

VA



U.S. Department of Veterans Affairs

VA Long Beach Healthcare System

Psychology Practicum Program

VA Long Beach Healthcare System
Tibor Rubin Medical Center
5901 East 7th Street (06/116B)
Long Beach, CA 90822
(562) 826-5604

<http://www.longbeach.va.gov/>

https://www.longbeach.va.gov/careers/PsychologyTraining_.asp

Accreditation Status

The psychology internship and postdoctoral fellowship programs at the VA Long Beach Healthcare System are accredited by the Commission on Accreditation of the American Psychological Association. Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 2002
Phone: (202) 336-5979 e-mail: apaaccred@apa.org
Internet: <http://www.apa.org/ed/accreditation>

Accreditation does not have bearing on practicum students, although does reflect the high quality of training our program will provide.

Application and Selection Procedures

The Psychology Practicum Program at VA Long Beach Healthcare System accepts applications from psychology doctoral students from the following programs:

- (1) Fuller Theological Seminary, School of Psychology
- (2) Loma Linda University (LLU)
- (3) Pepperdine University
- (4) Rosemead School of Psychology/Biola University

Updated October 30, 2020

- (5) University of California, Los Angeles (UCLA)
- (6) University of Southern California (USC).

We will offer 6-8 practicum student positions for the 2021-2022 training year.

Practicum students are expected to be on-site for 16 hours per week under the clinical supervision of their primary rotation supervisor, which is typically divided across two days. These days are determined during orientation week based on practicum student availability and clinic training opportunities. For more information regarding clinical training opportunities, please see “Program Structure” section below. Practicum students will complete a full 52-weeks of training. Accommodations can be made for practicum students who need to travel for internship interviews, complete practicum early, or dissertation defense.

Application deadlines and interview notification dates are listed below.

Application Deadline: January 22, 2021

Interview Notification Date: January 29, 2021

Offer Notification Date: By February 12, 2021

Application procedures vary by doctoral program; however, all applicants must submit:

1. Cover letter
2. CV
3. Two letters of recommendation, at least one letter from a prior/current clinical supervisor.

Please consult with your program for more details regarding the application process. All application materials should be emailed directly to the Associate Director of Predoctoral Training, Gretchen Sholty, Ph.D., at Gretchen.Sholty@va.gov.

Candidate Interviews

All application materials will be reviewed by the Associate Director of Predoctoral Training, Dr. Gretchen Sholty, as well as the Director of Psychology Training, Dr. Stacy Reger. Candidates will be informed via email by January 29, 2021 as to whether or not they have been invited for a personal interview. Exact interview dates and times are TBD, but will occur during the first two weeks of February 2021. Interviews will all be virtual this year. They will be 1-hour in duration and conducted by Drs. Sholty and Reger.

Please contact the Associate Director of Predoctoral Training and/or the Director of Psychology Training if you have any questions.

Gretchen Sholty, Ph.D.
Associate Director, Predoctoral Training

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VA Eligibility Requirements

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

1. **U.S. Citizenship.** HPTs must be U.S. citizens.
2. **Social Security Number.** All VA appointees must have a U.S. social security number (SSN) prior to beginning the pre-employment, on-boarding process at the VA.
3. **Selective Service Registration.** Male applicants born after 12/31/1959 must have registered for the Selective Service by age 26 to be eligible for U.S. government employment, including selection as a paid or WOC VA trainee. For additional information about the Selective Service System, and to register or to check your registration status visit <https://www.sss.gov/>. Anyone who was required to register but did not register before the age of 26 will need to apply for a Status Information Letter (SIL) and request a waiver. Waivers are rare and requests will be reviewed on a case by case basis by the VA Office of Human Resources Management. This process can take up to six months for a verdict.
4. **Fingerprint Screening and Background Investigation.** All HPTs will be fingerprinted and undergo screenings and background investigations. Additional details about the required background checks can be found at the following website: <http://www.archives.gov/federal-register/codification/executive-order/10450.html>.
5. **Drug Testing.** Per Executive Order 12564, the VA strives to be a Drug-Free Workplace. HPTs are not drug-tested prior to appointment, however are subject to

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

6. **Affiliation Agreement.** To ensure shared responsibility between an academic program and the VA there must be a current and fully executed Academic Affiliation Agreement on file with the VHA Office of Academic Affiliations (OAA). The affiliation agreement delineates the duties of VA and the affiliated institution. Most APA-accredited doctoral programs have an agreement on file. More information about this document can be found at <https://www.va.gov/oaa/agreements.asp> (see section on psychology internships).
7. **TQCVL.** To streamline on-boarding of HPTs, VHA Office of Academic Affiliations requires completion of a Trainee Qualifications and Credentials Verification Letter (TQCVL). An Educational Official at the Affiliate must complete and sign this letter. Your VA appointment cannot happen until the TQCVL is submitted and signed by senior leadership from the VA facility. For more information about this document, please visit <https://www.va.gov/OAA/TQCVL.asp>
 - a. **Health Requirements.** Among other things, the TQCVL confirms that you, the trainee, are fit to perform the essential functions (physical and mental) of the training program and immunized following current Center for Disease Control (CDC) guidelines and VHA policy. This protects you, other employees and patients while working in a healthcare facility. Required are annual tuberculosis screening, Hepatitis B vaccine as well as annual influenza vaccine. *Declinations are EXTREMELY rare.* If you decline the flu vaccine you will be required to wear a mask while in patient care areas of the VA.
 - b. **Primary source verification of all prior education and training** is certified via the TQCVL. Training and Program Directors will be contacting the appropriate institutions to ensure you have the appropriate qualifications and credentials as required by the admission criteria of the training program in which you are enrolled.
8. **Additional On-boarding Forms.** Additional pre-employment forms include the Application for Health Professions Trainees (VA 10-2850D) and the Declaration for Federal Employment (OF 306). These documents and others are available online for review at <https://www.va.gov/oaa/app-forms.asp>. Falsifying any answer on these required Federal documents will result in the inability to appoint or immediate dismissal from the training program.
9. **Proof of Identity per VA.** VA on-boarding requires presentation of two source documents (IDs). Documents must be unexpired and names on both documents must match. For more information visit: https://www.oit.va.gov/programs/piv/_media/docs/IDMatrix.pdf

Additional information regarding eligibility requirements for appointment as a VA psychology HPT can be found at the following links:

- <https://www.psychologytraining.va.gov/eligibility.asp>
- <https://www.psychologytraining.va.gov/docs/Trainee-Eligibility.pdf>

Psychology Setting

Our VA Long Beach Healthcare System includes the main medical center complex in Long Beach, as well as five community-based outpatient clinics (CBOCs) located in West Long Beach (Villages at Cabrillo), Anaheim, Laguna Hills, Santa Ana, and Santa Fe Springs. VA Long Beach is a part of the Veteran's Integrated Service Network (VISN) 22, which also includes the New Mexico VA, Northern Arizona VA, Phoenix VA, Southern Arizona VA, San Diego VA, Loma Linda VA, and the Greater Los Angeles Healthcare System consisting of the West Los Angeles VA, the Sepulveda VA Ambulatory Care and Nursing Home, the Los Angeles Ambulatory Care Center, and outlying clinics. Our medical center has been undergoing extensive renovation with two large new buildings, and it is located adjacent to California State University Long Beach. Residents from the University of California at Irvine (UCI) Medical School rotate through Long Beach Memorial Medical Center, VA Long Beach, and UCI Medical Center, which is 13 miles east of us.

Established in 1947, the Psychology Training Program has always been considered a significant component of mental health services and it has been fully integrated into the VA Long Beach Healthcare System. Since 1980, we have trained 314 doctoral interns, representing 100 graduate programs from around the country. The internship program was initially granted accreditation by the American Psychological Association in February 1980. Also, for many years we have been training practicum students (please see "Current and Former Practicum student" section below), typically from local universities, and this year we will have our thirteenth class of postdoctoral fellows in six specialty areas.

Most staff psychologists are members of the Mental Health Care Group and our Chief of Mental Health is psychiatrist, Lawrence Albers, M.D. Our Chief Psychologist is Joel Mitchell, Ph.D. Our Director of Psychology Doctoral Training Programs is Stacy Reger, Ph.D, and Andrea Scott, Ph.D., is the Director of our Psychology Postdoctoral Training Program, first funded in 2008. Christine Kim, Ph.D. and Gretchen Sholty, Ph.D. are the Associate Directors of Psychology Training, coordinating the Neuropsychology Clerkship practicum program and the Psychology practicum program respectively. The Directors of Training are advised by the Executive Training Committee. Over half of our training psychologists have been hired in the past 10 years. We also have one psychology technician who manages our psychological testing lab.

We provide generalist training within the context of a VA healthcare facility. Like all VA training programs we primarily serve adult veterans and some active military service

members, the majority of whom are male, although an increasing percentage of younger veterans and active duty service members are women. Because we are also a general medical and surgical facility as well as a broad provider of psychological and psychiatric services, we have many opportunities for a health psychology focus.

Training Model and Program Philosophy

Our Psychology Training Program at the VA Long Beach Healthcare System is committed to close supervision and competency-based training in a highly collegial setting. We endorse the scientist-practitioner model of psychology, and the practicum training experience is organized accordingly. We are guided by both the original Boulder Model (Raimy, 1950) and the update of the scientist-practitioner model as articulated at the 1991 Gainesville conference (Belar & Perry, 1992).

Practicum students are expected to be developing a solid grounding in the science of psychology. We can teach generalist psychology and empirically supported treatments, but we have to assume that our trainees come with the underlying scientific rigor that can only be provided by their undergraduate and graduate programs. Although our psychology staff provides a number of specialized services, we believe that training in clinical and counseling psychology at the doctoral level should be broadly based rather than narrowly focused so trainees can immerse themselves in new areas of clinical endeavor to prepare them for practicum and beyond. Primary areas of skills are in clinical assessment and intervention, consultation, research and other scholarly inquiry, and awareness of and sensitivity to professional, ethical, legal, and diversity issues. The degree of responsibility given the practicum student and the amount of structure provided depends on his or her level of prior experience and grasp of the particular rotation.

Our psychology training program, staff, and leadership are committed to increasing multicultural competence as a major objective of training. We benefit from the rich diversity of our staff, trainees, veterans, and our local Long Beach community, and we are committed to infusing diversity discussions and training into every aspect of our program, including individual and group supervision, didactics, grand rounds, and seminars. We expect that trainees will be committed to increasing their own multicultural competence through a variety of means, including tailoring treatment interventions and assessment approaches through an intersectional lens, genuine and at times potentially uncomfortable self-reflection in supervision and seminars, engaging in local and national VA diversity and inclusion training opportunities, and consultation with our diverse interprofessional staff.

Program Structure

***For information on the adjustments we have made to training during COVID-19 pandemic restrictions, please see the addendum at the end of this brochure. We have no way of knowing whether or how the pandemic will impact training during the 2021-2022 training year, but please know we are prioritizing trainee and**

veteran health and safety during this time, and have been flexible in adapting to changes as they are needed while maintaining a high quality training program that addresses trainee goals and needs. We plan to continue to be flexible as the situation evolves and appreciate the flexibility of our potential applicants, interviewees, and trainees as we navigate this together.

Training Schedule and Rotations

After hearing presentations by all the staff psychologists describing their rotations (entire list of available rotations is listed below in "Training Experiences" section) and associated training experiences during orientation week in August, practicum students will meet with Dr. Sholty to discuss preferred rotations and supervisors for the training year. Rotation schedules will ultimately be determined by Dr. Sholty at the end of the orientation week. Practicum student preferences, availability, and areas of specialization are strongly considered when determining these rotation schedules. However, if practicum students have gaps in their training, it is important to fill those gaps throughout the training year. Practicum students' rotations will also be assigned after the psychology interns' rotation schedules have been determined, thus potentially limiting the number of available rotations. Please note that while Dr. Sholty will do her best to accommodate practicum student preferences, no specific supervisor or rotation is guaranteed.

Practicum students will complete two consecutive 6-month rotations. A visual depiction of the training year schedule is listed below:

First 6-months (August – February)	Second 6-months (February – August)
Rotation 1	Rotation 2

Supervision

Supervision of clinical rotations: Each practicum student will have two primary licensed staff psychologist supervisors throughout the year (one on each rotation) who are each responsible for the training experiences on their specific rotations. Supervisors assist in selecting patients and making referrals, representing Psychology with the practicum student in team meetings, and scheduling individual face-to-face and perhaps some group supervision sessions. Practicum students can expect at least 1 scheduled hour of face-to-face individual supervision from their primary rotation supervisor per week. Practicum students may also receive additional supervision from delegated supervisors within their rotations and there are opportunities for informal training with interns and postdoctoral fellows in group formats.

Supervision from psychology intern/postdoctoral fellows: Practicum students will also be supervised on a general psychotherapy case by a psychology intern/postdoctoral fellow during both rotations throughout the training year (1 case each 6-month period). 2.5 hours per week (out of the 16 hours) will be allocated to this training experience: 1 hour for the provision of therapy for a general psychotherapy

case, 1 hour to meet with intern/fellow for 1:1 supervision, and 0.5 hour for administrative duties related to the therapy case. Audiotapes/Digital Recordings of the psychotherapy session as well as of the supervision meetings may be reviewed during the intern/fellow group supervision of supervision seminar to facilitate best practices in clinical patient care and supervision.

Practicum Program Seminar

Practicum students will also participate in the practicum program seminar, facilitated by Dr. Sholty. The day and time of the seminar will be determined during the 2nd week of the training year based on practicum students' scheduling availability. During the first 8-10 weeks of each rotation, the seminar may be held on a weekly basis to help promote orientation to VA Long Beach's policies and services and address any practicum student questions. The seminar will include a combination of topics relevant to the VA clinical setting, address innovations and trends in psychology, encourage development of intersectional multicultural competence, as well as professional development.

Workload/Time Allocation

As noted above, practicum students are expected to work 16 hours per week, over the course of two days. The training program can also include rotation-specific educational opportunities such as seminars and case conferences, depending on the practicum student's rotation schedule.

During the first month of the training year, practicum students are expected to identify their training goals and to work with their rotation supervisors to develop a schedule of activities for the year designed to meet these goals. The conceptualization going into the Individualized Training Plan (ITP) should involve self-assessment together with discussions with the supervisors to facilitate personal and professional growth and development.

A breakdown of the encouraged weekly time distribution across programmatic and clinical rotation experiences is listed below:

Programmatic Experiences:	Clinical Rotation Experiences:
General Psychotherapy Case and Supervision by Psychology Intern: 2.5 hours/week	Clinical Time: 8-9 hours/week*
Practicum Program Seminar: 0.5 hours/week	Administrative Time: 4-5 hours/week*
TOTAL = 3 hours	TOTAL = 13 hours

*The time allocation for clinical rotation experiences will differ depending on clinical rotation.

Additional Opportunities

Practicum students are welcome to participate in any of the additional opportunities listed below. Please receive approval from your supervisor prior to attending the non-lunch time meetings.

Evidence-Based Practice (EBP) Seminar: This seminar is held weekly on Tuesdays from 8:00 – 9:00am and is coordinated by Dr. John Huang. Presentations will cover didactics on a wide range of EBPs offered throughout the VA as well as case presentations/consultations demonstrating application of these EBPs on clinical rotations. Practicum students are welcome to attend on a weekly or PRN basis based on EBP topic and availability. Participation is *optional* and contingent upon approval from each practicum student’s supervisor(s). Be advised that practicum students are here only two days a week and may want to prioritize clinical casework over formal didactic seminars. However, many rotations have informal, rotation-specific didactics that can satisfy this training opportunity.

Mentorship: In addition to supervision, practicum students have the option of receiving professional mentorship from psychology staff. A list of available mentors will be provided at the beginning of the training year. The role of a mentor is non-evaluative and flexible (CA-licensed is not required) and the mentor does not serve as a supervisor to the practicum student at any point in their training experience.

Mental Health Grand Rounds/Journal Club meetings: Practicum students are welcome to attend the Mental Health Grand Rounds/Journal Club meetings, where psychology staff, trainees, and other mental health disciplines present on topics relevant to the field. These meetings are held on Tuesdays from 12-1 in Building 128, Room C-202. On time attendance is required so please coordinate your schedules accordingly.

Other Didactics: There are many other didactic training opportunities, available through TMS at <https://www.tms.va.gov/plateau/user/login.jsp>, neighboring Southern California VA’s, and our VA regional network VISN 22. Please request permission from your supervisors and Dr. Sholty to attend any day-long workshops/seminars that will take you away from your training.

Training Experiences

Below is a list of clinical rotations that are available for psychology practicum students at the VA Long Beach Healthcare System for the 2021-2022 training year. Please note that this list is subject to change due to changes in staffing or the development of new rotations. More information about the supervisors can be found in the “Psychology Training Staff Credentials and Interests” section below.

1. Acute Psychology
2. Couples and Family Therapy
3. Geropsychology – Community Living Center (CLC) & Geriatric Evaluation & Management (GEM)

4. Health and Wellness
5. Outpatient Mental Health – Behavioral Health Interdisciplinary Program (BHIP)
6. Outpatient Mental Health – Santa Ana Community Based Outpatient Clinic (CBOC)
7. Outpatient Mental Health – Santa Fe Springs Community Based Outpatient Clinic (CBOC)
8. Primary Care-Mental Health Integration (PC-MHI)
9. Program for Traumatic Stress (Combat PTSD)
10. Spinal Cord Injury/Dysfunction (SCI/D)
11. Women's Mental Health Clinic (WMHC) and Trauma

1. Acute Psychology-Urgent Mental Health Clinic, Inpatient Psychiatric Consultation & Suicide Prevention

Primary Supervisors: Rachel Foster, PsyD

Program: The Acute Psychology rotation offers training in the core competencies of crisis intervention in inpatient and outpatient interdisciplinary hospital settings. The Acute Psychology rotation provides practicum students with experiences to develop the knowledge and skill competencies necessary for professional crisis intervention practice. Trainees will learn crisis management skills utilizing CAMS, suicide risk assessments and safety planning, brief psychotherapy, bio-psycho-social-cultural assessments, crisis management group facilitation, and monitoring calls for high- to moderate-risk suicidal patients. The trainee will gain flexibility working in a “touch and go” environment with a lot of variety.

The Urgent Mental Health Clinic (UMHC) offers veterans in crisis the opportunity to engage in psychotherapy services or be referred to an inpatient unit. UMHC is the starting point for many veterans who need or want psychotherapy. Referrals also come from other departments. Veterans receiving care in the UMHC range in age, race, sexual orientation, gender, veteran status, trauma history, ethnicity and frequently have complex, co-morbid medical, psychiatric, substance, occupational, cognitive, substance use, and social problems. Common reasons for admission to UMHC is crisis, needing brief, specialty or long-term psychotherapy, or to be admitted to an inpatient unit in or outside of the VA.

The Suicide Prevention Program (SPP) monitors veterans who are at all levels of suicidal and homicidal risk. The SPP team flags high risk veterans and monitors medium and low risk veterans who are engaged or not engaged in psychotherapy services. The SPP team also completes comprehensive suicide risk evaluations, safety plans and uses CAMS as an advanced safety planning tool. A trainee on this rotation would function as a junior colleague, engaging with the team and completing risk evaluations and safety planning under supervision by the licensed psychologist.

Psychiatric inpatient training includes on-call assessment and brief treatment. Physicians experiencing difficulty with patients call upon Psychology to help with consultation, behavior management, diagnosis and treatment planning.

Psychology Training Provided: The Acute Psychology trainee serves as a primary mental health consultant to the UMHC, psychiatric inpatient units, and SPP, and provides integrated mental health services in these programs.

Skills of focus include:

- Interdisciplinary team consultation, staff education and collaboration
- Learn to quickly build rapport and assess for immediate needs
- Work in a “touch and go” setting with a lot of variety in schedule, needs, and tasks
- Brief/problem focused and comprehensive psychological, cognitive, behavioral, and functional assessment
- Suicide risk assessment in adults including differential diagnosis (e.g., depression, personality disorders, sleep disorders, substance abuse)
- Crisis intervention group co-facilitation
- Paws 4 Purple Hearts co-facilitation
- Adapting psychotherapy interventions for people in acute crisis
- Providing psychological services to patients and families at in crisis
- Consultation within complex systems (e.g., families, health care teams, community service networks, veteran justice organization, DCFS, EDD, emotional support animal)

EBP Opportunities: CBT, MI, DBT skills, quick crisis problem solving and behavioral interventions in crisis intervention.

Cultural Competence Training: In the Urgent Mental Health Clinic and Suicide Prevention Program, trainees will work with a variety of veterans as trainees will experience assessment and treatment with veterans of all races, ethnicities, genders, sexual orientations, religions, SES, education levels, immigration status, cognitive status, mental health histories, physical abilities and different military experiences. Trainees on this rotation will become familiar with special considerations in working with veterans of all adult ages. In addition, our acute veteran population is often dealing with complex presentations while in crisis, and trainees will gain competence in understanding the barriers that veterans and people with severe mental illness face in seeking and receiving treatment, the role of psychologists as advocates on interdisciplinary teams, and the ways other identity variables, such as race, religion, sexual orientation, education level, SES, and cognitive status may intersect with chronic or acute psychiatric illness.

2. Couples and Family Therapy

Primary Supervisors: Michael Ganz, Ph.D. & Tatiana McDougall, Ph.D.

Program: This rotation offers advanced training in the specialty area of couples therapy with a minor emphasis on family outreach, support and education. Couples are referred

to this rotation by other providers from throughout the healthcare system, leading to diverse presentations.

Psychology Training Provided: Dr. Ganz and Dr. McDougall are the two dedicated Couples Therapy psychologists at the Long Beach VA. EBP opportunities include Emotionally Focused Therapy (EFT) for Couples, Integrative Behavioral Couples Therapy (IBCT), as well as Cognitive Behavioral Conjoint Therapy (CBCT) for PTSD. Assessment opportunities are on a training-needs basis.

Dr. Ganz approaches his work from various evidence-based modalities depending on the clinical presentation and case conceptualization. Supervisees can expect to focus heavily on learning and/or expanding skills in EFT with a minor emphasis in IBCT and CBCT. Communication skills psychoeducation is based on the Gottman approach as well as Scuka's Relationship Enhancement Therapy. Trainees in this rotation will have an opportunity to learn and give psychoeducational workshops based on the Scream-Free Parenting program. Dr. Ganz conceptually integrates from relational psychodynamic and attachment perspectives and uses these as a springboard to address psychopathology in time-limited treatment paradigms. Dr. Ganz is a former U.S. Army psychologist and combat veteran who also has a wealth of experience in treating PTSD with PE, CPT, and EMDR.

Dr. McDougall brings both research and clinical experience working with couples. She integrates attachment theory with research on stress/arousal and neurobiology to treat relationship distress from a holistic perspective. She is strongly influenced by mindfulness-based practices and incorporates this frequently into her work with couples. Trainees will receive supervision predominantly in EFT, with a strong emphasis on case conceptualization based in attachment theory with attention to cultural factors in the conceptualization of relational dynamics. Dr. McDougall is also trained in IBCT and CBCT-PTSD and enjoys integrating behavioral and trauma-focused treatment paradigms into couples work, always grounding conceptualization in attachment theory. Dr. McDougall also brings experience and training in DBT, which she uses in her treatment of high-conflict couples. For individual cases, Dr. McDougall takes an integrative approach emphasizing dynamic and attachment-based approaches to case formulation with short-term, evidence-based interventions. Dr. McDougall also leads the Intern Supervision of Supervision Seminar, based on her values of learning and teaching the craft of supervision.

Trainees who work with Dr. Ganz and Dr. McDougall will receive both individual and group supervision. Group supervision occurs Mondays from 3-4:30pm

EBP Opportunities: Emotionally Focused Couples Therapy (EFCT), Integrative Behavioral Couples Therapy (IBCT), Cognitive Behavioral Conjoint Therapy (CBCT) for PTSD.

Group Therapy Experiences: Trainees can lead or co-lead any of the following groups, based on their interest and schedules.

- **Secure Foundations: Couples Growing Together (Couples Graduate Group):** Secure Foundations is a part-process, part-psychoeducation group therapy for couples who are no longer in acute distress but desire to continue improving their relationship. Supervisees will co-facilitate with Dr. Ganz to help couples build a deeper understanding of one another, improve communication skills, and give/receive support from other couples. Secure Foundations occurs Tuesdays 4:30pm-6pm.
- **Family Support Group (SAFE):** This is an open-ended group for family members and caregivers of Veterans who are looking for support, education, resources, and coping. The group is led by two trainees and meets on Mondays from 5-6:30pm. Dr. Ganz will provide an additional 30-minutes of group supervision to support trainees who lead this group.
- **Psychodynamic Process Group:** This is a Yalom-style process group for individual veterans with the focus on improving interpersonal functioning through increased contact with self. With Dr. Ganz, one trainee will have an opportunity to co-lead this group, which occurs Wednesdays from 2-3:30pm.

Family Education, Treatment, and Community Outreach:

- **Scream-Free Parenting:** Scream-Free is a psycho-educational workshop for parents that emphasizes emotional self-regulation, healthy boundaries, and parenting contingencies that foster individual responsibility. This class, led by Dr. Ganz, occurs on two successive Wednesday evenings, from 5-8pm, every other month. All trainees in the rotation are recommended to participate in at least one iteration of the class. Schedules will be accommodated.
- **Family Caregiver Program:** Trainees will have an opportunity to triage, diagnose, coordinate care, and individually treat family caregivers of veterans with mental health conditions.

Cultural Competence Training: As Salvador Minuchin said, “Every relationship is a cross-cultural experience.” On this rotation, trainees have the opportunity to work with diverse couples and families. Moreover, we conceptualize relational distress from a multicultural model, and explore the therapeutic process with attention to the intersectionality of identities, perceptions, experiences, and relationship values that are based in cultural values and norms. We view identity as a core aspect of individual and relational experience, and make space regularly in our group supervision for discussion, reflection, and processing around the intersections of these identities with the therapist’s own identity and values, as well as the cross-cultural validity of our EBPs and relational theories, including attachment theory.

3. Geropsychology – Community Living Center (CLC) & Geriatric Evaluation and Management (GEM)

Primary Supervisors: Phuong Chau, Ph.D., ABPP-CN, Lauren Dill, Ph.D., & Stacy Reger, Ph.D.

Program: The CLC & GEM rotation offers training in the core competencies of Geropsychology in a skilled nursing and rehabilitation setting as well as in an interdisciplinary outpatient specialty/primary care clinic. The Geropsychology rotation provides practicum students with experiences to develop the knowledge, skill competencies, and attitude necessary for professional Geropsychology practice. Our training program is designed to be consistent with the Pikes Peak Model for Training in Professional Geropsychology (Knight, Karel, Hinrichsen, Qualls, Duffy, 2009) and emphasizes supervised clinical experiences that are tailored to practicum students degree of prior training, experience, and competence in key Geropsychology domains. Training focuses on (1) helping practicum students to appreciate the diversity of experience of older adults; (2) the biopsychosocial and lifespan developmental perspectives necessary for understanding older adult clients; (3) the complex ethical dilemmas that can arise in geriatric care; (4) the importance of interdisciplinary collaboration; and (5) the utilization of evidence-based practices in Geropsychology practice.

The CLC offers skilled nursing care, inpatient rehabilitation services, and hospice care in an 85-bed facility. Veterans receiving care in the CLC range in age from 25 to 90+ and frequently have complex, co-morbid medical, psychiatric, cognitive, substance use, and social problems. Common reasons for admission to CLC include wound care, infections requiring IV antibiotics, amputation, post-surgical recovery, cancer treatment, deconditioning, and respite care.

Hospice service is embedded within the CLC, and consists of a separate interdisciplinary team, treating veterans with life-limiting illness in an inpatient setting. There are 17 hospice beds in the CLC, and training experiences include individual therapy focused on end-of-life issues, co-facilitating a hospice family support group, and opportunities for interdisciplinary team work to increase comfort and quality of life in collaboration with the medical team (e.g., physician/nurse practitioner, nursing staff, social worker, rehab therapists, dietician, and chaplain).

The GEM clinic is a specialty outpatient clinic for older Veterans with complex needs, often including cognitive impairment, multiple chronic medical conditions, polypharmacy, and complex psychosocial needs. Patients referred to GEM by their primary care provider benefit from a small interdisciplinary team approach to thorough diagnostic evaluation and treatment recommendations.

Psychology Training Provided: The Geropsychology practicum student serves as a primary mental health consultant to the CLC and GEM clinic and provides integrated mental health services in these programs.

Skills of focus include:

- Interdisciplinary team consultation and collaboration

- Brief/problem focused and comprehensive psychological, cognitive, behavioral, and functional assessment
- Neuropsychological assessment in older adults including differential diagnosis (e.g., delirium, dementia, depression)
- Evaluations of decision-making capacity (e.g., can the veteran make medical decisions, manage finances, live alone)
- Adapting psychotherapy interventions for older adults
- Providing psychological services to patients and families at the end of life
- Consultation within complex systems (e.g., families, health care teams, community service networks)
- Providing nursing staff education and support

EBP Opportunities: ACT, CBT, MI, CPT, DBT skills, and behavioral interventions in dementia care.

Cultural Competence Training: In the CLC, trainees will work with veterans mostly from the Vietnam and WWII eras, who are in their 60's, 70's, 80's, and 90's (and a few into their 100's!). Trainees on this rotation will become familiar with special considerations in working with older adults. In addition, our CLC population are often dealing with chronic health problems or disability, and trainees will gain competence in understanding the barriers that older adults and people with disabilities face in seeking and receiving treatment, the role of psychologists as advocates on interdisciplinary teams, and the ways other identity variables, such as race, religion, sexual orientation, education level, SES, and cognitive status may intersect with aging and disability.

4. Health and Wellness

Primary Supervisor: Andrea Scott, PhD, BCB

Program: Dr. Scott works in a variety of specialty areas including Tobacco Cessation, MOVE! (weight management program), CBT-I (Cognitive Behavioral Therapy for Insomnia), Tinnitus Management, and mental health readiness evaluations for bariatric surgery.

Tobacco Cessation Program: Smoking is one of the leading causes of preventable deaths in the United States. The program at Long Beach VA includes an 8-week structured treatment co-lead by psychology and pharmacy as well as a monthly graduate group. Veterans learn about important lifestyle changes as well as receive NRT (nicotine replacement therapy). Following the 8-week intervention Veterans can attend the monthly graduate group (**Tobacco Relapse Prevention Group**) for ongoing support to stay quit.

MOVE! Weight Management Program: MOVE! is a national weight management program designed by the VA National Center for Health Promotion and Disease Prevention. As part of the interdisciplinary team (Nutrition, Occupational Therapy, Kinesiotherapy and Psychology) the psychologist teaches "Lifestyle Change" in the 7-week curriculum. Veterans being considered for Bariatric Surgery are required to

complete a multiphase evaluation process for candidacy including psychological evaluation (clinical interview and psychodiagnostic testing). Results are reported to the Bariatric Surgery Team for approval, delay or denial of surgery.

CBT-I (Cognitive Behavioral Therapy for Insomnia): CBT-I is a short-term EBP designed to help patients improve the quality and quantity of their sleep. This protocol focuses on sleep assessment, sleep efficiency, stimulus control, sleep consolidation, sleep guidelines, relaxation training and cognitive restructuring. It can be delivered as either group or individual treatment.

Tinnitus Management: Tinnitus Management Group is a 4-week group co-led by Audiology and Psychology. Veterans learn to cope with symptoms through a combination of sound therapy, relaxation training, behavioral activation and cognitive restructuring.

Psychology Training Provided: Practicum students will gain experience working as a health-focused provider within a biopsychosocial-spiritual model of care. The practicum student will be exposed to preventive medicine, group and 1:1 interventions, mental health readiness evaluations and specialty support groups. Common therapeutic issues include motivation, treatment compliance, goal setting, autonomic dysregulation, addiction, anxiety, mindfulness and sleep education.

EBP opportunities: CBT-I, MI

Assessment opportunities: Mental health readiness evaluations for bariatric surgery (AUDIT-C, DAST-20, QEWP-R, MHLC, MBMD, MoCA, BDI-II, PCL-5)

Cultural Competence Training: On this rotation, trainees will work with veterans across a variety of eras. Trainees will work to recognize and therapeutically address cultural and/or individual differences that might impact treatment and/or the therapeutic relationship. Cultural and/or individual differences encountered on this rotation can include, but are not limited to, gender, age, education level, SES, sexual orientation, race, religion and political affiliation. Trainees will gain competence in understanding how addiction impacts treatment motivation and success, how cultural factors impact diet, physical activity and body image, how psychosocial stressors affect sleep and how psychologists collaborate care within specialty clinics. Trainees will also become familiar with special considerations for surgery candidates as well as develop comfort working with interdisciplinary staff.

5. Outpatient Mental Health – Behavioral Health Interdisciplinary Program (BHIP)

Primary Supervisors: Nicholas Brown, Ph.D., Anna Consla, Psy.D., Vanessa Hurwitz, Ph.D., & Jared Roush, Ph.D.

Adjunct Supervisor: Jamie Yadavaia, Ph.D.

Program: This rotation offers experience providing outpatient individual and group psychotherapy for Veterans presenting with a wide range of problems including PTSD,

Anxiety Disorders, Mood Disorders, Adjustment Disorders, interpersonal and relational difficulties, pervasive emotion dysregulation, substance abuse, cognitive impairments, gender dysphoria and gender transition issues, and co-morbid medical complications. Patients are referred to this rotation by psychiatrists and nurse practitioners from the BHIP mental health teams, Primary Care-Mental Health Integration program, and the Urgent Mental Health Clinic. Clinically, this rotation highlights the use of well-formulated CBT case conceptualizations to guide treatment and clinical decision making. Given the wide range of presenting concerns, training will emphasize a balance between adherence to evidence-based treatment protocols and the flexible use of evidence-based techniques and case conceptualizations to tailor treatment based on individual differences. Trainees will also develop skills in proactively seeking interdisciplinary consultation within BHIP teams and with providers in other services.

Psychology Training Provided: Trainees on this rotation can select Dr. Brown, Dr. Consla, or Dr. Hurwitz as rotation supervisors depending on her or his "goodness of fit" and the specific interests of the supervisors and trainees. Supervision will be individual as well as a weekly group case consultation meeting. Please note that the case consultation meeting encourages conceptualization skills as well as eliciting and providing targeted and concise consultation in a busy hospital setting. Trainees will also participate in the BHIP triage clinic two hours per week where they will hone brief assessment and triage skills within BHIP services.

EBP Opportunities: Cognitive Processing Therapy (CPT) for PTSD, Prolonged Exposure (PE) for PTSD, individual therapy informed by Dialectical Behavior Therapy (DBT) for BPD, Cognitive Behavioral Analysis System of Psychotherapy (CBASP) for chronic depression, Acceptance and Commitment Therapy (ACT), Exposure and Response Prevention Therapy (ERP), and Motivational Interviewing (MI). Group treatments include CBT for Depression and Anxiety, Unified Protocol for Emotional Disorders, Trauma Skills, Anger Management, Mindfulness and ACT, and Managing Emotions (informed by DBT Skills).

Assessment Opportunities: Primarily trainees will conduct brief assessments of presenting problems utilizing the Patient Health Questionnaire (PHQ-9), Generalized Anxiety Disorder 7-item (GAD-7) Scale, Alcohol Use Disorders Identification Test (AUDIT-10), PTSD Checklist for DSM-5 (PCL-5), and the McLean Screening Instrument for BPD (MSI-BPD) for the purpose of triaging therapy needs and developing initial treatment plans. In addition, trainees are encouraged to use paper-and-pencil symptom measures to track treatment outcome. Occasional opportunities for personality assessment and/or cognitive screens utilizing MMPI, PAI, RBANS, and MoCA are available.

Cultural Competence Training: Outpatient mental health (through BHIP) trainees will primarily work with veterans spanning from the Vietnam era to the current OEF/OIF/OND conflicts era. In addition to the wide array of patient ages, trainees working on this rotation will also see veterans with diverse racial, ethnic, educational, and socioeconomic backgrounds. Moreover, occasional opportunities to work with

LGBT patients also arise within the rotation. Supervisors on this rotation will strive to expose trainees to an intersectional approach to diversity consideration, whereby relevant background factors are taken into account during assessment, treatment planning, and intervention phases of therapy. Common issues associated with working in the VA setting, such as how to deal with encountering various forms of prejudice, will also be discussed.

6. Outpatient Mental Health – Santa Ana Community Based Outpatient Clinic (CBOC)

Primary Supervisors: Juliet Hung, Ph.D., A.B.P.P. & Caroline Prouvost, Ph.D.

Adjunct Supervisors: Leigh Messinides, Ph.D. & Tara Nyasio, Psy.D

Program: The Santa Ana CBOC is 16 miles east of VA Long Beach, which is about a 30-minute drive. The clinic serves a diverse population of Veterans and trainees will be exposed to a variety of presenting problems including depression, anxiety, PTSD, chronic pain, acute and chronic medical conditions, relationship difficulties, and anger management. Drs. Hung, Messinides, Nyasio, and Prouvost are the clinical staff psychologists stationed there. While Drs. Hung and Prouvost will serve as the primary supervisors, there may be opportunities to consult with and co-lead groups with Drs. Messinides and Nyasio.

Psychology Training Provided: Trainees can select to work with either Drs. Hung or Prouvost as their primary supervisor for this rotation. Dr. Hung has completed VA requirements for training in the following: DBT, CBT I, CBT – Depression (individual & group); CPT (individual and group), and PE. She is currently a VA national trainer/consultant for CBT Depression (individual and blended group model group). She also has a long-standing interest in psychodynamic psychotherapy combined with EBP and assessment and psychological testing in characterological disorders. Dr. Hung facilitates several EBP groups (i.e., CBT I, CPT, CPAP, DBT) that are open for trainees to participate as well as a process-oriented psychotherapy group. Dr. Prouvost is the newest member of the Santa Ana CBOC Mental Health treatment team. Her primary theoretical orientation is Cognitive Behavioral Therapy, but she has had intensive training in mindfulness based approaches (Mindfulness Based Stress Reduction and Mindful Self-Compassion). Dr. Prouvost facilitates a Mindful Self-Compassion and Chronic Pain Management class which are open for trainee participation.

Drs. Nyasio and Messinides will serve as adjunct supervisors for trainees on this rotation. Dr. Nyasio's primary treatment theoretical orientation is Cognitive Behavioral Therapy. She has completed VA requirements for training in CPT and PE for PTSD. Dr. Nyasio anticipates facilitating several groups during the upcoming training year (CPT, non-Combat PTSD, Seeking Safety, Panic Disorder) all of which are open for trainee participation. Dr. Messinides has a long-standing interest in the integration of psychotherapy orientations, and currently is adapting past training in both CBT and psychodynamic psychotherapy to incorporate mindfulness-based approaches, constructivism theory, and attachment theory. She runs a process-oriented psychotherapy group and a Mantram Repetition class. Dr. Messinides is also the Local

Evidence-Based Psychotherapy Coordinator, part of a national initiative in VA to provide advanced training in selected psychotherapies to VA staff.

Because of the nature of the CBOC, trainees can expect to treat a wide variety of presenting problems and obtain a solid foundation of outpatient psychotherapy experience. Trainees on this rotation will have the opportunity to provide individual and group psychotherapy in an outpatient setting. Trainees can be expected to carry a caseload of individual therapy clients, assist in running time-limited therapy groups or process-oriented groups, and participate in outreach efforts to the community. Depending on the clinical interest of the trainee, there may also be limited opportunities for long-term therapy, psychological testing, crisis intervention, and primary care consultation as well as opportunities for CAM (e.g., mantram repetition) and interact with the Veteran's court and/or VASH program staff. The clinic offers the opportunity to be part of an interdisciplinary team of psychologists, social workers, nurses, primary care physicians, and an addiction therapist as well as opportunities to interact with other medical services (e.g., optometry, audiology, pharmacy) housed at the clinic.

EBP opportunities: The staff psychologists are trained in CBT-D, CBT-I, Seeking Safety, PE, DBT, and CPT.

Assessment opportunities (with Dr. Hung): computer based tests (PAI, MCMI IV, MMPI 2) and performance based tests (i.e., Rorschach, TAT, HTP).

Cultural Competence Training: Santa Ana CBOC location serves a diverse population of Veterans. Trainees can be expected to carry a diverse caseload of individual therapy clients and will gain clinical experience in understanding how the veteran's cultural background including other identity variables, such as race, religion, sexual orientation, education level, age, physical disability, and SES, may intersect with treatment.

7. Outpatient Mental Health – Santa Fe Springs Community Based Outpatient Clinic (CBOC)

Primary Supervisors: Elizabeth Welsh, Ph.D., BCB. & Amy Potts, Ph.D.

Program: The Santa Fe Springs CBOC is located 14 miles north of VA Long Beach (via the 605 freeway), which is about a 25-30 minute drive. The psychology service at the CBOC functions as a general outpatient center with both group and individual psychotherapy training options available, serving Veterans with a wide variety of presenting problems and diagnoses. Unique training opportunities available at the CBOC include gaining experience assessing and triaging to care at the CBOC vs. the main hospital, depending on the level of patient severity and treatment needs. The psychologists at the Santa Fe Springs CBOC offer a variety of treatment options, including evidence-based psychotherapies on both a group and individual outpatient basis.

Psychology Training Provided: On this rotation, training is heavily influenced by supervisee's training needs and interests. Because of the nature of a CBOC, trainees

can expect to treat a wide array of presenting problems and diagnoses, thereby gaining a solid foundation in outpatient psychotherapy. Trainees will have the opportunity to provide both group and individual psychotherapy and gain ample experience in intake assessment. Unique training opportunities available at the CBOC include gaining experience assessing and triaging to care at the CBOC vs. the main hospital, depending on the level of patient severity and treatment needs, and interacting with an interdisciplinary team. Trainees will also gain experience in EBPs, including Cognitive Behavioral Therapy, Prolonged Exposure, Cognitive Processing Therapy, and Dialectical Behavioral Therapy. There will also be individual and group training opportunities available in behavioral medicine-focused interventions such as Cognitive Behavioral Therapy for Insomnia (CBT-I), chronic pain management, biofeedback, and issues surrounding medication compliance. Other group psychotherapy training opportunities available to trainees who would like to co-facilitate groups are: STAIR (for populations who have experienced trauma, with prominent emotion dysregulation), Anger Management, CBT for Anxiety & Depression, and Trauma Recovery Skills, among others. The clinic offers the opportunity to be part of a multidisciplinary team that includes psychologists, psychiatrists, social workers, nurses, and primary care physicians.

Cultural Competence Training: At the SFS CBOC, trainees will work with veterans from multiple conflicts, from Vietnam War to Operation New Dawn. The veterans served at the SFS CBOC represent various presenting problems, age groups, genders, sexual orientations, religious identities, disabilities, and ethnic backgrounds, but especially a Latinx population. Trainees on this rotation may have the opportunity to become familiar with transgender mental health evaluations of readiness for hormones, gender-affirming surgery, and psychotherapy to address gender transition issues.

EBP opportunities: Cognitive Behavioral Therapy (CBT), Prolonged Exposure (PE), Cognitive Processing Therapy (CPT), Dialectical Behavior Therapy (DBT), Skills Training in Affective and Interpersonal Regulation (STAIR), Stress Inoculation Training (SIT), and Seeking Safety.

Assessment opportunities: PAI, MMPI-2, CAPS, MoCA, PCL-5, BDI-II, BAI, BPD assessments (DERS, MSI-BPD, BSL-23)

8. Primary Care-Mental Health Integration (PC-MHI)

Primary Supervisors: Lara Barbir, Psy.D., Sara Gonzalez-Rivas, Ph.D., Stacy Hardin, Ph.D., & Corina Lopez, Ph.D.

Program: The mission of Primary Care-Mental Health Integration (PC-MHI) is to detect and address a broad spectrum of behavioral health needs among primary care patients, with the objective of early identification, short-term treatment of identified problems, prevention, and healthy lifestyle support. A central goal is to support the primary care provider in identifying and treating patients with mental health diagnoses and/or need for behavioral interventions. This approach involves providing services to primary care patients in a collaborative framework with Primary Care team providers and staff. The

aim is to address problems within the Primary Care service context; as such, the behavioral health provider is a key member of the primary care team. Behavioral health visits are brief (generally 20-40 minutes), limited in number (1-6 visits with an average of between 2 and 3 per VSSC dashboard), and are provided in the primary care practice area. Visits are structured so that the patient views meeting with the behavioral health provider as a routine primary care service. This model of co-located, collaborative care with embedded behavioral health providers in Primary Care clinics represents a main entry point in the continuum of care which should include “a range of effective delivery methods that are convenient to Veterans and their families” (VA Strategic Plan, 2010, p. 33).

Psychology Training Provided: The PCMHI rotation is an interprofessional outpatient mental health service embedded within Primary Care. A primary function of this rotation is to provide practicum students with experience and training in providing patient-centered care while working collaboratively with providers from other professions (e.g. psychiatrists, physicians, social workers, nurses and nurse practitioners). PCMHI patient referrals are based upon patient request, primary care provider recommendation, and/or cutoff scores on the VA primary care measures of depression, anxiety, and PTSD. Psychology trainees will have the opportunity to provide same-day access to initial PCMHI assessments via warm-handoffs from primary care teams. Upon initial referral, patients meet with a co-located mental health provider and complete a brief clinical interview and self-report measures. Based on their level of impairment and interests in treatment, patients may be offered a medication consultation with a PCMHI psychiatrist, group psychotherapy, and/or brief individual evidence-based psychotherapy with a PCMHI psychologist or social worker. Within this program, practicum students will be trained in a wide range of clinical activities, including brief evidence-based psychotherapy, triage, consultation, and coordination of treatment. Treatment modalities commonly used include psychoeducation, behavioral activation, motivational interviewing, relapse prevention, mindfulness-based interventions, cognitive behavioral therapy, health coaching, and relaxation training. Patients with more severe psychopathology (e.g., bipolar disorder, personality disorders, and psychotic symptoms) and/or impairment are referred directly to more intensive interventions in the mental health department on a case-by-case basis. After completing the PCMHI rotation, practicum students will be able to:

- Develop/complete brief evidence-based assessment and treatment plans for patients within Primary Care
- Provide brief evidence-based interventions for a variety of mental health concerns, including depression, anxiety, anger management, stress management, grief, sleep disturbances, mild substance abuse and PTSD.
- Assist with developing ongoing mental health treatment plan and triage to appropriate mental health services as needed.
- Provide consultation to providers within the Primary Care and PCMHI programs including communication of assessment findings and collaborative treatment planning.

The following groups/workshops **based on EBPs** are available for trainees in the PCMHI rotation:

- CBT for Depression group
- CBT-Insomnia group
- Life Paths (transdiagnostic ACT) group
- Sleep Class
- Stress Management Group

Cultural Competence Training: Trainees will work with Veterans from OEF/OIF, Gulf, Vietnam, and Korean eras spanning a wide range of mental health concerns, physical health concerns, and demographic factors. Trainees will learn to tailor interventions effectively by taking into consideration the influence of diversity factors such as race and ethnicity, sexual orientation and gender identity, disability status, and other demographic characteristics. Within PCMHI, trainees also have the opportunity to be the first mental health experience for some Veterans, providing the chance to address mental health stigma and cultural considerations regarding treatment engagement. Rich discussions on the cultural influences on interpersonal dynamics and interdisciplinary teamwork, role of psychology in advocacy for underrepresented populations, and gaps in cultural competence will be provided through supervision.

9. **Program for Traumatic Stress (Combat PTSD)**

Primary Supervisors: Nathaniel Hawkins, Ph.D., John Huang, Ph.D., & Jessica Naughton, Ph.D.

Program: The Combat PTSD Program is an outpatient clinic serving Veterans with a primary diagnosis of combat-related PTSD. Our mission is to promote recovery from Posttraumatic Stress Disorder. Recovery does not mean forgetting past traumas, it means keeping the memories, but no longer suffering from them. Recovery means that the Veteran accepts and acknowledges the reality of past events, accepts all the feelings evoked by the past, and makes a commitment to a present-day focus and to improving the quality of his/her life.

The Combat PTSD Program consists of an interdisciplinary team including psychologists, psychiatrists, social workers, nurses, and support staff. The program places emphasis on evidence-based approaches, while offering flexibility and meeting each Veteran's unique needs with a phase-based approach. Following intake evaluation and admission to the program, Veterans may participate in a variety of treatment approaches including psychopharmacology, trauma-focused therapy (individual and group formats), supportive group therapy, introductory/coping skills groups, relaxation and stress management groups, and additional adjunctive therapy options. The Combat PTSD Program follows a "whole health" model, with a goal of treating the body and mind following traumatic events. The majority of clients are male Veterans from either Vietnam era or post 9/11 (e.g. OEF/OIF/OND). While Veterans admitted to the program have a primary diagnosis of PTSD, many present with a variety of comorbid conditions (e.g. depression, alcohol/substance abuse, history of childhood trauma, etc.)

Psychology Training Provided: Trainees working within the Combat PTSD Program provide individual and group psychotherapy Veterans with combat-related PTSD. We offer a variety of evidence-based treatments including Cognitive Processing Therapy (CPT), Prolonged Exposure (PE), Acceptance and Commitment Therapy (ACT), Seeking Safety, Cognitive Behavioral Therapy for Alcohol and Substance Use Disorders (CBT-AUD/SUD), and Cognitive Behavioral Therapy for Insomnia (CBT-i). Trainees typically carry a caseload of 3-5 individual clients and co-lead 1-3 groups.

Trauma-focused EBPs are offered by all supervisors; however, some training opportunities will vary based on primary supervisor, training interest, and interest of Veterans. At the beginning of the training year, primary supervisors are assigned with consideration for supervisor availability, trainee preference, and training needs/goals.

Training Opportunities may include:

- Cognitive Processing Therapy (CPT)
- SMART Cognitive Processing Therapy (CPT + CogSMART protocol for TBI)
- Prolonged Exposure (PE)
- Acceptance and Commitment Therapy (ACT)
- Cognitive Behavioral Therapy for Alcohol and Substance Use Disorders (CBT-AUD/SUD)
- Seeking Safety for PTSD/SUD
- PTSD Coping Skills
- Skills Training in Affective and Interpersonal Regulation (STAIR)
- Mindfulness
- Adaptive Disclosure/Moral Injury
- Women's Combat PTSD Group
- Cognitive Behavioral Therapy for Insomnia (CBT-i)
- Combat PTSD Program intake evaluations
- Interdisciplinary team consultation

EBP Opportunities: Cognitive Processing Therapy (CPT), Prolonged Exposure (PE), Acceptance and Commitment Therapy (ACT), Cognitive Behavioral Therapy for Alcohol and Substance Use Disorders (CBT-AUD/SUD), Seeking Safety, and Cognitive Behavioral Therapy for Insomnia (CBT-i).

Assessment Opportunities: Practicum students have the opportunity to observe and also conduct intake assessments for admissions into the program. Measures used include the combat exposure scale, PTSD checklist-5, and Patient Health Questionnaire-9.

Cultural Competence Training: In the Combat PTSD rotation, trainees will work with veterans across a large age range, from varied ethnic and racial backgrounds, and from a variety of war eras, with most from the Vietnam and recent OIF/OEF theaters. Trainees on this rotation will become familiar with special considerations in working with combat veterans, gaining insight into military and "warrior" culture and frequently co-

occurring issues with alcohol/substance use difficulties, chronic pain, depression, and complications related to TBI. Trainees will gain competence in understanding the barriers that our veterans have in seeking and receiving treatment, how diversity considerations are critical to case conceptualizations and treatment, and the ways intersecting identity variables, such as race, religion, sexual orientation, education level, physical ability, SES, and cognitive status may intersect with their experience of PTSD and PTSD treatment.

10. Spinal Cord Injury/Disorder (SCI/D)

Primary Supervisors: Sarah Brindle, Ph.D., David Kerner, Ph.D., Melissa Matos, Ph.D., & Linda Mona, Ph.D. (We are currently in the process of hiring a fourth SCI/D psychologist, who will likely serve as an additional supervisor for the 2021-2022 training year).

Program: The Spinal Cord Injury/Disorder (SCI/D) Health Care Group is the largest SCI center in the United States. It is a thriving program, with some of the greatest resources in the entire hospital. Patients in this setting present a broad spectrum of SCI/Ds, from the newly injured individual facing a catastrophic life change, to the individual injured many years ago who is now coping with decreased functional ability as a result of the aging process. Five staff psychologists, along with practicum students, interns, and postdoctoral fellows, provide mental health and behavioral health services to Veterans with SCI/Ds on an inpatient and outpatient basis. The inpatient population includes three SCI/D hospital wards, and one 12-resident long-term care facility that provides SCI/D-specific care.

SCI/Ds can result from traumatic injury such as gunshot wound or motor vehicle accident, or from a variety of non-traumatic causes such as multiple sclerosis. Persons with SCI/Ds are classified as either tetraplegic or paraplegic. The tetraplegic (quadriplegic) individual has experienced a traumatic injury or impairment in one or more cervical segments of his or her spinal cord, resulting in sensory and motor loss in the arms, hands, as well as in all areas below the damaged level. Paraplegics have damaged or diseased spinal cords in the thoracic, lumbar, or sacral segments, causing loss of sensory and motor function (paralysis) at the point of injury and below.

SCI/D rehabilitation and treatment demands a broad interdisciplinary approach, both for acute rehabilitation and for ongoing care. The psychologists and practicum students work within closely-knit teams that include physicians, pharmacists, social workers, rehabilitation therapists, case managers, dietitians, respiratory therapists, psychiatrists, and especially the nursing staffs of the three SCI units. Psychology staff assesses each patient and provide interventions that address a wide variety of adjustment, mental health, and health behavior concerns. Dr. Kerner works with the acute rehab team, but he is not licensed in California. Hence, he has been a perennial favorite supervisor among practicum students. Drs. Brindle, Matos, and Mona are all California licensed and work with Practicum students, Interns, and Postdoctoral Fellows. Frequently-seen problems include adjustment to disability; depression and anxiety; pain; and compliance/adherence concerns. Intervention approaches include individual counseling,

education, and psychotherapy, sex therapy, relaxation training, pain management, social skills training, patient education, couples therapy, and psychosocial support for the injured person's family and other social support systems. There is a small neuropsychological testing service housed within SCI/D and trainees have the opportunity for cognitive testing and report writing during this rotation, depending on the availability of referrals. In addition, close consultation with the SCI/D team forms a central part of the psychologist's role.

Psychology Training Provided: Practicum students obtain experience in observing, evaluating, and facilitating the adjustment of individuals following a disabling injury. The practicum student learns to promote coping strategies and assist reintegration into meaningful life activities and roles. Practicum students gain valuable experience working within interdisciplinary medical teams and also within a consultation-liaison framework. It is expected that the practicum student will fulfill the behavioral health needs of the unit through assessment, consultation, treatment, and the use of appropriate referrals. Longer-term outpatient work is also available, as are opportunities for staff in-service training. The concepts and strategies learned are not unique to the treatment of SCI/D patients, but can be generalized to other medical populations. It is not expected or necessary for trainees to have specific interest in SCI/D per se. Because many job openings for psychologists now require some background working with physicians and medical teams, this rotation is especially useful for practicum students seeking to enhance their marketability in that area.

Assessment Opportunities: Flexible-battery neuropsychological testing for a variety of referral questions, including establishing cognitive baseline in aging, diagnostic clarification in cognitive decline, questions of capacity for medical decision-making/independent living, and clarifying strengths and weaknesses to inform treatment planning. Patients are mostly (but not all) older adults, and presenting problems/common diagnoses can include Multiple Sclerosis, Vascular Dementia, Traumatic Brain Injury, psychiatric diagnoses, and cognitive decline related to multiple etiologies. Tests administered are determined on an individual basis, depending on the question and factors unique to the patient (e.g., limited use of hands due to SCI), but include measures of a variety of domains. Please note, this is not an assessment-focused rotation, but there are some opportunities for neuropsychological testing and brief cognitive screening.

Assessment opportunities outside the neuropsych clinic in SCI include a structured clinical interview in Annual Evaluation clinic, as well as outcome measures (e.g., Satisfaction with Life Scale) in acute rehab (CIIRP).

EBP Opportunities: CBT, ACT

Group Opportunities: Several opportunities to co-facilitate groups are available and trainees can participate in groups even if they not facilitated by their primary supervisor. ROLLS new injury group for acute rehabilitation patients, Spirituality group, and yoga/meditation group are all facilitated by Dr. Brindle. The Women with Disabilities

group is facilitated by Dr. Mona. The Multiple Sclerosis (MS) Support Group is co-facilitated by Dr. Matos.

Cultural Competence Training: Trainees will be provided with the opportunity to learn about disability through a disability affirmative framework and how to adapt evidence-based treatment approaches in the context of this cultural lens. Trainees will become familiar with special considerations in working with Veterans with spinal cord injury and related conditions and learn how to expand the role of Psychologists to include advocacy and educators in promoting disability affirmative competence in a medical setting. In addition, our SCI population are often dealing with aging and chronic health problems, and trainees will gain competence in understanding the barriers that older adults and people with disabilities face in seeking and receiving treatment, and the ways other identity variables, such as race, religion, sexual orientation, education level, SES, and cognitive status may intersect with aging and disability.

11. Women's Mental Health Clinic (WMHC) & Trauma

Primary Supervisor: Gretchen L. Sholty, Ph.D.; Currently hiring for one additional psychologist position.

Program: Founded in January 2005 through a VA Special Needs Grant, the Women's Mental Health Clinic (WMHC) serves women Veterans by providing outpatient gender-specific and sensitive services. The WMHC is unique in that 1) it is one of only a few dedicated women's mental health centers in the VA nationally, and, 2) it affords the opportunity for training as both a generalist and a specialist (trauma). Our treatment philosophy follows a holistic and evidence-based approach, which influences our conceptualization of patients as well as the types of interventions that we use. The WMHC utilizes the evidence-based phase-based model for treatment with the first phase focused on acquisition and mastery of coping skills, psychoeducation, and stabilization, the second phase is an intensive EBP, and the third phase is recovery oriented and assists patients with pursuing values-aligned living after symptom improvement. The WMHC is comprised of one permanent staff psychologist (Dr. Sholty), two psychologists who have been temporarily detailed to the WMHC (Drs. Lara Barbir & Sara Gonzalez-Rivas), and a licensed clinical social worker (Jenny Williams, LCSW). Though not formally staff of the WMHC, peer support specialist, Terry Williams, also works closely with WMHC staff to provide treatment and consultation. The team also regularly consults with psychiatry, primary care, and other specialty care staff outside the WMHC when appropriate in the service of patient-centered care.

The Women's Mental Health Clinic provides individual and group psychotherapy to women Veterans who present with a wide range of presenting problems. We offer a variety of evidence-based treatments such as Cognitive Behavioral Therapy, Prolonged Exposure, Cognitive Processing Therapy, Dialectical Behavioral Therapy, Acceptance and Commitment Therapy, Interpersonal Therapy for Depression, Seeking Safety, and Skills Training in Affective and Interpersonal Regulation (STAIR), among others. Please note, WMHC doctoral level trainees are not able to participate in the formal DBT program, but can DBT-informed therapy, when applicable.

We also offer a variety of outpatient groups exclusively for women that change depending on current staff and interest level of the women Veterans. Some of the groups we have offered are the following:

- Trauma Skills (psychoeducation, distress tolerance skills, shared decision making)
- Skills Training in Affective & Interpersonal Regulation (STAIR)
- Goal-Getters (behavioral activation and additional CBT)
- Women's Combat Support Group
- Building Healthy Relationship
- Coping Skills
- Women's Support in Recovery group led by Peer Support Specialist
- Wellness and Recovery (recovery oriented group for women Veterans with SMI/psychosis)
- Mindful Self-Compassion

Psychology Training Provided: On this rotation, training is heavily influenced by the trainee's training needs and interest and a strength of our program is that trainees will get both generalist training, as well as specialty training in trauma treatment and gender-specific care. Trainees will typically participate in a weekly triage session, 1-2 groups, and carry a caseload of 3-4 individuals with a variety of presenting problems, including but not limited to Posttraumatic Stress Disorder, Depression, Panic Disorder, personality disorders, couples therapy, LGBT/sexuality/gender concerns, and relationship problems. Most of the patients on this rotation have a complex trauma history, often including childhood physical, emotional, and/or sexual abuse, and a large number of our referrals for therapy are for PTSD related to Military Sexual Trauma (MST). Depending on the case, trainees may engage in crisis intervention, short-term focused psychotherapy, or longer-term psychotherapy. In addition to clinical work, the training rotation includes attendance at weekly individual supervision meetings and group didactics (didactics are scheduled PRN). WMHC Staff meeting is held on Thursdays at 8am in which trainees may attend, but not required. Supervisors are flexible to coordinate with trainees' schedule and their other rotations.

EBP opportunities: Cognitive Behavioral Therapy (CBT), Prolonged Exposure (PE), Cognitive Processing Therapy (CPT), Dialectical Behavior Therapy (DBT) interventions (not full program DBT training), Interpersonal Therapy for Depression (IPT), Acceptance and Commitment Therapy (ACT), Skills Training in Affective and Interpersonal Regulation (STAIR), Seeking Safety.

Assessment opportunities: Self-report symptom measures and some outcome assessment.

Cultural Competence Training: In the WMHC, trainees will work with Veterans who self-identify as female and will become familiar with special considerations in working with women Veterans. Trainees will gain competence in gender-specific and sensitive

care, including understanding the barriers that women Veterans face in seeking and receiving treatment at the VA and the ways other identity variables, such as race, religion, sexual orientation, education level, SES, and cognitive status may intersect with gender to influence symptom presentation and treatment.

Requirements for Completion of Practicum Program

Before practicum students start the program, their prior training experiences are carefully reviewed to identify areas of strength and needed growth. This process facilitates the development of an individualized training program to meet the specific training needs of each practicum student. Practicum students are encouraged to expand their areas of clinical competence by using new treatment techniques from various theoretical orientations, and perhaps working with new patient populations.

It is expected that upon completion of the program, all practicum students will demonstrate competence as defined by the APA Standards of Accreditation for Health Service Psychology. Practicum students are evaluated by primary supervisors at four points throughout the year, mid-evaluations at 3-month and 9-month intervals and full evaluations at 6-month and 12-month intervals. The 3-month and 9-month evaluations will involve numerical ratings of the items included in the practicum student's doctoral program's specified evaluation form, identifying trainee strengths and growth edges, as well as a discussion of the rotation training experiences. The 6-month and 12-month evaluations will involve both numerical ratings and narrative comments of the items included in the doctoral program's specified evaluation form.

Practicum students are encouraged to let their supervisors know at the beginning of the training year if additional forms are required by their doctoral program (e.g., Time2Track verification of hours, training agreements, etc.)

Facility and Training Resources

Trainees are provided with office space and secure networked computers necessary for patient care and administrative responsibilities. They have access to the VA Medical Library services such entire text databases like Ovid, as well as VA Intranet and Internet resources for clinical work and research. Within the Psychology Department there is a comprehensive Psychology Assessment Office, which includes a wide variety of psychological assessment instruments and test scoring programs.

Administrative Policies and Procedures

Nondiscrimination Policy and Respect for Diversity: VA Long Beach Healthcare System 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).

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).

Due Process: All trainees are afforded the right to due process in matters of insufficient competence and/or problematic behavior as well as grievances. Our due process document is distributed to every practicum student during orientation and reviewed with them subsequently. A copy of our practicum studentship due process procedures document is available on request.

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

Self-Disclosure: We do not require practicum students to disclose personal information to their clinical supervisors except in cases where personal issues may be adversely affecting a practicum student's performance and such information is necessary to address these difficulties.

Current and Former Practicum students

Class of 2020-2021

Mary Jacob Mathew	Fuller School of Psychology
Gianna Kozel	Fuller School of Psychology
Jonathan Lefavour	Rosemead School of Psychology
Amanda Lipari	Pepperdine University
Gregory Loumagne	Rosemead School of Psychology
Yehsong Kim	USC

Class of 2019-2020

Christina Cress	Rosemead School of Psychology
Sheriece Hooks	Pepperdine University
Ryan Lubock	Pepperdine University
Jessica Poulsen	Fuller School of Psychology
Hannah Rasmussen	USC
Jade Suyematsu	Pepperdine University
Alexandra (Alex) Venegas	UCLA

Class of 2018-2019

Angela Dupont
Mercy Huang
Pamela "Mandy" Hughes
Kinnari "Nina" Jhaveri
Mona Khaled
Grace Kim
Brenna Moore
Jonathan Parker
Hannah Rasmussen

Fuller School of Psychology
Fuller School of Psychology
Rosemead School of Psychology
USC
USC
Rosemead School of Psychology
Pepperdine University
Pepperdine University
USC

Class of 2017-2018

Melabi Amponsah
Morgan Bartholomew
Helene Diamond
Nicholle Johnston
Susannah Kondrath
Jefferson Pou
Erin Santos
Alexandra Tanner

Rosemead School of Psychology
UCLA
Pepperdine University
Rosemead School of Psychology
Fuller School of Psychology
Rosemead School of Psychology
Pepperdine University
UCLA

Class of 2016-2017

Meredith Blackburn
Jason Cencirulo
Gregory Foley
Tara Guarino Fairbanks
Lilian Medina Del Rio
Kelly Miller
Ariel Reid
Jon Rugg
Christopher Schadt
Rachel Weller

Fuller School of Psychology
Pepperdine University
Fuller School of Psychology
Fuller School of Psychology
Rosemead School of Psychology
USC
Fuller School of Psychology
Rosemead School of Psychology
Rosemead School of Psychology
Pepperdine University

Class of 2015-2016

Tyonna Adams
Meredith Blackburn
Kristen Eliason
William Orme
David Pyo
Mario Souza

Pepperdine University
Fuller School of Psychology
Rosemead School of Psychology
Rosemead School of Psychology
Fuller School of Psychology
Pepperdine University

Class of 2014-2015

Sean Agopian
Anthea Gray
Ahoor Karimian
Vance Kunze
Deniz Mustafaglou

Pepperdine University
Pepperdine University
Pepperdine University
Rosemead School of Psychology
Pepperdine University

Nina Tilka Rosemead School of Psychology

Class of 2013-2014

Rachael Green Fuller School of Psychology
Phil Nelson Rosemead School of Psychology
JB Robinson Fuller School of Psychology
Elizabeth Romero Pepperdine University
Quyen Sklar Rosemead School of Psychology
Via Strong Pepperdine University

Class of 2012-2013

Alyssa Aguilar Rosemead School of Psychology
Alison Conway Pepperdine University
Kenneth Davis Rosemead School of Psychology
Carey Incedon Pepperdine University
Adrienne Meier Fuller School of Psychology

Class of 2011-2012

Justin Baker Rosemead School of Psychology
Kelsy Clark Rosemead School of Psychology
Megan Gomez Fuller School of Psychology
Thomas Hanson Pepperdine University
Christopher Ogle Pepperdine University
Kristopher Thomas Fuller School of Psychology

Class of 2010-2011

Timothy Arentsen Fuller School of Psychology
Lisa Finlay Fuller School of Psychology
Daniel Kim Rosemead School of Psychology
Samuel Park Rosemead School of Psychology
Francesca Parker Pepperdine University
Kimberly Smith Pepperdine University

Class of 2009-2010

Kathryn Harrell Fuller School of Psychology
Caroline Kelly Pepperdine University
Kerri Schutz Pepperdine University
Jennifer Thiessen Rosemead School of Psychology
Amy Verbonich Rosemead School of Psychology
Elizabeth Welsh Fuller School of Psychology

Class of 2008-2009

Daniel Combs Rosemead School of Psychology
Lauren Lopez Fuller School of Psychology
Lauren Lovato Pepperdine University
Sarah Reiner Rosemead School of Psychology

Hana Shin
Karen Torres

Fuller School of Psychology
Pepperdine University

Class of 2007-2008

Katy Jakle
Jeanette Lantz
Grace Lee
Robert Pate
Rogelio Serrano

Pepperdine University
Fuller School of Psychology
Fuller School of Psychology
Rosemead School of Psychology
Pepperdine University

Class of 2006-2007

Jamie Bedics
Rebecca Harvey
Heather Himes
Chrstine Kang
David Schafer

Fuller School of Psychology
Pepperdine University
Rosemead School of Psychology
Fuller School of Psychology
Pepperdine University

Class of 2005-2006

Robert Braese
Jennifer Carusone
Paul Hewitt
Christopher Laviola
Lisa Mitchell
Daniel Pelton
Angela Yi

Fuller School of Psychology
Pepperdine University
Rosemead School of Psychology
Pepperdine University
Fuller School of Psychology
Rosemead School of Psychology
Fuller School of Psychology

Class of 2004-2005

Bryan Goudelock
Sharon Hsu
Alisha Ledlie
Karen Molano
Miatta Snetter
Katherine Walker

Fuller School of Psychology
Rosemead School of Psychology
Rosemead School of Psychology
Pepperdine University
Pepperdine University
Pepperdine University

Class of 2003-2004

Frances Diaz
Serina Hoover
Kathleen Huh
Scott Symington
Sarah Cusworth Walker
Michelle White

Pepperdine University
Pepperdine University
Pepperdine University
Fuller School of Psychology
USC
Rosemead School of Psychology

Class of 2002-2003

Stephanie Law
Lisa MacDonald
Lionel Mandy

Rosemead School of Psychology
Pepperdine University
Pepperdine University

Steven Rogers	Fuller School of Psychology
Jennifer Romesser	Pepperdine University
Melissa Symington	Fuller School of Psychology
Todd Wahl	Rosemead School of Psychology
Michelle Zeller	Pepperdine University

Class of 2001-2002

Russell Carroll	Pepperdine University
Lori Haas	Pepperdine University
Allen Kilian	Fuller School of Psychology
Kimberly Miller	Pepperdine University
Elizabeth Osborn	Rosemead School of Psychology

Class of 2000-2001

Greg Danos	Rosemead School of Psychology
Joshua Kenton	Pepperdine University
Suzanne Lau	Rosemead School of Psychology
Jocelyn McGee	Fuller School of Psychology
Mark Schnose	Fuller School of Psychology

**** Practicum students from previous years not listed due to space limitations**

PSYCHOLOGY TRAINING STAFF CREDENTIALS AND INTERESTS

BARBIR, Lara A.

Current VA Position: Staff Psychologist, Primary Care Mental Health Integration

Training Rotation: Primary Care Mental Health Integration

Area of Specialization: Counseling Psychology

Degree: Psy.D., Radford University, 2018

VA hire: September 2019

E-mail address: lara.barbir@va.gov

Licensure: California (2019)

Theoretical Orientation: Integrative with conceptual influences from interpersonal, cognitive/contextual, and behavioral approaches. VA Certified in Cognitive Processing Therapy (CPT), Cognitive Behavioral Therapy for Insomnia (CBT-I), and Cognitive Behavioral Therapy for Chronic Pain (CBT-CP [in progress]).

Areas of clinical specialization: assessment and treatment of mild to moderate mental health and health behavior change utilizing CBT, IPT, ACT, MI, PE for Primary Care, mindfulness, and strengths-based approaches; behavioral sleep medicine (CBT-I, IRT, CPAP desensitization); tobacco cessation; PTSD and posttraumatic growth; chronic pain; assessment of psychological/mental health candidacy for undergoing medical procedures (e.g., organ transplants, spinal cord stimulation, bariatric surgery).

Publications: screening for obstructive sleep apnea risk in younger veterans with PTSD, mindfulness and posttraumatic growth in combat veterans, psychosocial adaptation to disability, intergroup contact and transphobia/discrimination, impact of elicitor-provide-

elicit on alcohol misuse among college students, employment discrimination regarding disability

Professional Organizations: Society for Health Psychology (Division 38), ABCT
Teaching/Training interests: PCMH vs. traditional mental health; assessment and treatment of sleep disorders, tobacco use disorders, and PTSD; assessment of dementia in a primary care setting; evaluating psychological/mental health candidacy for medical procedures; professional development

BRINDLE, Sarah S.

Current VA Position: Staff Psychologist, Spinal Cord Injury/Disorder

Training Rotation: Spinal Cord Injury/Disorder

Area of Specialization: Counseling Psychology; Spinal Cord Injury (postdoc at Rancho Los Amigos)

Degree: Ph.D., University of Iowa, 2004

VA hire: 2005; in Iowa returning to VA Long Beach November 2009

E-mail address: sarah.brindle@va.gov

Licensure: California (2005)

Theoretical Orientation: Integrative, Cognitive-Behavioral

Areas of clinical specialization: Rehabilitation psychology, Disability Affirmative Therapy, Director of SCI Peer Mentor Program, Faith-based approaches

Publications/Research interests: women's health psychology, sexual coercion, sexuality and disability, women and SCI/disability

Professional Organizations: American Psychological Association

Teaching/Training interests: Rehabilitation psychology, vicarious traumatization/burnout, adaptive yoga, integrating spirituality in treatment.

BROWN, Nicholas B.

Current VA Position: Staff Psychologist, Behavioral Health Interdisciplinary Program (BHIP)

Training Rotation: Outpatient Mental Health at BHIP

Area of Specialization: Clinical Psychology

Degree: Ph.D., University of Missouri- St. Louis (UMSL) 2017

VA hire: September 2018

E-mail address: Nicholas.Brown8@va.gov

Licensure: California (2018)

Theoretical Orientation: Integrative (i.e., Cognitive-Behavioral, Interpersonal).

Areas of clinical specialization: Interpersonal trauma and PTSD; Evidence-based experience includes Cognitive Processing Therapy (CPT), Prolonged Exposure (PE), Dialectical Behavior Therapy (DBT), CBT for Anxiety, Unified Protocol for Emotional Disorders (UP)

Publications: Stigma and treatment-seeking among veterans, Telemental health

Professional Organizations: None (Formerly ABCT)

Teaching/Training interests: PTSD, using the therapeutic relationship in treatment, Socratic Questioning, professional development

CONSLA, Anna

Updated October 30, 2020

Current VA Position: Staff Psychologist, Behavioral Health Interdisciplinary Program (BHIP)

Training Rotation: BHIP

Degree: Psy.D., PGSP-Stanford Psy.D. Consortium, 2018

Area of Degree: Clinical Psychology

VA hire: 2019

E-mail address: anna.consla@va.gov

Licensure: California (2019)

Theoretical Orientation: Integrative; third wave cognitive behavioral

Areas of Clinical Specialization: Mindfulness and compassion-focused treatments, trauma, anxiety disorders

Professional Organizations: American Psychological Association

Teaching/Training Interests: Integrative case conceptualization, trauma-focused treatment, mindfulness-based approaches, professional development

DILL, Lauren

Present VA Position: Staff Psychologist

Training rotation: Community Living Center (CLC) & Geriatric Evaluation and Management (GEM)

Additional Training Role: Co-coordinator of Assessment Seminar

Degree: Clinical Psychology (PhD) 2011, Fuller Graduate School of Psychology

VA hire: 2012

E-mail address: Lauren.dill@va.gov

Licensure: CA, 2012

Theoretical orientation: Behavioral, Cognitive-Behavioral, Third Wave

Areas of clinical specialization: Geropsychology, Neuropsychology, Health and Rehabilitation, Disability/Forensic Evaluation

Publications/Research interests: Cognitive screening, Verbal Fluency, Alzheimer's disease

Teaching/training interests: Assessment (Neuropsychological, capacity, personality, disability), Spirituality and Mindfulness, Legal/Ethical Considerations with Aging population, Dementia education and interventions

GANZ, Michael

Present VA Position: Staff Psychologist

Training rotation: Couples and Family Therapy

Area of specialization: Clinical Psychology

Degree: Ph.D., Biola University/Rosemead School of Psychology, 2008

VA hire: December 2014

E-mail address: michael.ganz@va.gov

Licensure: Hawaii (2009), California (2010)

Theoretical orientation: Presentation specific: EFT, IBCT, CBCT-PTSD, CBT, CPT, ACT, Psychodynamic

Areas of clinical specialization: Couples Therapy, Clinical Military Psychology

Publications/Research interests: Combat-specific coping and implications for treatment;
Implementation of conjoint therapies to treat refractory PTSD symptoms;
Connectedness as a modulator for resiliency
Teaching/training interests: Focus on EFT, IBCT, CBCT-PTSD, CBT, ACT, CPT,
EMDR, and PE

GOMEZ, Megan E.

Current VA Position: Staff Psychologist, Home Based Primary Care (HBPC)

Training Rotation: N/A for practicum students

Area of Specialization: Clinical Psychology, emphasis in neuropsychology

Degree: Ph.D., Fuller Theological Seminary, Pasadena, CA 2014

VA hire: 2015

E-mail address: megan.gomez@va.gov

Licensure: California (2016)

Theoretical Orientation: Interpersonal, Cognitive Behavioral Therapy (CBT)

Areas of clinical specialization: clinical geropsychology, neurocognitive disorders,
Parkinson's disease, caregiver support

Publications: Pre-clinical Alzheimer's disease, Cognition in Parkinson's disease,
Impulse Control Behaviors in Parkinson's disease, Complementary and Integrative
Therapies for Mental Health and Aging

Teaching/Training interests: neurodegenerative diseases, cognition, aging, lifestyle
factors, professional development

GONZALEZ-RIVAS, Sara K.

Current VA Position: Staff Psychologist, Primary Care-Mental Health Integration
Program (PC-MHI)

Training Rotation: Primary Care- Mental Health Integration (PC-MHI)

Additional Training Role: Co-Coordinator of the Intern Supervision of Supervision
Seminar

Area of Specialization: Clinical Psychology

Degree: Ph.D., University of Missouri – St. Louis, 2017

VA hire: June 2018

E-mail address: sara.gonzalez-rivas@va.gov

Licensure: California (2018)

Theoretical Orientation: Integrative (Cognitive Behavioral Therapy, Interpersonal
Process, Feminist)

Areas of clinical specialization: Women's Mental Health, Sexual Health, Military Sexual
Trauma (MST), Relationship issues/Couples Therapy, Life transition concerns

Research interests: Women's sexual health, Trauma and sexual health, fertility

Teaching/Training interests: Women's mental health, sexual health, issues of diversity
in clinical work and supervision, trauma/PTSD, addressing ambivalence in treatment

HARDIN, Stacy A.

Current VA Position: Staff Psychologist, Primary Care Mental Health Integration

Training Rotation: Primary Care- Mental Health Integration (PC-MHI)

Area of Specialization: Clinical Psychology

Updated October 30, 2020

Degree: Ph.D., University of Southern California 2014

VA hire: October, 2015

E-mail address: Stacy.Hardin@va.gov

Licensure: California (2015)

Theoretical Orientation: Cognitive Behavioral Therapy (CBT), Mindfulness

Areas of clinical specialization: Adjustment to chronic medical conditions (e.g., cardiovascular disease, chronic pain, cancer); health behavior change; cognitive-behavioral treatment for insomnia, anxiety and depressive disorders

Publications: Coping with cancer, bidirectional relationship between physical health and emotional distress in patients with cardiovascular disease

Teaching/Training interests: Health psychology, brief psychotherapy in primary care setting, interdisciplinary collaboration, professional development

HAWKINS, Nathaniel

Current VA Position: Staff Psychologist

Training Rotation: Program for Traumatic Stress (Combat PTSD)

Area of Specialization: Clinical Psychology

Degree: Ph.D, Pacific Graduate School of Psychology at Palo Alto University, 2014

VA hire: 2012

E-mail address: Nathaniel.Hawkins@va.gov

Licensure: California (2016)

Theoretical orientation: cognitive-behavioral

Areas of Clinical Specialization: Trauma, PTSD, Substance Use Disorders, Transgender Care

Publications/Research interests: Trauma and substance use

Teaching/Training Interests: treatment of other trauma related disorders, military and childhood sexual trauma, posttraumatic resilience, PTSD family support, substance use disorders, transgender care, and LGBT issues

HUANG, John S.

Current VA Position: Staff Psychologist, PTSD Programs

Training Rotation: Combat PTSD program

Additional Training Role: Evidence Based Practice (EBP) Seminar Coordinator

Area of Specialization: Clinical Psychology

Degree: Ph.D., University of California, Santa Barbara, 2003

VA hire: 2006

E-mail address: John.Huang2@va.gov

Licensure: California (2005)

Theoretical Orientation: Eclectic, Cognitive-Behavioral, Interpersonal Process

Areas of clinical specialization: Diversity issues, PTSD, meditation/relaxation

Publications/Research interests: Diversity and mental health; Healing Touch and PTSD.

Professional Organizations: Association for Contextual Behavioral Science

Teaching/Training interests: Diversity; Buddhism, Christianity, Hinduism, and Native American spirituality.

HUNG, Juliet

Present VA Position: Staff Psychologist, Santa Ana Community Based Outpatient Clinic (CBOC)

Training Rotation: Outpatient Mental Health at Santa Ana CBOC

Area of Specialization: Clinical Psychology, trauma, EBP, psychodynamic, and psychological testing

Degree PhD, 2000, California School of Professional Psychology (CSPP – LA Campus)

APA Accredited Postdoctoral Fellowship at the Menninger Clinic, Topeka, KS 2001

ABPP in Clinical Psychology, 2014

VA Hire: 2006; 2015 (LB VAHCS)

E-mail address: Juliet.Hung@va.gov

Licensure: California, 2003

Professional Activities Outside the VA: ABPP

Professional Organizations: American Psychological Association, ABPP

Theoretical Orientation: Cognitive-behavioral and Psychodynamic (Attachment/Object Relations)

Teaching/Training Interests: EBP (CPT/CBT, PE, DBT, IRT, CBT I), psychodynamic psychotherapy, individual and group psychotherapy, professional training & development, multicultural and community psychology, assessment and treatment of characterological disorders, trauma-related disorders, depression, and sleep-related disorders.

HURWITZ, Vanessa

Current VA Position: Staff Psychologist, Behavioral Health Interdisciplinary Program (BHIP); Military Sexual Trauma (MST) Coordinator

Training Rotation: Outpatient Mental Health at BHIP

Area of Specialization: Clinical Psychology

Degree: Ph.D., Fuller School of Psychology, Pasadena 2016

VA hire: December 2017

E-mail address: vanessa.hurwitz@va.gov

Licensure: California (2017)

Theoretical Orientation: Cognitive Behavioral Therapy (CBT), Dialectical Behavior Therapy (DBT), Acceptance and Commitment Therapy (ACT).

Areas of clinical specialization: Trauma, Emotion Dysregulation

Professional Organizations: American Psychological Association

Teaching/Training interests: DBT, Case Conceptualization-driven CBT, CBASP for chronic depression, Professional Development

JOHNSON, W. JOSHUA

Current VA Position: Clinical Neuropsychologist

Training Rotation: N/A for practicum students

Area of Specialization: Neuropsychology and Neurorehabilitation

Degree: PhD: California School of Professional Psychology, 2011

ABPP: Clinical Neuropsychology, 2015

VA Hire: 2018

E-mail address: williamthomas.johnson@va.gov

Licensure: CA (2013)

Theoretical Orientation: Cognitive-Behavioral; Biopsychosocial

Areas of Clinical Specialization: Geriatric neuropsychology, memory disorders, movement disorders, concussion, other brain injury/illness

Publications/Research Interests: Cognitive screening normative data, PVT, holistic neurorehab, return-to-driving

Professional Organizations: AACN, INS, APA, SCN (Division 40), Division 22

Teaching/Training Interests: neuropsychology, functional neuroanatomy, aging and memory loss, professional development.

KERNER, David N.

Current VA Position: Staff Psychologist, Spinal Cord Injury/Disorder

Training Rotation: Spinal Cord Injury/Disorder

Area of Specialization: Clinical Psychology

Degree: Ph.D., Joint Doctoral Program, UC San Diego/San Diego State University, 1998

VA hire: 2001

E-mail address: david.kerner2@va.gov

Licensure: Illinois (2000)

Theoretical orientation: Cognitive-Behavioral

Areas of clinical Specialization: Medical psychology, rehabilitation psychology, chronic pain management

Publications: Outcome methodology, health psychology

Professional organizations: American Psychological Association

Teaching/training interests: Medical/health psychology, rehabilitation psychology, physiological psychology, pain management.

KIM, Christine H.

Current VA Position: Staff Neuropsychologist, Director of Neuropsychology Clinic

Training Rotation: N/A for practicum students

Additional Training Role: Director of the Neuropsychology Clerkship program; Co-coordinator of Assessment Seminar; Member of Executive Training Committee

Area of Specialization: Clinical Neuropsychology

Degree: Ph.D., Fuller Graduate School of Psychology 2008

VA hire: October 2010 (Long Beach VA: January 2017)

E-mail address: christine.kim@va.gov

Licensure: California (2010)

Theoretical Orientation: Cognitive Behavioral Therapy (CBT), Biopsychosocial

Areas of clinical specialization: Gero-Neuropsychology

Publications: normative data on Stroop Test, cognition and aging

Professional Organizations: International Neuropsychological Society

Teaching/Training interests: neuropsychology, professional development

LAU, Angela W.

Current VA Position: Staff Psychologist, Home-Based Primary Care

Training Rotation: N/A for practicum students

Updated October 30, 2020

Area of Specialization: Clinical Psychology
Degree: Ph.D., West Virginia University, 2000
VA hire: November 2009
E-mail address: angela.lau@va.gov
Licensure: California (2003)
Theoretical Orientation: Behavioral, Cognitive-Behavioral
Areas of clinical specialization: Clinical geropsychology, behavioral medicine, anxiety disorders
Publications: Minority mental health, aging, anxiety, professional development
Professional Organizations: American Psychological Association, APA Div12/II (Clinical Geropsychology)
Teaching/Training interests: Diversity and mental health, clinical geropsychology, behavior and cognitive-behavioral therapies, professional development

LOPEZ, Corina

Present VA Position: Primary Care Mental Health Integration Psychologist, Co-Health Behavior Coordinator
Training Rotation: Primary Care-Mental Health Integration (PCMHI)
Area of specialization: Clinical Health Psychology
Degree: PhD, University of Miami, 2013
VA hire: January 2015
E-mail address: corina.lopez@va.gov
Licensure: California (2015)
Theoretical orientation: Integrative (Mindfulness, CBT, behavioral, insight oriented, existential, humanistic)
Areas of clinical specialization: Clinical and health psychology, consultation-liaison psychology, mindfulness and meditation, Psycho-oncology/end of life/hospice, adjustment to chronic illness
Publications/Research interests: Psychological and Physical effects of Cognitive Behavioral Stress Management Interventions in chronically ill populations, Ethnic Identity and Perceived Stress
Professional organizations: American Psychological Association, Division 38
Teaching/training interests: Health Psychology, Behavioral Medicine, mindfulness/meditation, brief psychotherapy, end of life

MATOS, Melissa M.

Current VA Position: Staff Psychologist, Spinal Cord Injury/Disorder
Training Rotation: Spinal Cord Injury/Disorder
Area of Specialization: Clinical Psychology; Rehabilitation Psychology
Degree: Ph.D., Alliant International University (CSPP-LA), 2016
VA hire: July 2019
E-mail address: melissa.matos@va.gov
Licensure: California (2018)
Theoretical Orientation: Integrative (Acceptance and Commitment Therapy, Biopsychosocial, Cognitive Behavioral Therapy, Humanistic approaches)

Areas of clinical specialization: Rehabilitation psychology, medical/health psychology, behavioral medicine

Publications/Research interests: Adjustment to disability and/or chronic health conditions, visible/invisible differences and stigma, health-related quality of life and wellbeing, psychoneuroimmunology.

Teaching/Training interests: Professional development, interdisciplinary treatment collaboration, diversity, rehabilitation psychology, behavioral medicine, mindfulness/meditation.

MCDUGALL, Tatiana V.

Present VA Position: Staff Psychologist; Couples and Family Therapy

Training Rotation: Couples and Family Therapy

Additional Training Role: Co-Coordinator of the Intern Supervision of Supervision Seminar

Area of specialization: Clinical/Community and Applied Social Psychology

Degree: Ph.D., University of Maryland, Baltimore County, 2014

VA hire: 2015

E-mail address: tatiana.mcdougall@va.gov

Licensure: Maryland (2015), California (2016)

Theoretical orientation: Integrative with focus on interpersonal, attachment-based, and experiential approaches.

Areas of clinical specialization: Couples Therapy, Emotion-Focused Therapy, Dialectical Behavior Therapy, Diversity and multicultural psychology

Publications/Research interests: Attachment style and stress in intimate relationships, impact of family factors on psychological health

Teaching/training interests: Integrative case-conceptualization, attachment-based approaches (EFT), and enhancing competency in Clinical Supervision.

MESSINIDES, Leigh A.

Present VA Position: Staff Psychologist, Local Evidence-Based Psychotherapy Coordinator

Training Rotation: Adjunct Supervisor for Outpatient Mental Health at Santa Ana CBOC

Area of Specialization: Clinical Psychology, aging and trauma, health psychology

Degree: Ph.D., UCLA 1992

VA Hire: 1992

E-mail address: leigh.messinides@va.gov

Licensure: California, 1993

Theoretical Orientation: Integrative, informed by attachment theory

Professional Activities Outside the VA: APA Division 48 (Society for the Study of Peace, Conflict, and Violence)

Professional Organizations: American Psychological Association

Teaching/Training Interests: developmental aspects of trauma, attachment theory, social justice issues in clinical psychology, how psychotherapy is informed by the empirical process

MITCHELL, Joel C.

Updated October 30, 2020

Current VA Position: Chief, Psychology Service
Degree: Ph.D., Rosemead School of Psychology, Biola University, 2007
Area of Degree: Clinical Psychology
Board Certifications: Clinical Psychology (ABPP, 2011); Healthcare Administration (FACHE, 2018)
Additional Training Role: Member of Executive Training Committee
VA Hire: 2008
E-mail address: Joel.Mitchell2@va.gov
Licensure: WA (2008)
Theoretical Orientation: Integrative; Mindfulness-Based Behavioral Interventions; Contemporary Psychodynamic.
Areas of Clinical Specialization: Integrated Behavioral Medicine; Consult-Liaison Psychology; Urgent/Emergent Mental Health.
Teaching/Training Interests: Integrated Healthcare Delivery; Leadership Development; Organizational Psychology; Provider Self-Care; Program Development/Evaluation.

MONA, Linda R.

Current VA Position: Clinical Director, Spinal Cord Injury/Disorder Psychology
Training Rotation: Spinal Cord Injury/Disorder
Area of Specialization: Clinical Psychology
Degree: Ph.D., Georgia State University, 1998
VA hire: 2002
E-mail address: linda.mona@va.gov
Licensure: California (2000)
Theoretical Orientation: Integrative; Cognitive-Behavioral
Areas of clinical specialization: Rehabilitation psychology, Disability Affirmative Therapy, Multicultural and Diversity issues in Psychology, Sex therapy
Publications: Sexuality and Disability, Older adults and sexuality, Disability Cultural Competence in healthcare, Sexuality and Disability Cultural Competence
Professional Organizations: American Psychological Association
Teaching/Training interests: Psychology of disability, rehabilitation psychology, sexual expression and sex therapy, diversity issues and multicultural psychology

NAUGHTON, Jessica (Jessie)

Current VA Position: Staff Psychologist, Combat PTSD Program
Training Rotation: Combat PTSD (PTSD/SUD)
Area of Specialization: Clinical Psychology
Degree: Ph.D, Syracuse University (2012)
VA hire: 2017
E-mail address: jessica.naughton@va.gov
Licensure: California (2013)
Theoretical orientation: integrative (interpersonal/psychodynamic, cognitive-behavioral, mindfulness/acceptance-based approaches), Prolonged Exposure Therapy (PE), Cognitive Processing Therapy (CPT, VA certified)
Areas of Clinical Specialization: Trauma and PTSD

Research interests: therapeutic relationship within trauma work, integrative therapy for trauma, attrition reduction and systems improvement in treatment

Teaching/Training Interests: integrative therapy, exposure therapies, PTSD/SUD

NYASIO, Tara M.

Current VA Position: Staff Psychologist

Training Rotation: Adjunct Supervisor for Outpatient Mental Health at Santa Ana CBOC

Area of Specialization: PTSD, Primary Care-Mental Health Integration

Postdoctoral fellowship: Trauma/PTSD (VA Loma Linda)

Degree: PsyD, Fuller Graduate School of Psychology, Pasadena, CA, 2012

VA hire: October 2012; August 2015 (VA Long Beach)

E-mail address: Tara.Nyasio@va.gov

Licensure: California (2012)

Theoretical Orientation: Cognitive Behavior Therapy

Professional Organizations: California Psychological Association

Teaching/Training interests: Trauma/PTSD, anxiety spectrum disorders, depression, short-term therapy

POTTS, Amy A.

Current VA Position: Staff Psychologist, Santa Fe Springs CBOC

Training Rotation: Outpatient Mental Health at Santa Fe Springs CBOC

Area of Specialization: Clinical Psychology

Degree: Ph.D., Fuller Graduate School of Psychology (2010)

VA hire: October 2011 (Atlanta VAMC), September 2015 (VA Long Beach HCS)

E-mail address: Amy.Potts@va.gov

Licensure: GA (2011)

Theoretical Orientation: Integrative (e.g., Cognitive Behavioral Therapy, Biopsychosocial, Interpersonal/Psychodynamic psychotherapy). VA-Certified Provider in both Cognitive Processing Therapy (CPT) and in Prolonged Exposure (PE) Therapy.

Areas of clinical specialization: Trauma-focused treatments including Cognitive Processing Therapy (CPT), Prolonged Exposure (PE) Therapy, and other Evidence-Based Treatments including Stress Inoculation Training (SIT), Skills Training in Affect & Interpersonal Regulation (STAIR), CBT for Depression, Anxiety disorders, and chronic pain management; Diversity Variables and Multicultural Psychotherapy.

Publications: First-episode Psychosis and Serious Mental Illness; PTSD and factors that impact the development of PTSD symptomatology; Exposure to Violence, Adjustment, Burnout, and Traumatic Loss among Humanitarian Aid Workers; Assessment of PTSD and Childhood Abuse Within Multicultural and International Contexts.

Teaching/Training interests: PTSD assessment and treatment, Vicarious Traumatization and Burnout, Military Sexual Trauma, First-episode Psychosis and the prodrome, Social justice issues and treatment for underserved populations.

PROUVOST, Caroline

Current VA Position: Staff Psychologist, Santa Ana CBOC and VA Long Beach Interprofessional Pain Clinic

Training Rotation: Outpatient Mental Health – Santa Ana Community Based Outpatient Clinic (CBOC)

Area of Specialization: Clinical Psychology

Degree: Ph.D., Rosalind Franklin University of Medicine and Science, North Chicago (2017)

VA hire: November 2018

E-mail address: caroline.prouvost@va.gov

Licensure: California (2018)

Theoretical Orientation: Cognitive Behavioral Therapy (CBT), Acceptance and Commitment Therapy (ACT), Mindfulness-Based Stress Reduction (MBSR), Mindful Self-Compassion (MSC).

Areas of clinical specialization: Chronic Pain, Anxiety, OCD, PTSD, Depression, Recovery-oriented treatment

Publications: OCD, jealousy

Teaching/Training interests: Professional Development, Mindfulness-based treatment, Chronic Pain Management, Recovery-oriented programming

REGER, Stacy L.

Current VA Position: Staff Psychologist

Training Rotation: Community Living Center (CLC) & Geriatric Evaluation and Management (GEM)

Additional Training Role: Director of Psychology Training

Area of Specialization: Clinical Psychology; Geropsychology

Degree: Ph.D., University of Nevada Las Vegas, 2014

VA Hire: 2015

E-mail address: stacy.reger@va.gov

Licensure: California (2015)

Theoretical Orientation: Integrative; Interpersonal Process

Areas of Clinical Specialization: Adjustment to disability and/or chronic health conditions; geropsychology; clinical psychology in medical settings; neuropsychological assessment; end-of-life and serious illness

Publications/Research Interests: Post-traumatic stress disorder and aging; physical pain, trauma, and aging; resilience; end-of-life issues; grief; aging and cognition

Professional Organizations: APA, CPA, LACPA (Treasurer)

Teaching/Training Interests: Aging; coping with and adjustment to disability and/or chronic health conditions; grief; practicing psychology in a medical setting; diversity; training and professional development; neuropsychological assessment

SCOTT, Andrea

Present VA Position: Staff Psychologist

Training Rotation: Health and Wellness

Additional Training Role: Director of Postdoctoral Training; Member of Executive Training Committee

Area of specialization: Clinical Psychology

Degree: PhD, Palo Alto University, 2013

VA hire: 2014

E-mail address: andrea.scott@va.gov

Licensure: CA, 2015

Theoretical orientation: Integrative (cognitive-behavioral; psychodynamic; motivational interviewing)

Areas of clinical specialization: Health psychology

Research interests: CIM (Complementary and Integrative Medicine)

Teaching/training interests: Tobacco Cessation, CBT-I, MOVE!, mental health readiness evaluations, MI, telehealth

SHOLTY, Gretchen L.

Current VA Position: Staff Psychologist, Women's Mental Health Center

Training Rotation: Women's Mental Health & Trauma

Additional Training Role: Associate Director, Predoctoral Training; Member of Executive Training Committee

Area of Specialization: Clinical Psychology

Degree: Ph.D., University of California, Los Angeles (UCLA) 2012

VA hire: September 2013

E-mail address: gretchen.sholty@va.gov

Licensure: California (2014)

Theoretical Orientation: Integrative (e.g., Interpersonal/Psychodynamic psychotherapy, Cognitive Behavioral Therapy (CBT), Acceptance and Commitment Therapy (ACT). VA Certified in Dialectical Behavioral Therapy (DBT), Cognitive Processing Therapy (CPT), Prolonged Exposure (PE), and Skills Training in Affective and Interpersonal Regulation (STAIR).

Areas of clinical specialization: Women's Mental Health, Phase-based Model of Trauma-Focused Treatment, Military Sexual Trauma (MST), Trauma and Sexual Health, LGBTQ community, Serious Mental Illness (SMI), Recovery-oriented treatment
Publications: schizophrenia, recovery-oriented programming, ACT for psychosis, sexual health

Professional Organizations: N/A

Teaching/Training interests: Women's Mental Health, Military Sexual Trauma, DBT, Recovery-oriented programming, professional development

WELSH, Elizabeth

Current VA Position: Staff Psychologist; Santa Fe Springs CBOC

Training Rotation: Outpatient Mental Health at Santa Fe Spring CBOC

Area of Specialization: Clinical Psychology

Degree: Ph.D., Fuller Graduate School of Psychology, 2011

VA hire: 2012

E-mail Address: Elizabeth.Welsh@va.gov

Licensure: California (2013)

Theoretical Orientation: DBT, CBT

Areas of Clinical Specialization: Treatment of Borderline Personality Disorder (BPD) using Dialectical Behavior Therapy (DBT); CBT-E and DBT for eating disorders; biofeedback for anxiety and stress disorders; trauma-focused treatment including Prolonged Exposure (PE); transgender mental health care (evaluations for readiness to

start cross-sex hormone therapy, undergo sexual reassignment surgery, and psychotherapy for gender transition)

Publications/Research interests: Women's mental health treatment, transgender mental health

Teaching/training interests: DBT, transgender mental health, biofeedback, eating disorders

YADAVAIA, James (Jamie)

Present VA Position: Program Manager Psychologist for General Outpatient Psychology

Training Rotation: Adjunct Supervisor for Outpatient Mental Health at BHIP

Area of specialization: Clinical Psychology

Degree: PhD, University of Nevada, Reno, 2013

VA hire: 2014

E-mail address: James.Yadavaia@va.gov

Licensure: California, 2014

Theoretical orientation: Mindfulness/Acceptance-Based Cognitive-Behavioral Therapies (ACT, DBT), Traditional CBT (including CPT), Motivational Interviewing

Areas of clinical specialization: General Mental Health, including Serious Mental Illness, PTSD, and Borderline Personality Disorder

Publications/Research interests: Self-Compassion, Mental Health Recovery Movement, LGBT Concerns, Self-Stigma

Teaching/training interests: Group and Individual Psychotherapy, Issues of Diversity in Clinical Work and Supervision, Professional Development

ZUEHLKE, Jessica B.

Present VA Position: Psychologist/Local Recovery Coordinator

Training Rotation: PRC

Area of specialization: Psychosocial Rehabilitation (PSR) and Recovery/Clinical Psychology

Degree: Psy.D. University of Hartford, CT, 2008

Internship: Edith Nourse Rogers Memorial VAMC, Bedford, MA, 2007-2008

Clinical Fellowship: University of Rhode Island College Counseling Center, 2008-2009.

VA hire: 2009, Providence VA; transferred to VA Long Beach August 6, 2012

E-mail address: jessica.zuehlke@va.gov

Licensure: Rhode Island (2009)

Theoretical orientation: Recovery-oriented, CBT, Mindfulness, Solution-Focused

Areas of clinical specialization: Psychosocial Rehabilitation and Recovery

Publications/presentations: Mental Health Recovery, System Redesign, Patient-Centered Care, Post-partum depression (dissertation)

Professional Interests: Program Development, System Redesign (trained as an SR Facilitator), Patient-Centered Care (Planetree model), Inpatient Recovery

Transformation, Leadership Activities

Directions to the VA Long Beach Medical Center and Psychology Department

The VA Long Beach Healthcare Center is located on the corner of Bellflower Boulevard and Seventh Street in Long Beach. It is adjacent to California State University at Long Beach, and is just northeast of where Pacific Coast Highway intersects with Bellflower Blvd. and Seventh Street. For more information on orienting yourself to VA Long Beach, please check the VA Long Beach Website: www.longbeach.va.gov

Freeway access from the North on the San Diego Freeway (405)

- Take the Bellflower Blvd. exit going south.
- On Bellflower Blvd., after passing shopping areas and crossing Atherton Street, you will come upon CSU Long Beach on the left.
- Immediately after Beach Drive are the VA grounds, also on the left.
- Since you cannot make a legal left turn on Sam Johnson Road, you must go further to Palm Road where there is a left turn lane enabling you to enter the VA grounds through Gate 3.

Freeway access from the North on the San Gabriel Freeway (605)

- Take the Seventh Street (22 West) exit.
- After passing CSU Long Beach on the right on Seventh Street, you will come upon the VA, which is also on the right.
- Directions are easier if you pass the main VA entrance and make a right on Bellflower Boulevard.
- Take the second hospital entrance (Sam Johnson Road) and proceed straight (east) and park in the lots on your the left hand side after you pass the intersection with Canob Road.

Freeway access from the South on the San Diego Freeway (405)

- Take the Seventh Street (22 West) exit.
- After passing CSU Long Beach on the right on Seventh Street, you will come upon the VA, which is also on the right.
- Directions are easier if you pass the main VA entrance and make a right on Bellflower Boulevard.
- Take the second hospital entrance (Sam Johnson Road) and proceed straight (east) and park in lots on your the left hand side after you pass the intersection with Canob Road.

The Psychology main offices are located on hallway “A-2” on the second floor of Building 128.

- Proceed up the steps and cross the street and walk up the sidewalk to the right (west) of the Community Living Center.
- Voluntary services with a blue awning will be on your right.
- Keep walking straight until you enter through the double doors, make a right, and proceed down a long corridor. You’ll get to an intersection, and please turn left there.
- Go through the sliding glass door and then make a right, following the signs for A-2. Make your second left and you’ll see two elevators on the left.

Updated October 30, 2020

- Take one up to the second floor, turn left, proceed down the hall to the end and check in with our Program Support Assistant in the Psychology office (A-200).
- If you need additional directions, please call us at (562) 826-5604.
- We'll have more information with acceptance announcements as to which building and room number we'll congregate in, and .pdf facility maps are available for email attachments upon request.

ADDENDUM: COVID-19 Pandemic-Related Changes to Psychology Training

COVID-19-related restrictions and practices at VA Long Beach are evolving to address the evolving situation. We cannot yet know how or whether COVID-19 pandemic restrictions will impact the 2021-2022 training year, but these are the current adjustments to training at VA Long Beach.

Hospital Safety Precautions:

VA Long Beach has taken the following facility-wide steps to reduce the risk of spreading the coronavirus:

Limiting the number of people coming onto campus to those working in areas in which in-person services are warranted, due to the nature of the clinical setting (e.g., inpatient medical units, urgent mental health, limited neuropsychological assessments).

Facility Maintenance staff across the hospital are engaging in enhanced sterilization protocols, and communal spaces (e.g., the cafeteria) are set up for social distancing. Hand sanitizer is readily available throughout the hospital.

Entrance to the hospital is limited to four COVID-19 screening checkpoints, and only staff with ID badges, masks, and who pass daily screening questions are allowed to enter the facility. In addition, to enter areas of the hospital housing high risk patients (CLC, SCI/D, quarantine unit, medical tower), temperature checks are required.

COVID-19 testing is readily available to all staff and trainees on site at no cost through VA occupational health, including testing for active COVID-19 via nasal swab and antibody testing through bloodwork.

Changes to Training During the 2019-2020 and 2020-2021 Training Years:

Beginning in mid-March, 2020, all training activities that can happen virtually are virtual. This includes all seminars, didactics, individual and group supervision (in accordance with OAA, APPIC, and CA Board of Psychology allowances), interdisciplinary team meetings, and most individual and group care (apart from those clinical activities that cannot be provided virtually, mentioned above). Orientation week 2020 was conducted virtually, with the exception of coming on to campus one half day to complete orientation items that necessitated being at the VA in person (e.g., picking up ID badges and equipment, getting photos taken).

Since March, 2020, all psychology trainees (and most staff psychologists) have been working from home on VA-issued computers and plan to be for the duration of the pandemic restrictions. Webcams and headsets are also available from the VA.

Under pandemic restrictions, trainees may opt to train on rotations that require some amount of on-campus/in-person time, due to the nature of the clinical work, which cannot be accomplished virtually. As of September, 2020, these rotations include Spinal Cord Injury/Disorders, Community Living Center, Acute Psychology, and Neuropsychology. For the trainees who choose these rotations, PPE is required and supplied by the VA, and COVID testing, as well as COVID antibody testing, is available on campus at no cost to the trainee. On some of these rotations, everyone working in the area is tested regularly (either monthly or weekly depending on policies) as a condition of coming in to work in-person. No trainee is required to select one of these rotations (with the exception of the neuropsychology track intern, who must have neuropsychology as one rotation in both halves of the year), and we encourage consideration of all pertinent variables (e.g., personal and family health status, willingness to get COVID testing regularly in certain settings, training goals and interests) when ranking rotations. **If a trainee has interest in one of these rotations and cannot come on to campus for any reason, supervisors are flexible and willing to work with the trainee to create a training plan that meets the trainee's goals to the degree possible without incorporating in-person treatment.**

VA Long Beach provides appropriate PPE to all trainees who come onto campus and interact with patients, including scrubs, masks, face shields, gowns, and gloves as needed. For testing, plexiglass barriers are also provided. Hospital-grade disinfecting wipes are available to clean materials and surfaces on campus.

The requirements for entrance to the hospital and any inpatient area may change according to safety protocols as the situation evolves; trainees are updated about relevant changes as they occur via hospital-wide email and communication from TD and supervisors. VA Long Beach has a COVID-19 Sharepoint with constantly updated information and resources, which trainees can access from their VA computers.

If you have any questions about how we are addressing any aspect of training during COVID-19 restrictions, please reach out to Dr. Reger at stacy.reger@va.gov or (562) 826-8000 x14915 for more information.