-4 (plus personal practice)
Number of weeks:	Varies
Schedule:	Varies

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. For example, under the direction of Dr. Sobol, previous interns have elected to engage in a 16-week Behavioral Medicine Program Development elective, which focused on enhancing psychological adjustment and improving disease-relevant outcomes in such areas as diabetes, hypertension, tinnitus, obesity, effective aging, sleep, etc. Multidisciplinary teaming is at the core of the program.

Supervisor:	Various Staff
Hours required:	24 (minimum)
Hours per week:	2 (minimum)
Number of weeks:	12-16
Schedule:	Varies

Psychosocial Rehabilitation and Recovery Center (PRRC)/Serious Mental Illness

The clinic's Psychosocial Rehabilitation and Recovery Center (PRRC), is an outpatient interdisciplinary treatment program that provides mental health services for veterans diagnosed with serious mental illness (e.g., schizophrenia, schizoaffective disorder, bipolar disorder, major depressive disorder, and PTSD) with significant functional impairment. The PRRC provides group and individual therapy, assessment, and treatment planning services designed to prevent relapse, foster independence and self-esteem, maximize functioning in the community, and assist in the acquisition of new skills and

understanding to promote mental health recovery. PRRC programming implements a recovery model to help veterans reach their personally-identified goals, develop new meaning and purpose in their lives, and increase engagement in their communities.

Interns have the opportunity to participate in an elective 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 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 3-hour didactic seminar on clinical supervision is also provided by Dr. Steinberg, which occurs around mid-year.

Supervisor:	Primary or Delegated Supervisor
Hours required:	Varies
Hours per week:	2
Number of weeks:	Varies
Schedule:	Varies

Time-Limited Dynamic Psychotherapy (TLDP)

We are offering interns the opportunity to be trained in an empirically -based psychodynamic treatment developed by Hannah Levenson called Time-Limited Dynamic Therapy (TLDP). Dr. Steinberg, who was trained by Dr. Levenson and has offered this training at LAACC since 1990, will offer a one-time, ½-day TLDP seminar for all interns and is available to provide advanced didactic training and weekly supervision in the model for those interested in implementing this unique psychodynamic therapy with veteran patients during the training year.

Supervisor:	Dr. Steinberg
Hours required:	Varies
Hours per week:	2
Number of months:	6 months
Schedule:	TBD

Women's Mental Health

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, LAACC provides Woman's program to address their mental health needs. LAACC houses a Woman's Primary Care clinic (Team C) where our Women's Mental Health program is co-located. Medical providers in Team C refer women veterans who

screen positive for PTSD, depression, military sexual trauma, and/or suicidality for mental health services. Interns are supervised in the provision of empirically-based psychotherapies such as Cognitive Processing Therapy (CPT) and ACT for PTSD for treating trauma as well as CBT-informed treatment for Borderline Personality Disorder and Complex Trauma. In addition, longer-term individual therapy and Couple's therapy are provided as needed. Interns can participate in the Women's Wellness group, which is a DBT-informed skills group promoting emotional regulation. Interns are also invited to participate in a Women's Self-Compassion Training group modelled after Kristen Neff's Mindful Self-Compassion Training as well as a Women's Cognitive Processing Therapy (CPT) group for Sexual Trauma. We also encourage interns to become part of our monthly Women's Committee meeting that combines interdisciplinary consultation with event and program planning for women Veterans.

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/group supervision incorporates (September-January/February) incorporates both education regarding specific behavioral medicine skills such as interviewing, assessing, and treating behavioral medicine patients with disorders such as diabetes, headaches, musculoskeletal pain, hypertension, tinnitus, insomnia, anxiety, and fibromyalgia. Trainees learn about the etiology and clinical presentation of such disorders and about appropriate treatment interventions. Treatment approaches include pain management techniques, biofeedback, hypnosis, relaxation training, stress management techniques, mindfulness practice and cognitive-behavioral strategies.

Cognitive Processing Therapy (CPT)

The Cognitive Processing Therapy (CPT) Seminar is a one-time, 4-hour introduction to one of the most well-researched, evidence-based therapies developed to address PTSD. The seminar provides an overview of the CPT protocol, including its foundations in cognitive theory.

Day-Long Continuing Education Workshops

A few times a year, workshops are offered at LAACC and other, local VA facilities. Recent past programs/workshops have covered the following topics: Legal and Ethical Issues, Diversity, Supervision, Violence Risk Assessment, Motivational Interviewing (MI), Working with Gender and Sexual Minority Veterans, and Psychopharmacology, among others.

Dialectical Behavioral Therapy (DBT)

The Dialectical Behavioral Therapy (DBT) Seminar is a one-time, 8-hour (offered in two ½-day seminars early in the training year) introduction to one of the most well-researched, evidence-based therapies for Borderline Personality Disorder (BPD). This seminar will provide an overview of the treatment components of a fully adherent model, in addition to discuss ways it is currently implemented in the GLA system. Following the seminar there is opportunity to gain experience through the DBT-informed skills group as well as through weekly DBT consultation team and potentially through individual therapy.

Diversity

This biweekly 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.

Team Training Meeting

Interns attend a monthly psychology team 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. Staff and interns also routinely present high risk cases during this meeting to get consultation and support. 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.

Mindfulness and Acceptance-Based Practices

This weekly seminar focuses on teaching mindfulness facilitation and Acceptance and Commitment Therapy (ACT). Delivered either in weekly installments or as a 2-day intensive, the seminar will include introductions to mindfulness practice, the ACT model, and specific training in ACT for Depression for the veteran population. Modalities of learning will include didactic instruction, scholarly reading, experiential practice, and supervision of individual therapy cases.

Prolonged Exposure (PE)

The Prolonged Exposure (PE) Therapy Seminar is a two, ½ -day didactic series designed to introduce postdoctoral fellows, psychology interns, and practicum students to this evidence-based treatment for 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 of homework, as well as dealing with avoidance and resistance.

Psycho-diagnostic Consultation Group

Trainees attend a monthly consultation group designed to help them hone their testing skills. We cover all aspects of the testing process—from reviewing 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.

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 are usually covered in a 3-hour seminar usually held in January. Interns who are afforded the opportunity to supervise a practicum student will also receive weekly supervision from a pre-determined staff supervisor.

Requirements for Completion of Internship

Hours Requirement

The internship is a full-time, year-long program involving 2080 hours. Approximately 85-100% of the training hours can be spent in required programs and activities, with no more than 15% coming from elective activities.

Interns must complete the full year of training and spend at least 10% of their time in supervision. In addition, the intern must complete all program requirements unless given permission to be excused from a particular requirement.

Minimum Levels of Achievement

In order to remain in good standing at the 3- and 6-month evaluations, interns need to perform at the "satisfactory performance/meet expectations" level of performance, number "3" on a scale of 1-5 (see below), on the majority of items (at least 50%) in any category of our nine profession-wide competency areas. If this does not occur, the intern will be placed on a remediation plan with the intent to improve the intern's skills so that he or she can attain this level. If the intern's performance still does not meet required competency levels after remediation, additional steps may be taken following the Due Process and Grievance Procedures policy (please see this described later in this brochure for details).

In order to successfully complete the program, interns need to perform at the "satisfactory performance/meet expectations" level of performance, number "3" on a scale of 1-5 (see below), on ALL items in each required area. These are the minimum levels of achievement required to graduate from internship. If a student does not meet this requirement, the program will follow the due process policy outlined below to address the intern's deficiencies.

Evaluation Rating Scale

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

Facility and Training Resources

Centrally located in the heart of downtown, LAACC has occupied an important place in the LA community for the past sixty years. Relocated to a newly constructed, state-of-the-art building in 1993, LAACC has been a downtown fixture providing 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 software to score and interpret most major tests including the MMPI-2, MCMI-IV, and the Rorschach. Interns have their own private offices with telephones, voicemail, and computers. We provide Microsoft Office software, internet access, and electronic charting through CPRS. Interns have full use of all clinic resources including LCD projectors for presentations, and electronic research

databases through the Medical Library. There is free parking in an off-site lot close to the building. Ms. Leona Payton-Franklin, our departmental administrative assistant, is available to the interns for non-patient related clerical support, and our Medical Support Assistants provide patient-related clerical support.

Administrative Policies and Procedures

AUTHORIZED LEAVE POLICY

Psychology interns accrue 13 days of Annual Leave (AL) and 13 days of Sick Leave (SL) over the course of the year at a rate of 4 hours per pay period. Interns also receive 10 paid federal holidays.

VA LAACC provides a maximum of five additional days of educational leave to psychology interns that can be used for off-site educational purposes. The following professional activities qualify: defending one's dissertation, postdoctoral residency or job interviews, conferences and workshops, presentations at professional meetings, and graduation. Requests for educational leave must be made in advance and approved by the Primary Supervisor and the Training Director.

FAMILY AND MEDICAL LEAVE

The internship program allows for parental leave as well as for leave in the event of serious illness. Family and Medical Leave are granted for the birth of a child and care of a newborn, or placement of a child with oneself for adoption or foster care; a serious health condition of a spouse, son or daughter, or parent; or one's own serious health condition. Interns are required to complete the full 2080-hour requirement; any leave time will result in an extension of the training contract. Interns are encouraged to address any requests for leave with the Director of Training as early as possible.

NONDISCRIMINATION POLICY AND RESPECT FOR DIVERSITY

VA LAACC highly values cultural and individual diversity. We are an equal opportunity employer, and prohibit discrimination based on race, religion, gender, gender identity, national origin, age, disability, sexual orientation, or status as a parent. We avoid any actions that would restrict program completion on grounds that are not relevant to success in training. In addition, we aim to foster a training environment that supports trainees in gaining greater competence in issues of diversity as they relate to patient care.

REASONABLE ACCOMMODATIONS

It is the policy of VA to provide reasonable accommodations to qualified applicants and employees with disabilities in compliance with the Americans with Disabilities Act (ADA). VA LAACC is committed to providing access for all people with disabilities and will provide accommodations, if needed.

LIABILITY PROTECTION FOR TRAINEES

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

PRIVACY POLICY

We will collect no personal information about you when you visit our website.

SELF-DISCLOSURE

Our program sets no requirement for self-disclosure unless the information is necessary to evaluate or obtain assistance for interns whose personal problems could reasonably be judged to be preventing them from performing their training-related activities in a competent manner or if posing a threat to others.

DUE PROCESS AND GRIEVANCE PROCEDURES

All trainees are afforded the right to due process in matters of problematic behavior and grievances. A copy of our due process policy is available on request, and is provided to all interns at the beginning of the training year.

Training Staff

The Psychology Service consists of nine 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 several 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, six current staff members were interns at LAACC. Several additional staff members were interns at other VA facilities.

Psychology Training Supervisors include the following full-time psychologists:

Nanci Argueta, Ph.D.

H-PACT (Homeless-Patient Aligned Care Team)

Carolyn Feigel, Ph.D.,

Coordinator, PTSD Clinical Team (PCT) at ELA Clinic

Carole Goguen, Psy.D.

Mental Health Clinic, Filipino Veteran's Program

Christine Holland, Ph.D.

Program Lead-Primary Care–Mental Health Integration (PC-MHI) at LAACC
Primary Supervisor for PC-MHI Postdoctoral Fellow

Michael Karakashian, Ph.D.

Acting Section Chief – VA GLA Primary Care Mental Health Integration
Facility Training Lead – VA GLA Primary Care Mental Health Integration

Carissa Klevens, Ph.D.

Director, Addictive Behaviors Clinic (ABC)

Anna Leshner, Psy.D.

Psychology Director of Training
Psychosocial Rehabilitation and Recovery Center (PRRC)

Paul Lo, Ph.D.

Chief, Mental Health Services Section (LAACC, ELA, Gardena)

Kimberly Newsom, Ph.D.

Mental Health Clinic, Behavioral Medicine Program
Assistant Director of Training, Psychology Internship Program

Shannon Couture O' Flinn

Primary Care-Mental Health Integration

Part-time Psychology Training Supervisors include the following:

Sharon Jablon, Ph.D.

Mental Health Clinic

C. Amanda Schweizer

H-PACT (Homeless-Patient Aligned Care Team)

Debra Sobol, Ph.D.

Coordinator, Behavioral Medicine/Health Psychology Program

Susan Steinberg, Ph.D.

Lead Psychologist, Women's Mental Health

Other agency personnel who may be involved in training psychology interns as well include:

Deborah Owens, Ph.D.

Los Angeles Ambulatory Care Center (LAACC) Site Manager

Our departmental Administrative Assistant is

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

Interns also frequently interact with a variety of agency personnel from other disciplines (e.g. psychiatry, social work, nursing, primary care, etc.).

Nanci Argueta, Ph.D.

Education: Ph.D., The University of Texas at Austin, 2013.

Internship: Los Angeles Ambulatory Care Center, Los Angeles, CA, 2012-2013.

Postdoctoral Fellowship: Harbor-UCLA Medical Center, Carson, CA 2013-2014

Work Experience: Staff Psychologist in Homeless Patient Aligned Care Team, LAACC, 2016-present; Private Practice, Los Angeles, CA, 2013-present; Staff Psychologist at the Domiciliary Residential Rehabilitation Treatment Program, 2014-2016, Adult Cognitive Behavioral Therapy Postdoctoral Fellow, Harbor-UCLA Medical Center, Psychology Intern, LAACC, 2012-2013, Practicum Student, The Austin Center for the Treatment of Obsessive Compulsive Disorder, 2011-2012, Practicum Student, Assessment Clinic, 2008-2012, Practicum Student, Anxiety Disorders Treatment Team, 2011-2012, Practicum Student, Couples Counseling Clinic, 2010-2011, Practicum Student, Blackstock Family Health Center at University Medical Center Brackenridge, 2010-2011, Advanced Graduate Supervisor, The University of Texas at Austin, 2009-2012, Practicum Student, Austin Child Guidance Center, 2009-2010, Clinical Research Interviewer, UT PTSD Research Project, 2008-2009.

Academic Affiliation: Lecturer, The University of Texas at Austin, 2012
Lecturer, Center for Christian Ministry and Vocation, Seminary of the Southwest, 2011

Licensure: Psychologist: California, 2015-present.

Professional Organizations: Association for Behavioral and Cognitive Therapies (present), American Psychological Association (past); Society for the Psychological Study of Culture, Ethnicity and Race (past)

Recent Publications/Presentations: Ramirez, M III, Argueta, N. L., Castro, Yessenia, Perez, Ricardo & Dawson, Darius B. (2015). The Relation of Drug Trafficking Fears and Cultural Identity to Attitudes toward Mexican Immigrants in Five South Texas Communities. *Journal of Borderlands Studies*, 31(1), 91-105. doi: 10.1080/08865655.2015.1124244

Ramirez, M III, Argueta, N. L., & Grasso, J. R. (2013). Drug Trafficking and Immigration: Impact on the Borderlands Culture of South Texas. *The Journal of Latina/o Psychology*, 1(2), 69-84. doi: 10.1037/a0032622

Clinical Position: Homeless Patient Aligned Care Teams (H-PACT)

Treatment Orientation: Cognitive Behavioral Therapy, Dialectical Behavioral Therapy, Exposure and Response Prevention, Prolonged Exposure, Cognitive Processing Therapy and Other Evidence-Based Practice

Interest Areas: Anxiety Disorders, Emotion Regulation, Multiculturalism and Diversity, Substance Abuse, Mental Health Treatment in Homeless Populations.

Carolyn A. Feigel, PhD

Education: 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 Training: Harbor-UCLA Medical Center, 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 2009-2013; 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: Los Angeles County Psychological Association
San Gabriel Psychological Association

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.

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

Christine Holland, Ph.D., BCB

Education: Ph.D., University of Illinois at Chicago, 2011.

Internship: VA Long Beach Health Care System, Long Beach, CA, 2010-2011.

Postdoctoral Fellowship: VA Loma Linda Healthcare System, Loma Linda, 2011-2012

Work Experience: Acting Program Lead of Primary Care Mental Health Integration at LAACC, LAACC, 2015- present; Private Practice, South Pasadena, CA, 2013-present; Acting Co-Director CBT for Psychosis Clinic, West Los Angeles VA, 2014-2015, Staff Psychologist, UCLA Counseling and Psychological Services, 2012-2014, Consultant to AIDS Project Los Angeles and CDC 2012-present, Health Psychology Postdoctoral Fellow, VA Loma Linda Healthcare System, 2011-2012, Lecturer, Department of Psychology and Sociology, Cal Poly Pomona, 2012-2012, UCLA Center of HIV Identification, Prevention and Treatment, 2010, Research Associate, Howard Brown Healthcare Center, Chicago, IL 2003-2009, Head Teaching Assistant, Department of Psychology 2003-2009, Lecturer, Department of Psychology, 2008-2008, Practicum Student, Office of Applied Psychological Services, University of Illinois at Chicago, Department of Psychology, 2003-2009, Clinical Psychology Extern, Mount Sinai Hospital, Sinai Urban Health Institute, HIV Program, Chicago, IL, 2005-2008.

Academic Affiliation: Lecturer, Cal Poly Pomona, 2012
Lecturer, University of Illinois at Chicago, 2008.

Licensure: Psychologist: California, 2013-present.

Board Certification: Biofeedback Certification International Alliance (present)

Recent Publications/Presentations: Raja, S., Holland, C., Du Bois, S. N., McKirnan, D., Allgood, K. L., & Glick, N. (2015). History of Traumatic Events in HIV-Positive Individuals: Risk Behavior Implications in an Urban Clinic Setting. *Journal of HIV/AIDS & Social Services*, 14(1), 110-128.

Holland, C., Churchill, J., Cencirulo, J. (November 2013). A model describing childhood sexual abuse, HIV, and PTSD in a sample of high-risk men who have sex with men. Poster presented at the American Public Health Association Annual Convention, Boston, MA.

Holland, C., Ritchie, N., Cencirulo, J., Churchill, J. (November 2013). Using effective digital incentives in recruitment of a hidden population: Itunes gifting. Poster presented at the American Public Health Association Annual Convention, Boston, MA.

Clinical Position: Acting Program Lead Primary Care Mental Health Integration (PCMHI)

Treatment Orientation: Cognitive Behavioral Therapy, Acceptance and Commitment Therapy, Motivational Interviewing, Biofeedback, Dialectical Behavioral Therapy, and Evidence-Based Practice

Interest Areas: HIV, Chronic Illness, Health Behavior Change, Health Promotion and Disease Prevention, Interaction of Health and Trauma, PTSD, SMI, MST, LGBTQ issues

Sharon Jablon, Ph.D.

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

Internship: VA Medical Center, Sepulveda, CA, 1987-88; UCI 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.

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. (2018, April; 2018 January). *Mastering the Examination for Professional Practice in Psychology*. Two day EPPP licensure workshop conducted in Los Angeles.

Jablon, S.L, Sreenivasan, S.K., & Weinberger, L (2017, April). *Addressing Legal and Ethical Issues/Dilemmas*. Six-hour CE workshop given at VA West Los Angeles Healthcare Center.

Jablon, S.L. (2017, February; 2015, December). *Licensure Workshop*. Seven-hour workshop presented at the Wright Institute, Berkeley.

Jablon, S.L. (2016, September; 2015, September). *California Law – An Overview*. 1.5-hour presentation at WLA VA.

Jablon, S.L. (2015, May). *Becoming a California Licensed Psychologist: An Informational Workshop*. 1.5-hour presentation at Long Beach VA.

Jablon, S.L. (2015, April; 2014, April). *Becoming a California Licensed Psychologist: An Informational Workshop*. 1.5-hour workshop presented at Alliant International University/CSPP Alhambra.

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

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, 2010-2011

Postdoctoral 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 Postdoctoral Psychology Fellow Behavioral Medicine/HIV Mental Health, 2011-2012

Licensure: Psychologist: California, 2017-present; Illinois, 2012-present

Professional Organizations: American Psychological Association

Recent Publications/Presentations: Serpa, J.G. & Karakashian, M.A. (2016, August). Teaching Mindfulness in Clinical Practice. Day-Long Continuing Education Presentation: American Psychological Association Annual Convention, Denver, CO.

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.*

Clinical Position: Acting Section Chief, LAACC Primary Care-Mental Health Integration

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

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

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 (2012-present); Director of Addictive Behaviors Clinic and Opioid Treatment Program-ABC/OTP (2012-2016); Staff Psychologist, LAACC, Los Angeles, CA, 2009-Present; Assistant Director of Training, VA-LAACC, 2011-2013; Postdoctoral 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: Klevens-Thomas, C. L. (2016). VA Police Crisis Negotiation Team Training: Veterans Mental Health and Clinical Considerations. Presentation to VA Police and various law enforcement agencies at the VA Greater Los Angeles Healthcare System. West Los Angeles Medical Center, Los Angeles, CA.

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.

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.

Clinical Position: Staff Psychologist; Director - LAACC Addictive Behaviors Clinics (ABC)

Treatment Orientation: Cognitive-behavioral, Psychodynamic, Motivational Interviewing

Interest Areas: Multicultural Issues in Research & Psychotherapy; Substance Use; Eating Disorders; Recovery-oriented Mental Health Services; Mindfulness; Crisis Negotiation

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

Postdoctoral Residency: VA West Los Angeles Healthcare Center, 2011-2012

Work Experience: Psychology Director of Training- VA Los Angeles Ambulatory Care Center, 2014-Present; Staff Psychologist in Psychosocial Rehabilitation and Recovery Center (PRRC)- VA Los Angeles Ambulatory Care Center, 2012-Present; Staff Psychologist in Mental Health Intensive Case Management (MHICM)- VA Sepulveda Ambulatory Care Center, 2012-2014; Pre-Intern- VA Sepulveda Ambulatory Care Center, 2009-2010; Practicum Student- Union Rescue Mission, 2007-2009; 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

Treatment Orientation: Cognitive Behavioral; Acceptance and Commitment Therapy (ACT); Mindfulness-based interventions

Interest Areas: Severe Mental Illness; Acceptance-Based Behavioral Approaches; Mindfulness; Cultural and Individual Diversity; Moral Injury; Competency-Based Supervision

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 Psychology at LAACC, ELA, Gardena (2012-present); Staff Psychologist, VA-LAACC (2001-present); Acting Associate Chief of Mental Health at LAACC, ELA, Gardena (2012-2015); Assistant Director of Training, VA-LAACC (2006-2011); Consultant for the National Center for PTSD for Prolonged Exposure (PE) Therapy (2010-2016); Private Practice (2003-present); Behavioral Science Officer/Clinical Psychologist, Army National Guard (2014-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. (2016). *VA Police Crisis Negotiation Team Training: Understanding Military & Veteran Culture*. Presentation to VA Police and various law enforcement agencies at the V.A.-Greater Los Angeles Healthcare System, West Los Angeles Medical Center, Los Angeles, CA

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 Psychology at LAACC, ELA, Gardena

Treatment Orientation: Cognitive-Behavioral

Interest Areas: Military Psychology; Prolonged Exposure Therapy and Treatment of PTSD; Anxiety Disorders Treatment; Spirituality and Mental Health; Crisis Negotiation; Substance Abuse Treatment.

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: Assistant Director of Training, LAACC, 2014-present; 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; Assistant Director of Training; VISN 22 Regional Cognitive Processing Therapy (CPT) Trainer/Consultant, 2017-present.

Treatment Orientation: Cognitive-behavioral

Interest Areas: Cognitive-Behavioral Therapy; Military Psychology; PTSD/trauma; Women's Issues; Behavioral Medicine/Health Psychology; Children and Adolescents.

Shannon Couture O'Flinn, Ph.D.

Education: Ph.D., University of North Carolina at Chapel Hill, 2007

Internship: San Diego Veteran's Affairs/University of California at San Diego, 2006-2007

Work Experience: Director of Psychology Services Center & Associate Professor of the Practice of Psychology, University of Southern California; 2011-2018; Assistant Research Professor & Assistant Director of Clinical Training, University of Maryland College Park, 2008-2011; Lecturer in Abnormal Psychology (Assistant Professor), University of Manchester (UK), 2007-2008.

Licensure: Psychologist: California, 2012-present; Maryland, 2010-2012.

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

Recent Publications/Presentations

Couture, S.M., Blanchard, J.J., & Bennett, M.E. (2011). Negative expectancy appraisals and defeatist performance beliefs and negative symptoms of schizophrenia. *Psychiatry Research*, 189, 43-48.

Vargas, S.M., & Couture, S. (2017). Systematically incorporating a multicultural perspective into training and practice. *The California Psychologist*, 50(2), 30-31.

Couture, S.M., Granholm, E., Holden, J., & Link, P. (2015, October). Attendance and Engagement in Psychosocial Treatment for Chronic Schizophrenia. Poster presented at Society for Research in Psychopathology, New Orleans, LA.

Treatment Orientation: Cognitive Behavioral; Acceptance and Commitment Therapy (ACT); Mindfulness-based interventions

Interest Areas: Severe Mental Illness; Acceptance-Based Behavioral Approaches; Mindfulness; Anxiety Disorders; Training and Supervision

Deborah Owens, Ph.D.

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

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

Work Experience: 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

C. Amanda Schweizer, PhD, MPH

Education: PhD, San Diego State University/University of California, San Diego Joint Doctoral Program in Clinical Psychology, 2015
MPH, San Diego State University, 2014

Internship: VA Sepulveda Ambulatory Care Center, 2014-2015

Work Experience: Staff Psychologist-VA Los Angeles Ambulatory Care Center/VA West Los Angeles Healthcare Center, 2017-present; Investigator-HSR&D Center for the Study of Healthcare Innovation, Implementation, and Policy, 2017-present; Postdoctoral Fellow- VA Greater Los Angeles Healthcare System Advanced Fellowship in Women's Health, 2015-2017

Licensure: Psychologist: California, 2017-present

Professional Organizations: American Psychological Association; Society of Behavioral Medicine; Association of Behavioral and Cognitive Therapies; Society of Research on Nicotine and Tobacco (past); Research Society on Alcoholism (past)

Recent Publications and Presentations: Schweizer CA, Mitchell MN, Bean-Mayberry B, Hoggatt KJ, McGowan SK, Washington DL, Alessi CA, Martin, JL (2017, March) Symptoms of PTSD and insomnia are associated with using alcohol to aid sleep in women Veterans. Paper presentation, Annual meeting of the Society of Behavioral Medicine, San Diego, CA.

Brunner J, Schweizer CA, Canelo IA, Leung, L, Strauss, JL, Yano EM (in press). Timely access to mental health care among women Veterans. *Psychological Services*.

Hoggatt KJ, Simpson T, Schweizer CA, Drexler KM, Yano EM (in press). Identifying women Veterans with unhealthy alcohol use using gender-tailored screening. *American Journal on Addictions*.

Clinical Position: Staff Psychologist, Grant and Per Diem

Treatment Orientation: Cognitive Behavioral; Third Wave

Interest Areas: Emotion Regulation, Trauma-related Disorders, Dual Diagnosis, PE, CPT, DBT, ACT, Behavioral Medicine/Health Psychology, Culturally-informed Treatment, Women's Health

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; hypnosis; 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-Oren, S., Krasnova, R., Krasnov, I., Baker, M. & Ames, D. (July, 2016). Let's Dance: A Holistic Approach to Treating Veterans with Post-Traumatic Stress Disorder. *Federal Practitioner*, pp-44-49.

Blue-Howells, J., Steinberg-Oren, S. & Tomlinson, J. (June 2016). Working with Justice Involved Female Veterans. Veteran Court Con/National Association of Drug Court Professionals 22th Annual Training Conference, Anaheim, CA

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.

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

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

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

Trainees

Recent interns have come from the following doctoral programs in psychology:

Intern Class of 2018-2019

Loma Linda University
PGSP-Stanford PsyD Consortium
Rosemead School of Psychology
Rutgers University

Intern Class of 2017-2018

Fairleigh Dickinson University
Nova Southeastern University
Pepperdine University
PGSP-Stanford PsyD Consortium

Intern Class of 2016-2017

Loma Linda University
Pepperdine University
PGSP-Stanford PsyD Consortium
Yeshiva University

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, and is very close to the Arts District. 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 Pasadena, Santa Monica, Hollywood, 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