Canandaigua VA Medical Center
Psychology Internship Program

Canandaigua VA Medical Center
Director of Psychology Training
400 Fort Hill Ave.
Canandaigua, NY 14424
585-394-2000

APPIC MATCH Numbers
Mental Health Track-2 positions: 217612
Neuropsychology Track-1 position: 217611

Accreditation Status:
The doctoral internship at the Canandaigua VAMC is a newly established program not currently accredited, but in the process of seeking accreditation with site visit having occurred on November 3-4, 2016. Prior to APA accreditation, graduates of this internship program are eligible to apply for APA accredited postdoctoral fellowship positions and jobs within the VA. Questions related to the programs accreditation status should be addressed to: APA, Office of Program Consultation and Accreditation, 750 First Street, NE, Washington, DC 20002-4242, (202) 336-5979; E-mail: apaaccred@apa.org.; Web: www.apa.org/ed/accreditation.

Internship positions:
We are currently funded for 3 positions for the 2018-2019 academic year.

STATEMENTS ON NONDISCRIMINATION AND COMMITMENT TO DIVERSITY

Nondiscrimination:
Our program adheres to the VA’s commitment as an Equal Opportunity Employer and its policy as described in VA network 2 memorandum 10N2-064-13 (http://vaww.visn2.va.gov/emp/eeo.asp) and concomitantly abides by Federal Executive Order 13160 specifically addressing nondiscrimination. Federal law prohibits discrimination on the basis of race, color, religion, gender (sex), national origin, age (40 years and over), physical or mental disability, sexual orientation, genetic information, and/or reprisal for filing a complaint of discrimination, participating in the EEO process, or having opposed prohibited discrimination. Harassment based on the above categories is also prohibited. The program also fully adheres to APPIC policy on non-discrimination which states: “Training agencies have practices which are nondiscriminatory in regard to race/ethnic background, gender, age, sexual orientation, lifestyle, and disabilities.” As such the Canandaigua Psychology Internship Program is fully dedicated to actively promote an environment of non-discrimination and will not utilize applicants’ information that is relevant to their training and successful completion of the training program. Applications from all qualified prospective interns are accepted and no personal information is used to evaluate applicants in the selection process. If trainees or faculty experience or observe
instances of discrimination in the course of internship training they have an obligation to address the problem as soon as possible to diminish potential for psychological harm. And the matter must be brought to attention of the Training Director, supervisor, Clinical Chief of Psychology or other psychology staff. Formal procedures are available if resolution is not reached at this level of intervention.

**Diversity**
The Department of Veterans Affairs and its affiliated agencies are charged by the United States Congress to serve the veteran population. The makeup of the Armed Forces and therefore the veterans enlisted for health care in the VA represent a wide cross-section of the US population and as such a dimensionally diverse group. Diversity is strongly valued in the Canandaigua VAMC Psychology Internship Program as it stands in alliance with the Medical Center’s effort to recruit supervisory staff and trainees from diverse backgrounds who show a high level of commitment to VA’s stated values (http://www.diversity.va.gov/policy/dra.asp) and provide care that respects the diversity, dignity, and individuality of all veterans. The program is committed to recruit applicants from all over the United States and in training interns from an array of cultural backgrounds. Our program provides broad-based training with substantial clinical emphasis on intern’s development of sensitivity to cultural diversity and individual differences. Interns are exposed to a vast array of clinical experiences, didactics, and supervision opportunities that teach the importance of human diversity and individual differences in real time. The training program also emphasizes promoting and maintaining an open and inclusive training environment through encouraging genuine curiosity and willingness to learn about each other’s experiences and supporting an environment of mutual respect. If at any point during the training year an intern identifies the need to for additional support or training around any issue(s) of diversity, the training program will make efforts to quickly and appropriately address this need.

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**INTERNSHIP ADMISSION, SUPPORT AND INITIAL PLACEMENT DATA**

**Date Program Tables are updated: August 1, 2017**

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

Our internship program participates in the APPIC match and application must be submitted through the AAPI Online service, which can be found at the APPIC website: www.appic.org. No mail or email application materials will be accepted. Please be advised that the cover letter must specify to which track(s) the applicant is applying. It is acceptable to apply for both tracks. The cover letter must also indicate applicant’s specific interests in our program. Applicant’s curriculum vita and three letters of recommendation should also be submitted through the AAPI Online service. Applications must be completed in the AAPI no later than December 8th, 2017. Applicants are encouraged to complete the application as early as possible before the aforementioned deadline so that ample time will be available for application review.
Applicants must meet all requirements for VA internship eligibility, which includes enrollment and in good standing in an APA-accredited Clinical or Counseling Psychology program, approval for internship status by the graduate program training director, and U.S. Citizenship. Applicants who apply to our site must also be aware of the following: The Federal Government requires that male applicants to VA positions who were born after 12/31/1959 must sign a Pre-appointment Certification Statement for Selective Service Registration before they are employed. All interns will have to complete a Certification of Citizenship in the United States prior to beginning the internship. VA conducts drug screening exams on randomly selected personnel as well as new employees. Interns are not required to be tested prior to beginning work, but once on staff they are subject to random selection as are other staff members. Interns are also subject to fingerprinting and background checks. Match result and selection decisions are contingent on passing these screens. Applicants do not need to submit any documentation for these requirements at the time of their application.

The program will consider applicants who have complete at least 350 hours of face-to-face assessment and intervention graduate practicum experience that involve training in evidence-based assessment and therapy under the supervision of clinical psychologist(s); have successfully completed all required academic coursework; have passed the comprehensive or qualifying exams; and have successfully proposed their dissertation by application deadline.

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

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Yes/No</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Direct Contact Intervention Hours</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>Total Direct Contact Assessment Hours</td>
<td>N</td>
<td>Y</td>
</tr>
</tbody>
</table>

Describe any other required minimum criteria used to screen applicants:

Our internship program utilizes a two-part multistage selection process. Application materials are initially reviewed by the Training Director and the Clinical Chief of Psychology. This review ensures that initial application requirements are met, identifies historical or program characteristics requiring further consultation, and allows for assembly applicant specific positive and negative elements to which attention is given during follow-up reviews. Scores are given for dissertation (relevance of topic area to the VA mission, demonstration of scholarly potential, nearness of completion), treatment experience (quantity), assessment experience (quantity), and goodness of fit with the program’s mission. Total scores are calculated and a decision is made as to whether an application is moved to the next review level.

The second stage concerns a review by multiple members of the psychology staff who collectively form the selection committee. Applicants are rated on eligibility, strength of training and experience, scholarly potential/academics, sensitivity to diversity, dissertation status, and fit with the internship program and the VA. All ratings are compiled and applications are ranked accordingly. The selection committee subsequently identifies the applicants who would be invited for a formal interview and notification letters are sent out by December 23rd. Interviews are an integral part of our selection process and an on-site interview is required prior to the first Match Phase. Interviews are scheduled for mid and end of January. The selection committee is
committed to ensuring a range of diversity among our training classes. Provided that applicants are identified as a good fit for the program, consideration is given to those with veteran status and members of historically underrepresented groups. Interviews allow the selection committee to compile ratings on various characteristics, and recommendations regarding ranking. Total scores are then derived from combining application and interview ratings with recommendation for ranking.

Upon the completion of our interviews, applicants will be ranked in terms of their suitability for our program in accordance with APPIC policies and guidelines, which can be found on [http://www.appic.org/Match/Match-Policies](http://www.appic.org/Match/Match-Policies). The rankings are subsequently submitted to the National Matching Service in early February. Letters to the successful applicants and their academic program directors will confirm all selections.

### Financial and Other Benefit Support for Upcoming Training Year

- **Annual Stipend/Salary for Full-time Interns:** $24,635.00 per year
- **Annual Stipend/Salary for Half-time Interns:** We do not offer non-funded internship positions.

- **Program provides access to medical insurance for intern?** Yes  No
  - If access to medical insurance is provided
    - **Trainee contribution to cost required?** Yes  No
    - **Coverage of family member(s) available?** Yes  No
    - **Coverage of legally married partner available?** Yes  No
    - **Coverage of domestic partner available?** Yes  No

- **Hours of Annual Paid Personal Time off (PTO and/or Vacation):** 4hr/ pp = 104 total hrs
- **Hours of Annual Paid Sick Leave:** 4hr/ pp =104 total hrs

In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?  Yes  No

**Other Benefits (please describe):**

Interns may be granted up to to 5 days of Authorised Absence per year which may be used for dissertation work/research meetings, conference attendance, and post-doc or job interviews within the VA.

Interns are provided office space for all clinical rotations and activities. Interns also have access to the computer network for clinical and professional development needs. All medical record charting in VA is done on the Computerized Patient Record System (CPRS) and interns have dedicated computers to complete treatment documentation. The training program provides all necessary testing equipment and materials, and maintains a "shared drive" on the network which holds a large collection of clinically-relevant professional resources, research articles, patient...
handouts, and other documents designed to facilitate professional development. Canandaigua VAMC has an excellent medical library, and interns have access to online databases and search help from the librarian.

**Initial Post-Internship Positions**

**(Aggregated Tally for Preceding 3 cohorts)**

**Date Range (e.g. 2013-2016):**

<table>
<thead>
<tr>
<th>Total # of interns who were in the 3 cohorts:</th>
<th>6</th>
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<tbody>
<tr>
<td>Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree</td>
<td>0</td>
</tr>
<tr>
<td>Community mental health center</td>
<td></td>
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<tr>
<td>Federally qualified health center</td>
<td></td>
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<tr>
<td>Independent primary care facility/clinic</td>
<td></td>
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<tr>
<td>University counseling center</td>
<td></td>
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<tr>
<td>Veterans Affairs medical center</td>
<td>4</td>
</tr>
<tr>
<td>Military health center</td>
<td>1</td>
</tr>
<tr>
<td>Academic health center</td>
<td></td>
</tr>
<tr>
<td>Other medical center or hospital</td>
<td>1</td>
</tr>
<tr>
<td>Psychiatric hospital</td>
<td></td>
</tr>
<tr>
<td>Academic university/department</td>
<td></td>
</tr>
<tr>
<td>Community college or other teaching setting</td>
<td></td>
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<tr>
<td>Independent research institution</td>
<td></td>
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<tr>
<td>Correctional facility</td>
<td></td>
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<tr>
<td>School district/system</td>
<td></td>
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<tr>
<td>Independent practice setting</td>
<td></td>
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<tr>
<td>Not currently employed</td>
<td></td>
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<tr>
<td>Changed to another field</td>
<td></td>
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<tr>
<td>Other</td>
<td></td>
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<tr>
<td>Unknown</td>
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SETTING

The program is a full-time clinical internship providing 2080 hours of clinical experience. We offer training in a wide variety of clinical settings with diverse patient populations oriented to prepare psychologists to effectively respond to the challenges and changes in the modern health care environment. Training rotations are coordinated across two well established clinical settings that include the Rochester Outpatient Clinic (ROPC), and the Canandaigua VA Medical Center, which also involves the Center of Excellence at Canandaigua and the National Veterans Crisis Hotline.

Canandaigua VA Medical Center, Canandaigua, New York
The Canandaigua VA Medical Center consists of 14 patient care buildings situated on 150 acres. Located just outside Rochester, NY in the beautiful Finger Lakes region of western New York State, Canandaigua VAMC opened in 1933 with a primary focus on inpatient and residential psychiatric treatment. After WWII, the facility expanded to almost 1600 beds. Beginning in the 1960s, Canandaigua VAMC gradually shifted its focus towards providing outpatient medical and psychiatric treatment. Some psychiatric and geriatric residential facilities continue to operate on the campus. At present, the Community Living Centers contain 116 beds, while the Domiciliary programs (PRRTP, DCHV, and Domiciliary) have approximately 40 beds.

Today, veterans receive a full range of services through the availability of health screening programs, greater involvement of geriatrics and mental health staff on Primary Care Teams, and expanded partnerships with multiple community healthcare resources. In addition to its longstanding reputation in psychiatric care, the Canandaigua VA has broadened its medical focus to include long-term care. Notable services offered today at Canandaigua VA include Long-term Care, Nursing Home Care, Hospice/Palliative Care, Mental Health Care, Alcohol/Drug Rehabilitation, the Post-Traumatic Stress Disorder Clinic, the Domiciliary Program, Home-Based Primary Care, the Health Care for Homeless Veterans Program, and a variety of other coordinated services.

Rochester Outpatient Clinic (ROPC)
In 1997, the Rochester Outpatient Clinic became affiliated with the Canandaigua VA Medical Center as part of a general reorganization occurring throughout the VA. ROPC is a large outpatient facility, offering a full array of outpatient medical, behavioral health, psychiatric and specialty care services.

Center of Excellence at Canandaigua (CoE)
The Department of Veterans Affairs established the Center of Excellence at Canandaigua VAMC in August, 2007 as a prevention and research center with the primary goal of reducing the morbidity and mortality in the Veteran population associated with suicide. To this end, the Center’s mission is to develop and study Veteran-focused, evidenced-based, public health approaches to suicide prevention. The CoE at Canandaigua seeks to meet this mission through serving as a national, regional and local resource on suicide research and prevention and mental health through two key Cores: the Epidemiology and Interventions Research Core and the Education, Training and Dissemination Core. The CoE also supports implementation research on several of VA’s National Initiatives, including VA’s National Suicide Crisis Line and the
Suicide Prevention Coordinator Program. Taken together, the CoE’s activities constitute a public health approach to suicide prevention through: (1) conducting research to acquire a better understanding of suicide and attempted suicide of Veterans both in VA care and those not in VA care, especially during periods of transition; (2) conducting studies to examine the impact of implementation of broadly based, national VA suicide prevention initiatives targeting early identification of Veterans at risk for suicide; (3) assessing and disseminating evidence-based/best clinical practices for reducing the morbidity and mortality due to Veteran suicidal behaviors; and (4) engaging with community partners to identify Veterans outside VA’s healthcare system who are at risk for suicide. The COE at Canandaigua comprises an interdisciplinary team representing the diverse fields of psychology, psychiatry, epidemiology, health services and economics, sociology, nursing, and social work.

TRAINING MODEL AND PROGRAM PHILOSOPHY

The training program is consistent with the Practitioner-Scholar Model that emphasizes the practical application of scholarly knowledge to psychological treatment and assessment, carried out in a clinical setting that supports professional development through thoughtful hypothesis testing, undergirded by competency-based learning and mentorship. The clinical experience allows for exposure to a diverse veteran population while highlighting the development of core skills required of clinical and counseling psychologists. These skills include: diagnostic and formulative clinical proficiency in the assessment of psychopathology, behavior, cognition, and emotions; proficient verbal and written articulation of clinical impressions, testing/diagnostic findings; and appropriate adaptation of theory- and data-based treatment strategies and interventions to a range of problem behaviors, psychosocial characteristics, and environments.

The overall aim of our training efforts is to prepare our graduates for successful placement into postdoctoral or entry level independent practice where they would operate as effective practitioners in various clinical settings, with the ability to deliver both psychological assessment and a wide variety of therapeutic interventions. Additionally, we aim to prepare graduates to function effectively as members of multidisciplinary teams, providing consultation in a wide variety of health care settings, and to practice in a highly ethical and professional manner, demonstrating appreciation of cultural and individual differences for colleagues and clients alike.

A central focus of the training experience is the consistent use of scientific methods as foundational in clinical practice through staying up-to-date with the literature on empirically supported treatments; through developing competencies in evidence-based therapies and assessment strategies; and through learning to appreciate the effective use of therapeutic systems by engaging in the process of ongoing assessment, hypothesis development and testing, and the appropriate adaptation of evidence-based approaches to specific clinical situations.

The afore-mentioned goals will be accomplished via the attainment of internship training competencies designed to build upon the basic clinical skills acquired in graduate training and externship experiences.

To ensure the highest training quality, the Internship program will focus on developing trainees’ competencies in the following areas: research, ethical and legal standards, individual and
cultural diversity, professional values attitudes and behaviors, communication and interpersonal skills, assessment, intervention, supervision, and consultation and interdisciplinary skills. These competencies are designed to build upon those acquired in prior graduate training in a manner that demonstrate sequential, cumulative, and graduated levels of complexity, with an identified minimum level of successful achievement necessary to meet both program expectations and the interns’ tailored training objectives.

**TRAINING COMPETENCIES**

**Research**
Trainees must demonstrate: 1) independent ability to critically evaluate and disseminate research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including the host institution), regional, or national level; 2) Independent ability to seek out, summarize, and critically discuss/evaluate scientific literature related to current clinical work, to identify empirically-supported treatments and strategies to effectively address patient problems; and 3) independent ability to systematically apply research findings in a hypothesis-driven approach to case conceptualization and treatment.

**Ethical and Legal Standards**
Trainees must demonstrate: 1) knowledge of and act in accordance with (a) the current version of the APA Ethical Principles of Psychologists and Code of Conduct; (b) relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and (c) relevant professional standards and guidelines; 2) independent ability to recognize ethical dilemmas as they arise in research and/or clinical practice; 3) ability to apply ethical decision-making processes in order to resolve recognized dilemmas; and 4) the ability to conduct oneself in an ethical manner in all professional activities.

**Individual and Cultural Diversity**
Trainees must demonstrate: 1) an understanding of how one’s own personal/cultural history, attitudes, and biases may affect how the intern understands and interacts with people different from themselves; 2) knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service; 3) the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities), including application of a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of one's career, and the ability to work effectively with individuals whose group membership demographic characteristics, or worldviews create conflict with one's own; and 4) ability to independently apply one's knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship.

**Professional values, attitudes and behaviors**
Trainees must demonstrate: 1) the ability to behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others; 2) the ability to consistently engage in self-reflection regarding personal and professional functioning and in activities that maintain and
improve performance, well-being, and professional effectiveness; 3) the ability to actively seek and demonstrate openness and responsiveness to feedback and supervision; 4) the ability to respond professionally in increasingly complex situations with a greater degree of independence as they progress through their training; and 5) the ability to identify and develop specific area(s) of expertise and early career focus.

**Communication and interpersonal skills**
Trainees must demonstrate: 1) the ability to develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services; 2) the ability to produce and comprehend oral communications that are informative and well-integrated; 3) the ability to produce and comprehend nonverbal communications that are informative and well-integrated; 4) the ability to produce and comprehend written communications that are informative and well-integrated; 5) the ability to grasp of professional language and concepts; and 6) the ability to develop effective interpersonal skills and manage difficult communication.

**Assessment**
Trainees must demonstrate: 1) the ability to select and apply assessment methods that draw from the best available empirical literature and reflect the science of measurement and psychometrics; 2) the ability to collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient; 3) the ability to interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective; 4) the ability to communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences; 5) the ability to demonstrate current knowledge of functional and dysfunctional behaviors, including consideration of client strengths and psychopathology; 6) the ability to apply knowledge of client strengths and psychopathology to the assessment process with sensitivity to cultural and individual differences; and 7) the ability to effectively integrate suicide risk assessment into the overall assessment process, consistent with the standards of practice.

**Interventions**
Trainees must demonstrate: 1) the ability to establish and maintain effective relationships with the recipients of psychological services; 2) the ability to develop evidence-based intervention plans using a systematic, hypothesis-driven approach to case conceptualization, formulation of problems and goals, and selection of treatment activities; 3) the ability to implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables; 4) apply the relevant research literature to clinical decision-making; 4) the ability to modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking; 5) the ability to evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluations; and 6) the ability to effectively engage patients who are at risk for suicide or other forms of violence in safety planning.
Supervision

Trainees must demonstrate: 1) knowledge of supervision models, concepts, principles, theories, and strategies; and 2) the ability to apply knowledge of supervision in direct or simulated practice with psychology trainees or other health professionals or trainees.

Consultation and interprofessional/interdisciplinary skills

Trainees must demonstrate: 1) knowledge and respect for the roles and perspectives of other professions; 2) the ability to apply knowledge about consultation in direct or simulated (e.g., role played) consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior; and 3) the ability to form collaborative inter-professional relationships and effectively represent psychological understanding of issues to non-psychologist staff.

Program Structure

Internship Structure

The internship starts mid-August each year and lasts for a full calendar year. Interns’ tour of duty is Monday through Friday from 8:00am to 4:30pm. The internship is designed as a full-time 40 hours per week program. Interns are provided sufficient unscheduled time to complete their documentation and engage in ad-hoc supervision throughout the week. To fully benefit from the available clinical experiences, interns are encouraged to participate in clinics at the Canandaigua facility and the Rochester outpatient clinic. Interns will engaged in approximately 15 hours of face-to-face direct service delivery per week at the beginning of the training year, with increasing level of responsibility gradually added in accordance with their professional development.

The internship is organized into three four-month training rotations and interns work in one or possibly two programs during each rotation. We require that the intern complete two major rotations for their track that allow for both inpatient and outpatient experiences. The remaining rotation may be used as an elective and may be selected by the intern from a variety of available programs. In addition, there is time dedicated for "out of rotation" training experiences, such as long-term therapy cases supervised by psychologists in various outpatient or inpatient clinical settings and weekly assessment clinics supervised by Dr. Bridges, Dr. Warner, or Dr. Dumitrescu. Rotations are selected from the options below based on individual training needs and the program requirements for competency acquisition and broad clinical exposure.

Thursday mornings are reserved for the Neuropsychometrics Seminar and weekly Didactics seminar / case presentation, which will be held in Building 8B GEC conference room. Didactics seminar is scheduled from 10:00am to 12:00pm, and will cover a variety of topics including but not limited to Cultural Diversity, Ethics and Professional Development, PTSD, Neuropsychological Assessment, and Evidence-based treatment. Thursday 1:00pm to 2:00 pm is reserved for Personality Assessment seminar. Group supervision will take place on Friday morning with a designated supervisor and it’s open to all interns and practicum students. The
schedule for the rest of the week will depend on the intern’s specific training plan with consequential variability in the weekly schedule of different interns.

Following new employee orientation, the interns meet with the Training Director for program orientation and development of individualized training plans. Available rotations and educational activities are reviewed and interns, under the guidance of the Training Director and other supervisors, develop their training plans for the year.

A typical training week might look as follows:

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>AM</td>
<td>work on rotations, therapy, assessments or other clinical activities</td>
<td>work on rotations therapy, assessments or other clinical activities</td>
<td>work on rotations therapy, assessments or other clinical activities</td>
<td>Neuropsychometrics seminars and didactics including case presentations</td>
<td>Group Supervision; weekly meeting with training director</td>
</tr>
<tr>
<td>PM</td>
<td>work on rotations, therapy, assessments or other clinical activities</td>
<td>work on rotations, therapy, assessments or other clinical activities</td>
<td>work on rotations, therapy, assessments or other clinical activities</td>
<td>Personality Assessment seminar; work on rotations, therapy, assessments or other clinical activities</td>
<td>work on rotations, long term therapy, assessments or other clinical activities</td>
</tr>
</tbody>
</table>

**Internship Tracks and Rotations**

Our internship program allows the opportunity for interns to participate in one of two internship tracks. The **Mental Health Track** includes but is not limited to outpatient mental health, substance abuse treatment, and work on the Posttraumatic Stress Disorder Clinical Teams. The **Neuropsychology Track** includes but is not limited to outpatient Neuropsychology clinics, Home Based Primary Care, inpatient CLC/ Geriatric Neuropsychology and Geriatric Evaluation and Management clinics. While interns in each track will complete rotations specific to that concentration, there is sufficient flexibility built into intern’s schedules to allow for wide range of training experiences. Selection of rotations is based on interns’ background and interests.

**Mental Health Track**

The focus of training in this track is to help the intern learn to develop consistent and well-articulated methods for approaching the application of psychological and behavioral techniques to the amelioration of distress and the promotion of health. These methods require explicit definition of focal problem behaviors, elaboration of relatively stable personal-social characteristics and aspects of the person’s life environment, which might interact with problem behaviors or treatment, and the coordination of these client variables with staff and treatment variables. Such comprehensive methods lead naturally to the coordination of assessment, treatment, research, and program planning as a coherent whole. Interns completing this track
will be prepared to function as a psychologist in a variety of settings or to complete a specialty post-doctoral fellowship.

Areas of emphasis within General Mental Health include:

- assessment and treatment of posttraumatic stress disorder.
- assessment and treatment of military sexual trauma.
- psychology's contribution to the treatment of substance abuse problems and the integration of substance use and psychiatric treatment.
- personality assessment as a guide to treatment planning.
- training, consultation, and coaching for crisis management staff.
- consultation with Suicide Prevention Coordinators (SPCs) and Homeless Points of Contact (POCs) throughout the VA.
- treatment of borderline personality disorder and other behavioral- and emotional-regulation difficulties.
- recovery-based treatment for serious mental illness.
- psychology's role in promoting healthy behavior.
- short- and long-term therapy with primary-care patients at home, including older adults and individuals receiving palliative/supportive care services.
- program design, implementation, management and evaluation.
- psychology department administration.

**Neuropsychology Track**

Interns completing this track will be specifically prepared to enter a post-doctoral fellowship in Neuropsychology in accordance with the Houston Conference guidelines. The intern will have the opportunity to participate in a variety of clinical settings and develop skills in

- comprehensive inpatient and outpatient neuropsychological assessment with both younger and older adults.
- neuropsychological assessment, planning, and integration of treatment from a polytrauma perspective.
- neuropsychological assessment and behavioral management of clients affected by dementia who reside residential or home settings.
- interdisciplinary treatment and neuropsychological assessment within the Geriatric Evaluation and Management clinics

**Required Training Activities**

Interns are required to complete the following activities as a part of their training year:

All interns are expected to develop advanced skills in basic principles of short-term individual psychotherapy for a wide variety of complaints and types of psychological problems and learn to utilize techniques relevant to our Veteran population. Treatment emphasis will focus on empirically-supported specific and non-specific therapy approaches/strategies delivered in individual and group settings, including cognitive-behavioral treatment and motivational interviewing. To accomplish this, interns will:
• Gain experience in evidence-based treatments/cognitive-behavioral therapies (can occur in PTSD, Biopsychosocial Rehabilitation Program, or other outpatient mental health rotations).
• Maintain a minimum weekly case-load of 5 individual therapy cases.
• Facilitate or co-facilitate at least one weekly therapy group.
• Lead a PTSD “Coping with Trauma/Seeking Safety” group for 4 months of the training year.
• Complete the Motivational Interviewing Training Workshop (can be further refined in Substance Use Disorder Clinic or other mental health rotations).

All interns are expected to develop skills in systematic inquiry through the use of a broad range of assessment techniques, hypothesis-testing, and clinical case conceptualization. This provides a solid foundation for understanding the underpinnings of various psychiatric disorders and brain-behavior relationships. Therefore, we support intern’s clinical development through sustained exposure to current assessment practices and evaluation of empirical data within the context of assessment clinics involving personality assessments and clinical neuropsychology. This provides a strong foundation for the biopsychosocial conceptualization of a wide range of disorders, and enhances an intern’s clinical repertoire and ability to provide clinical consultation across multiple medical/mental health settings. To accomplish this, interns will:

• Participate in weekly Neuropsychometrics Seminar and Personality Assessment Seminar
• Conduct weekly psychological/neuropsychological assessments: 12 of these assessments must be comprehensive evaluations (written reports) demonstrating multiple source data integration coherent diagnostic impressions and relevant recommendations.

**Specific track training requirements**

**Mental Health Track:** For each major rotation in which treatment is a significant element, the intern(s) will be expected to be involved in at least one therapy group and at least 3 individual psychotherapy cases specific to that rotation. In minor rotations, the supervisor of that rotation will determine the treatment requirements with the approval of the Training Committee.

**Neuropsychology Track:** Interns complete two outpatient neuropsychological evaluations per week during their Neuropsychology rotation. Assessments usually consist of a flexible battery which is selected according to the referral question and the patient’s clinical setting. The intern works with the supervisor to compile the necessary battery and participate in administration of tests, scoring and interpretation of test results, report writing, and feedback delivery. During the Community Living Center/Geriatric Neuropsychology rotation, the intern utilizes the core neurocognitive battery designated for inpatient evaluations. Under the guidance of the clinical supervisor, modest modifications can be made to the battery depending on the referral question (e.g., financial capacity evaluation) and/or the patient’s functional and/or cognitive limitations (i.e., patient unable to engage in paper and pencil tasks). Additionally, the intern participates in the Geriatric Evaluation and Management clinic which promotes an interdisciplinary approach to evaluation of patients with dementia and involves the clinical disciplines of Neuropsychology, Social Work, Pharmacy, Geriatric Medicine, and Nursing.
The intern and the training director will develop a tentative plan for meeting these experience requirements, which is then reviewed by the Training Committee. Specific times assigned to each clinic are coordinated based on the collective schedules of all the interns. Several of the rotations can or will involve experiences in both locations (Canandaigua, Rochester).

**Rotations**

Rotation placements are the learning settings chosen by interns with the guidance of Training Director and supportive staff. There are a variety of available placements for both tracks, each with different strengths and limitations. Interns are encouraged to choose rotations that will broaden their experience and skills. It is likely that each intern will find that there are many training opportunities that can fulfill his or her training needs.

Internship rotations, as well as their duration and order, are selected to maximize the achievement of each intern's training goals and the core competencies. The trainees are expected to devote a minimum of 60% of their time to clinical activities related to their major rotations. Typically, a minimum of two to a maximum of three major rotations may be selected for the internship year. Minor rotations typically involve one or at most two days per week and are relatively narrow in focus. Interns may elect to devote a minimum of 20% to a maximum of 40% of their time to clinical activities related to their minor rotation. Minor rotations are made available to all interns to encourage a broad exposure to different types of training experiences and supervisors. Each intern will complete both major and minor rotations to ensure a breadth of training experiences.

It is expected that Mental Health Track interns will focus on training experiences in the relevant areas listed above, while Neuropsychology Track interns will complete the majority of their training experiences in neuropsychology settings.

Neuropsychology Track interns are encouraged to schedule their neuropsychological training experiences early in the internship year in order to position themselves to apply for post-doctoral fellowships in neuropsychology, since most residency programs require that interns complete the majority of their neuropsychology training hours before applying for fellowship. We want to emphasize again, however, that given the structure of the training program, interns from each track will have ample opportunity to complete rotations in a variety of areas so as to provide them with a well-rounded training experience.

Each intern will be expected to have sufficient rotations in assessment and therapeutic interventions to be able to conceptualize cases at a level which specifies concrete problem behaviors or improvement goals, relatively stable personal-social variables which might moderate or mediate the expression of problems, other factors which might interact with treatment effectiveness, life environments which interact with problems or goals, and treatment modalities and environments which might interact with treatment effectiveness.

Each program at Canandaigua VAMC and the Rochester VA Outpatient Clinic (ROPC) is organized around multidisciplinary clinical treatment teams, which may include representatives from any or all of the following professions: Psychology, Psychiatry, Geriatric Medicine, Social Work, Nursing, Recreational Therapy, Speech Therapy, Physical/Occupational Therapy,
Addiction Therapy, as well as representatives from health care for homeless veterans, vocational rehabilitation counseling, and peer support. Each provider contributes content for the treatment plans, but that content is worked out in consultation with the other members of the treatment team. The programs themselves work together extremely well, often sharing clients and coordinating care across programs, with treatment plans reflecting this coordination. Treatment is also regularly coordinated across the VA Medical Centers in VISN 2, with frequent referrals to and from the Buffalo VAMC, Syracuse VAMC, Albany VAMC, Bath VAMC, the Batavia PTSD and Women's Residential Programs, and the CBOCs throughout the network. In addition, VISN 2 focus on integrated care, has allowed for introduction and utilization of medical charting software granting providers from multiple disciplines the opportunity to contribute to the development of a single comprehensive treatment plan.

The following programs will be available to provide training rotations to interns. These rotations are assigned on the basis of intern training preferences and needs.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Features/Stats</th>
<th>Possible Internship Foci</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTSD Clinical Teams (PCT) (Canandaigua, ROPC)</td>
<td>Each PTSD Clinical Team has 2 psychologists and 1 clinical social worker. The two teams share a Military Sexual Trauma specialist and psychiatric consultation with several prescribers.</td>
<td>Prolonged Exposure, Cognitive Processing Therapy, Military Sexual Trauma, Seeking Safety, PTSD Assessment</td>
</tr>
<tr>
<td>Neuropsychology (Canandaigua, ROPC, HBPC)</td>
<td>Neuropsychological evaluations for various neurocognitive and neuropsychiatric disorders</td>
<td>Neuropsychology assessment experiences are available at both Canandaigua and ROPC, in the community through Home-Based Primary Care, and in the Community Living Centers.</td>
</tr>
<tr>
<td>Community Living Centers Geriatric Neuropsychology/Geropsychology</td>
<td>The psychologist in the CLCs conducts assessments and provides consultation to the treatment teams on neurocognitive and behavioral issues; geropsychiatric disorders; and hospice and palliative care.</td>
<td>Behavioral Treatment Planning, Neuropsychology Assessment, Hospice and Palliative care, Geriatric Evaluation and Management</td>
</tr>
<tr>
<td>General outpatient Mental Health (Canandaigua, ROPC)</td>
<td>Psychologists involved with Behavioral Health work in a multidisciplinary team and provide consultation to other programs.</td>
<td>CBT for Depression, CBT for Insomnia, Dialectical Behavior Therapy, Motivational Interviewing</td>
</tr>
<tr>
<td>National Veterans Crisis Hotline (Suicide Prevention and Homeless Call Center)</td>
<td>Psychologists working with the Crisis Line develop protocols and training, consult with responders, and provide support for responders.</td>
<td>Lifeline and ASIST training, Call Responder and Chat Counselor, Training Development</td>
</tr>
<tr>
<td>Psychosocial Rehabilitation &amp; Recovery Program</td>
<td>The PRRCs are committed to a thorough Recovery-oriented approach to treatment for clients with SMI.</td>
<td>Patient-Centered Therapy, Social Skills Training in Schizophrenia</td>
</tr>
</tbody>
</table>
### Rotation Descriptions:

**Mental Health Residential Rehabilitation Treatment Program (MHRRTTP)**

The MHRRTTP Psychology Internship Rotation is designed to develop psychological competencies related to effective work with complex client presentations in a fast-paced, treatment-team-grounded setting. The Canandaigua VAMC MHRRTTP maintains a 48-bed residential complex serving as the primary Mental Health residential program for VISN2 (the Veterans Integrated Service Network for Upstate New York). Although most residents are male, a 4-bed women’s suite is also included; stays in the residence are rapid, with a typical stay of about six weeks. The focus of treatment is to quickly provide emotional/behavioral stabilization, install effective coping skills, and align further treatment with outpatient services at the Veteran’s home VAMC. In general, the clinical population shows very substantial longitudinal failures over a number of life areas, including extensive mental health symptomatology (depression, anxiety, PTSD, serious mental illness), high levels of alcohol and drug abuse, homelessness, unemployment, lack of income, problems with interpersonal support, coping and problem-solving deficits, persistent suicidal ideation, and significant medical problems.
Interns will have the opportunity to provide individual therapy, a wide variety of possible coping skills-training group interventions (approximately 15 weekly groups are available, focusing on depression, PTSD, anxiety, substance use, problem-solving, serious mental illness, insomnia, trauma-related nightmares, chronic pain, memory improvement, cognitive-behavioral skills, suicide prevention, and mindfulness training), and psychological assessment (using Therapeutic Assessment approaches to involve clients actively in their own assessments to help guide both therapy direction and self-help activities). Instruction and supervised application of the following evidence-based, manualized therapies is available: cognitive-behavior therapy (for depression, anxiety, relapse prevention, insomnia, chronic pain), motivational interviewing, mindfulness training, DBT skills approaches, problem-solving training, Cognitive Processing Therapy for PTSD, acceptance and commitment therapy. Treatment planning with residents occurs within the context of three treatment teams; in addition to the supervising psychologist, each team includes a social work case manager, a psychiatric nurse practitioner, one or more RNs, a dietician, a vocational rehabilitation specialist, a recreation therapist, a social work financial case manager, a physician’s assistant, and numerous aides from the residence, with consultation from psychiatry, addiction medicine, physical medical, and other disciplines as needed. Psychology interns would also interact regularly with other trainees involved in the program, such as advanced psychology fellows from the Center of Excellence, social work interns, and mental health counseling interns. Group treatments are typically co-facilitated with psychologists, licensed clinical social workers, and licensed mental health counselors, and with the other interns and post-doctoral fellows from these programs.

**Outpatient Mental Health Treatment**
The Outpatient Mental Health Treatment Rotation provides a menu of services and clinical supervisors which allows psychology interns to select a set of training experiences focused either on a set of services they are interested in developing (e.g., Cognitive-Behavioral Treatment for Depression) or a clinical population that they intern would like to gain more experience with (e.g., substance use clients with anger problems). Outpatient clinics are available both at the Canandaigua VAMC campus and at the Rochester Outpatient clinic. The following foci are available:

- comorbid PTSD and substance use disorder;
- general outpatient mental health conditions (depression, anxiety disorders, anger, impulse control problems);
- personality dysfunction (borderline, antisocial, paranoia, behavioral impulsivities);
- Military Sexual Trauma;
- Dialectical Behavior Therapy skills training modules;
- Cognitive Processing Therapy for PTSD;
- Cognitive Behavior Therapy (for depression, anxiety, insomnia);
- Cognitive Behavior Therapy for Insomnia;
- Cognitive Behavior Therapy for Chronic Pain;
- Cognitive Behavior Therapy for Hallucinations, Delusions, and Paranoia
- Motivational Interviewing and Motivational Enhancement Therapy;
- Interpersonal Psychotherapy for Depression;
- Acceptance and Commitment Therapy;
• Brief therapies such as Problem-Solving Training, Brief Behavioral Treatment of Insomnia, Image Rehearsal Therapy for Trauma-Related Nightmares;
• Cognitive Behavior Therapy for Intimate Partner Violence (beginning with the 2016-17 class);
• Group treatments (CBT for Depression, Mindfulness-Based Cognitive Therapy for Depression, various CBT and Stages-of-Change substance use skills groups, Brief Behavioral Treatment of Insomnia, Image Rehearsal Therapy for Trauma-Related Nightmares, CBT for Anxiety, CBT for Anger, CBT Skills Workshop; various Illness Management & Recovery groups; PTSD psychoeducation and coping skills groups; Seeking Safety, Problem-Solving, Gambling Recovery, 12-Step Facilitation, Memory Remediation);
• Psychological Assessment and Consultation.

A range of supervisors who work with these clinical populations or who have expertise in the desired therapy approaches are available. In addition, the Outpatient clinics are structured around integrated treatment teams (the Behavioral Health Integrated Program, or BHIP Teams), which include a range of providers from different disciplines.

Psychosocial Rehabilitation & Recovery Program (PRRC)/ Severe Mental Illness (SMI)
The Severe Mental Illness Rotation is designed to train predoctoral psychologists to work with persons living with severe mental illness, with a focus on using a recovery model approach. Using a strengths-based approach, psychology interns will help veterans develop recovery goals so veterans can live the lives they want to live in the communities of their choice. Assisting veterans in connecting with the community is an integral part of this approach. Interns will have the opportunity to provide individual and group psychotherapies as well as psychoeducation to veterans and couples presenting with a wide range of problems, including Schizophrenia, Bipolar Disorder, Severe Depression, and PTSD. These veterans often have co-morbid substance abuse and legal difficulties. Opportunities exist to co-facilitate psychotherapy groups aimed at co-morbid substance abuse disorders and specific symptom management. (e.g., Mind Over Mood). Interns will work with Health Services for Homeless Veterans (HSHV) and Veterans Justice Outreach staff to develop comprehensive treatment interventions and will learn to advocate for veterans with medical providers who may not be familiar with the population of

Posttraumatic Stress Disorder Clinical Team (PCT)
The PTSD Clinical Team Rotation provides training and mentorship is the entire range of psychological/behavioral treatments for posttraumatic stress disorder, with a focus on combat-related PTSD. Supervisors in the PCT provide training in:

- diagnostic interviewing for PTSD;
- psychological assessment with a focus on PTSD;
- treatment planning;
- specific evidence-based psychotherapies for PTSD, including:
  - Cognitive Processing Therapy;
  - Prolonged Exposure;
  - Cognitive Behavior Therapy for PTSD and co-morbidities;
Seeking Safety;
Mindfulness Training.

- therapy groups (psychoeducation; CPT; combat PTSD groups, coping skills training);
- treatment and assessment of Military Sexual Trauma;
- additional treatments for specific PTSD features, such as insomnia and anger/aggression.

PCT rotations are available both at the Canandaigua VAMC campus and at the Rochester Outpatient clinic. In addition to working with psychologists, the PCT teams also include clinical social workers, and coordinate treatment with outpatient psychiatrists and addiction therapists.

Outpatient Neuropsychology

The outpatient neuropsychology rotation allows for assessment of a wide array of clinical conditions. Referrals come mostly from Primary Care, VA Polytrauma clinic, and the Behavioral Health clinic. Interns begin by first observing several cases through the process of chart review, interview, test administration and scoring, conceptualization, feedback and report writing. Participation in each area is gradually shaped toward mastery prior to an intern taking on the full procedural process under the close supervision of the neuropsychologist.

Interns learn how to conduct complete full neuropsychological batteries with focus on their correct administration and scoring. Our psychometrist assists with teaching and monitoring their progress in this regard. A wide variety of common, updated neuropsychological tests are available for the intern to explore and use in their practice. Trainees learn to draw appropriate inferences from their findings and how to describe and integrate such into reports.

Typical cases include a full array of dementia conditions and generalized cognitive complaints that can evolve from metabolic syndromes, hypertension and diabetes. Distinction between dementia and mild cognitive impairment is drawn. ADHD/learning disability cases with trainee learning how to distinguish clinical disorder from comorbid conditions that could equally explain the presentation. Accent is placed on a comprehensive interview, including review of requested records and, where possible, discussion with parents. Formation of recommendations for learning accommodations to support further college or professional training are developed.

Additional focus of the clinic is the evaluation of cognitive status for returning Veterans from the wars in Afghanistan and Iraq; these frequently have the impact of combat-related traumatic brain injury as a focus of the evaluation. Traumatic brain injury from both combat/military causes and from civilian injuries is a frequent presentation. Trainees learn the natural and expected course of recovery between mild vs. moderate and severe traumatic brain injury conditions, and the role of existing comorbidities, such as PTSD, substance abuse and insomnia.

A strong feature of the rotation is to help the interns develop skills for providing useful feedback and recommendations. These may include the persuasive promotion of healthy life style changes compensatory strategies for Veterans with neuropsychological deficits, and recommendations for more targeted approaches to treatment and rehabilitation. The importance of developing effective rapport with Veterans and providing meaningful and useable personal feedback is routinely underscored. Interpretive findings are seen from within a full biopsychosocial perspective, with
attention being given to the interrelations between brain-behavior relationships and social contexts.

Community Living Center/Geriatric Neuropsychology
This rotation offers training and experience in meeting the mental health needs of older adults and provides interns opportunity to see patients who present with variety of illness that affect neuropsychological and emotional functioning. The CVAMC Community Living Center (116 beds) is comprised of four units each with its focus of care delivery but an overall goal of restoring residents to maximum function, prevent further decline and maximize independence. Services delivered include short-term, restorative and rehabilitative care as well as long-term care for Veterans who meet eligibility criteria and require higher level of care due to chronic or degenerative diseases (e.g. vascular dementia, Alzheimer’s, Parkinson’s, ALS, or others). The CLC psychologist is an active member of the treatment team and provides therapy and assessment for veterans who are dealing with issues related to aging, loss of function, cognitive decline, and grief and loss.

The intern will learn to utilize appropriate neuropsychological evaluations with the CLC population by administering both brief neurocognitive battery afforded to all patients, as well as more comprehensive neuropsychological evaluations for patients who require more extensive assessment. Assessments generally include conducting clinical interviews and administration of screening/neuropsychological measures to identify levels of cognitive and psychological functioning. Most frequent referrals questions addressed through this service examine patterns of cognitive deficits for differential diagnosis, evaluation of various aspects of capacity (e.g. financial, medical decision making…) and assessment of functional independence, which help inform treatment planning. The trainee contributes actively to all phases of assessment, treatment planning, and intervention and provides feedback to the veteran, their family, and to the geropsychiatry and interdisciplinary team. Additionally, the intern participates in a weekly Geriatric Evaluation and Management clinic and works along providers from multiple disciplines (Social Work, Geriatric medicine, Pharmacy, dementia care coordinator, and nursing) with a focus on providing a comprehensive evaluation of patient’s cognitive, functional, medical, pharmacological, and psychosocial challenges. At the end of each clinic encounter, the intern reviews findings with other team members and provides meaningful and practical feedback to the veteran and his or her family members.

Geropsychology minor rotations
The rotation also offers training and experience on our 10-bed Hospice and Palliative Care unit where intern will learn to provide psychological care for terminally ill veterans and their families as they face end-of-life concerns.

Individual therapy for veterans on our 30 bed rehab unit (brief Cognitive Behavior Therapy, adjustment to illness, change in lifestyle, problem solving, behavior modification, relaxation training, etc.).

Staff Training in Assisted living Residences (STAR-VA). Trainees will learn to develop behavioral modification interventions to manage disruptive behaviors in patients with dementia, using the STAR-ABC model, and will engage in weekly consultation/behavioral rounds with
treatment team and support staff with implementation of behavioral plans.

*Home Based Primary Care* (HBPC) where interns will learn how to function as a consultant of an interprofessional medical/mental health team and provide psychological services for adults who present with various cognitive and functional challenges, including those in advanced stages of chronic disease. Similar to CLC rotation, interns will learn to complete integrated assessment reports based on medical record reviews; clinical, collateral, and staff information; and data from psychological and neuropsychological measures. HBPC will help interns gain an appreciation for the differences between clinical and home-based presentations.

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<tr>
<th>Didactics seminars and Continuing Education</th>
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Interns are expected to arrive to their internship having had at minimum basic courses in personality and psychopathology and psychological theory. Our didactic activities which account for approximately 10% of intern’s time, focus on translating acquired knowledge/theory to applied clinical work through presentations, lectures, seminars and case studies which highlight technical information about specific diagnostic and treatment modalities, review of pertinent literature informing treatment in the Veteran population, and addressing any ethical issues that arise in the clinical setting. These learning experiences are augmented by lectures at the University of Rochester Departments of Psychiatry Grand Rounds and relevant community based lectures or training opportunities. You can find information about the Grand Rounds topics meeting time and location at [https://www.urmc.rochester.edu/psychiatry/education/grand-rounds.aspx](https://www.urmc.rochester.edu/psychiatry/education/grand-rounds.aspx). Monroe Community Hospital-Geriatric Medicine Grand Rounds, sponsored by the Finger Lakes Geriatric Center are available. See [https://www.urmc.rochester.edu/medicine/geriatrics/flgec/grand-rounds.aspx](https://www.urmc.rochester.edu/medicine/geriatrics/flgec/grand-rounds.aspx) for times and location.

Interns participate in weekly Psychology Didactics, and professional development meeting with the Training Director, the weekly Neuropsychometrics and Personality Assessment seminars, a four lecture series on Psychopharmacology offered by CVAMC lead psychiatrist, and any additional educational opportunities as selected by the intern’s supervisor.

Topics covered in our weekly didactics are diverse and encompass a wide range of clinical domains within the practice of professional psychology. These include but are not limited to identification and management of patient suicide risk, violence prevention and intervention, diversity and individual differences as keys to understanding in assessment and treatment, ethical dilemmas in health care, and much more. Interns have direct involvement in designing the Didactic series content to meet class needs each year.

**Here is a sample of didactics offered:**

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Bridges: Cognitive-Behavioral Treatments for Depression</td>
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<tr>
<td>Week 2</td>
<td>Britton: Motivational Interviewing: Basic Course (class 1&amp;2)</td>
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<tr>
<td>Week</td>
<td>Instructor</td>
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<td>3</td>
<td>Britton</td>
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<tr>
<td>4</td>
<td>Britton</td>
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<td>5</td>
<td>Knapp, Cohen, Baker</td>
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<td>6</td>
<td>Weller</td>
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<td>7</td>
<td>Warner</td>
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<td>8</td>
<td>Matteson-Rusby</td>
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<td>Dumitrescu</td>
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<td>Rasmussen</td>
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<td>11</td>
<td>Crane, Easton</td>
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<td>12</td>
<td>Gibson</td>
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<tr>
<td>13</td>
<td>Bridges</td>
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<td>14</td>
<td>Charles</td>
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<td>Warner</td>
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<td>Decancq</td>
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<td>17</td>
<td>Decancq, Matter</td>
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<td>18</td>
<td>a) Matter b) Barry</td>
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<td>20</td>
<td>Tatelman</td>
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<td>21</td>
<td>Mullen, Wraight</td>
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<tr>
<td>22</td>
<td>Bridges</td>
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<td>23</td>
<td>Warner</td>
</tr>
</tbody>
</table>
Week 24  Matteson-Rusby  Chronic Pain Assessment and Interventions
Week 25  Hoffman  Military Sexual Trauma
Week 26  Connery  Bereavement Theory & Therapy
Week 27  Warner  Research Principles and Practice
Week 28  Connery  Therapy at the end of life; ethics and dying
Week 29  Tatelman  Refining Your CBT Skills
Week 30  Warner  Neuropsychology of Learning Disability
Week 31  Connery  Suicide prevention in geriatrics – assessment and treatment
Week 32  Bridges  Self-study method for enhancing Motivational Interviewing Skills
Week 33  Gibson  Religion and Spirituality in Clinical Practice I
Week 34  Gibson  Religion and Spirituality in Clinical Practice II
Week 35  Bridges  What’s Right with the Rorschach?
Week 36  Dumitrescu  Clinical Neuroanatomy
Week 37  Dumitrescu  Elements of Clinical Supervision
Week 38  Tatelman  Don’t be Traumatized by Treating Patients with Personality Disorders - Utilizing DBT Skills

Special Training and Workshops:
Program offers special trainings and workshops throughout the year with focused topics such as Psychopharmacology, Advanced Psychopathology Test interpretation, Neuropsychometric/Assessment, Motivational Interviewing training, and STAR-VA – Staff Training in Assisted living Residences – training focused behavioral modification interventions to manage disruptive behaviors in patients with dementia.

Supervision and evaluation
Supervision is the primary vehicle for experiential learning and role modeling. Every effort is made to provide interns with an opportunity to broaden their professional thinking through exposure to supervisors representing diverse clinical and theoretical orientations. Interns may also engage in supervision with professionals from other mental health disciplines.
Interns receive a minimum of 2 to 2.5 hours per week of individual face-to-face supervision from qualified supervisors in each major rotation. In addition, interns receive 2 hours of group supervision each week on Friday with the expected net total of at least 4.5 hours of supervision per week. Additional ad-hoc supervision may be acquired throughout the week as needed.

Evaluation
Evaluation is an integral component of the training program. It serves to assure quality performance and the accomplishment of training objectives. In accordance with VHA Handbook 1400 Supervision of Associated Health Trainees and supervision requirements the program evaluates a trainee’s clinical experience, technical skill, judgment, and knowledge at the beginning and throughout the training year to ensure that training is sequential, cumulative, and graded in complexity and assign the appropriate levels of responsibility to the intern for delivery of clinical care.

Regular informal and formal evaluation provides feedback about intern performance, ensures timely identification of clinical weaknesses or deficiencies, and guides active remedial efforts. In addition, interns provide routine program evaluations designed to assess the effectiveness of the program and staff in accomplishing training objectives.

Performance Evaluations.
At the outset of the internship the interns will complete a self-evaluation to identify personal clinical strengths and weaknesses. Additionally the intern will complete a self-evaluation at mid-year and end of the year which will be reviewed with the Training Director. At the beginning of the year the Training Director and interns will develop a formal training plan outlining training objectives, required activities, and caseload guidelines. This plan is reviewed with each supervisor at the beginning of each training experience and modifications are made as necessary.

The Training Director with input from intern’s supervisors, completes a mid and end of the year DoT Intern Evaluation which allows for evaluation of both foundational and functional competencies, and identifies specific points of professional development relevant for internship training. This is a formal written evaluation, which is reviewed with the intern at mid and end of year, cosigned by TD and intern, and a copy is forwarded to the intern’s graduate institution.

The supervisor will initially determine intern’s skill and competency level through an in-room observation of intern’s clinical work. At midpoint and end of each rotation, supervisors complete the Clinical Supervisor's Evaluation of Doctoral Intern and review the intern's progress in achieving the rotation training objectives. At mid-rotation areas requiring improvement are identified and any changes to the intern's training plan are made as needed. A second in-room evaluation will be completed by the supervisor prior to completing the end-of-rotation evaluation, which identifies overall achievement during the rotation.

Program Evaluation. Continuous quality improvement is a major component of the internship program and feedback from interns is critical in evaluating and improving the quality of internship training. In addition to regular opportunities for feedback through supervisory meetings, interns are encouraged to provide direct feedback about the training program during feedback sessions with the Training Director. Additionally, interns are asked to provide formal
written feedback about their experiences at the conclusion of each rotation. At the end of the training year, interns complete a comprehensive evaluation of the program with the training director. This information is used to improve programming for the following training year. Graduates of the program are surveyed periodically to determine how well the program has prepared them for their subsequent careers.

Continued monitoring of training effectiveness is a primary function of the Psychology Training Committee, which meets a minimum of once per month. One intern sits on this committee to represent intern interests. Periodic internship faculty retreats are held to focus exclusively on the evaluation of training standards and objectives, and on program and curriculum development.

Minimal Level of Achievement (MLA) for completion of the internship:
Intern progress is assessed frequently and interns are provided with continual feedback (remediation if needed) in order to help shape successful development. To successfully complete the Internship and receive a certificate of completion of training, an intern must achieve the following requirements:

1. Intern must complete the entire year of training (i.e., 2080 hours).
2. Intern must be in “good standing” and removed from any probationary status.
3. Final ratings on the end-of-year Intern Competency Evaluation completed by the Director of Training will show ratings $\geq 3.0$ (Intermediate Competence) on each of the individual behavioral elements. No individual behavioral element will have a rating below 3.0.
4. The intern's end-of-rotation Supervisory Evaluation for their last rotation will show ratings $\geq 3.0$ (Intermediate Competence) on each of the rated individual behavioral elements. No individual behavioral element will have a rating below 3.0 (although some may be marked N/A on behavioral elements not directly covered in that rotation).
5. Intern must have conducted him/herself in a professional manner throughout the year with no identified significant ethical misconduct.
6. Intern must have presented one case and one job-talk to the Training Committee
7. Intern must have completed administrative requirements such as signing all clinical records, returned ID to VA Police, returned keys to facility maintenance department, and signed all evaluations forms and any exit documentations required by facility HR.

Administrative Policies

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

Policy on Psychology Trainee Self Disclosure:
Consistent with the Ethical Code of the American Psychological Association, psychology trainees in the Canandaigua VAMC are generally not required to self-disclose sensitive topics
(e.g. sexual history, history of abuse and neglect, psychological treatment or conditions, and relationships with parents/family members, peers, and spouses or significant others) during application to the program or during the course of training. However, situations in which a trainee's personal problems or condition could reasonably be judged to put patient care, the trainee, or clinical and educational operations at risk, are the only exceptions. This policy was developed and implemented as a means of providing a balance between the need for trust and personal privacy in the supervisory relationship where the supervisor is charged with the care of the patient and the safety of all staff members and trainees. In cases when self-disclosure of personal information is necessary, the required disclosure is limited to circumscribed information related to managing the specific clinical, safety, or patient care concern.

**Privacy Policy:**
We will not collect any personal information about the students who inquire about the program.

**Grievance and Due Process Policy:**
In the Canandaigua VAMC we combine professional experience with continuous program evaluation to maximize the abilities and minimize the liabilities of all participants. However carefully we strive to govern our program, there will be occasional problems, which require resolution. Our professional policies and procedures for managing these difficulties if they arise, are in keeping with the VHA handbook 1004.08 which provides federal regulations regarding due process and fair treatment of interns, and are outlined in detail in the Policy and Procedures Handbook which is distributed to all interns during the orientation.

**Advisement and Termination:**
Canandaigua VA Medical Center Internship program Due Process Policy governs dismissal from the psychology program. Implementation of termination proceedings is considered a last resort and it is initiated only in response to severe and persistent performance problems that involve unethical behaviors or legal violations of professional standards or laws, failure to satisfy professional obligations in a manner that violates the rights, privileges, or responsibilities of others, and appears unlikely to remediate by the end of the internship year, as determined by the Training Committee.

An intern may also be terminated from the Internship program at any point during the year if the intern demonstrates behavior that seriously conflicts with the APA Ethical Principles of Psychologists and Code of Conduct (http://www.apa.org/ethics/code/) and/or Federal Employee Code of Conduct. In the event that termination is necessary, the Intern must abide by normal clearance procedures dictated by facility Human Resources. Any VA property in the possession of the intern, must be promptly returned, and the ID card must be surrendered to the VA police. The documented procedures and events leading to the intern’s termination will be reported to the intern’s graduate program, and the Office of Academic Affiliations. All documentation of active grievances will be stored in a locked filing cabinet in the office of the Training Director and documentation of resolved grievances will be stored in a locked filing cabinet in the office of the training programs support specialist.
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Location</th>
<th>Program</th>
<th>Specialties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ashrafioun, Lisham</td>
<td>PhD; Bowling Green State University, 2014</td>
<td>Center of Excellence for Suicide Prevention</td>
<td>Research</td>
<td>Pain, suicide prevention, opioids, substance use disorders, nonpharmacological treatments for pain</td>
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<tr>
<td>Bridges, James</td>
<td>PhD; University of Houston, 2000</td>
<td>Canandaigua VAMC</td>
<td>Biopsychosocial Rehabilitation Program</td>
<td>SUD treatment, personality assessment, treatment program design, depression treatments</td>
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<tr>
<td>Britton, Peter</td>
<td>PhD; University of Arkansas, 2005</td>
<td>Center of Excellence</td>
<td>Epidemiology and Interventions Research Core</td>
<td>suicide prevention, motivational interviewing</td>
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<tr>
<td>Bishop, Todd</td>
<td>PhD; Syracuse University, 2014</td>
<td>Center of Excellence for Suicide Prevention</td>
<td>Research</td>
<td>Sleep Disorders, Suicide prevention, Cognitive Behavioral Therapy for Insomnia</td>
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<tr>
<td>Cushman, Laura</td>
<td>PhD, Wayne State University, 1984</td>
<td>Canandaigua VAMC / ROPC</td>
<td>Neuropsychology, Rehabilitation</td>
<td>neuropsychology, cognitive effects of brain injury and rehabilitation</td>
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<tr>
<td>Crane, Cory</td>
<td>Ph.D., Purdue University 2015</td>
<td>Canandaigua VAMC</td>
<td>Psychosocial Rehabilitation and Recovery Center</td>
<td>Forensic psychology, treatment planning, recovery</td>
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<tr>
<td>Decancq, Paul</td>
<td>PsyD; Wright State University, 1998</td>
<td>Canandaigua VAMC</td>
<td>PTSD Clinical Team</td>
<td>PTSD, program management, Cognitive Processing Therapy</td>
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<tr>
<td>Dumitrescu, Claudiu</td>
<td>PsyD; Roosevelt University, Chicago, 2005</td>
<td>Canandaigua VAMC</td>
<td>Community Living Centers, Geriatric Evaluation and Management</td>
<td>Neuropsychology, dementia/capacity evaluation geropsychology, behavioral treatment, Bioethics</td>
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<tr>
<td>Name</td>
<td>Degree/Institution</td>
<td>Organization</td>
<td>Role/Activities</td>
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<tr>
<td>Gibson, William</td>
<td>PhD; St. John’s University, Jamaica, NY, 1990</td>
<td>Canandaigua VAMC</td>
<td>PTSD-SUD psychotherapy with patients with PTSD, depression, serious illness; religion &amp; spirituality; psychology &amp; health; cognitive/capacity evaluation</td>
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<tr>
<td>King, Deborah</td>
<td>PhD; Indiana University, 1983</td>
<td>Center of Excellence</td>
<td>late-life depression, family systems, suicide prevention, integrated health care for older adults</td>
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<tr>
<td>Koziol, Joy</td>
<td>PsyD; Baylor University, Waco, TX, 1991</td>
<td>Canandaigua VAMC / ROPC</td>
<td>SMI, person-centered treatment planning, Recovery</td>
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<tr>
<td>Speers, William</td>
<td>Ph.D; University of Albany 2015</td>
<td>ROPC</td>
<td>PTSD, Prolonged Exposure, Cognitive Processing Therapy</td>
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<tr>
<td>Matteson-Rusby, Sara</td>
<td>PsyD; Indiana University of Pennsylvania, 2000</td>
<td>Canandaigua VAMC / ROPC</td>
<td>CBT for Insomnia, CBT for Pain</td>
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<tr>
<td>Mullen, Kimberley</td>
<td>PhD; University of Colorado at Boulder, 2009</td>
<td>Veterans Crisis Line / National Call Center for Homeless Veterans</td>
<td>Evidenced-Based Treatments, Family and Couple therapy with Vets (particularly in presence of SMI and/or PTSD), Bipolar Disorder,</td>
<td></td>
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<tr>
<td>Pigeon, Wilfred</td>
<td>PhD; Union Institute School of Professional Psychology, Cincinnati, 2002</td>
<td>Center of Excellence</td>
<td>Epidemiology and Interventions Research Core</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Treating sleep disturbances in co-morbid conditions; treating sleep disturbance as a suicide prevention strategy; Sleep disturbance as a risk factor for suicidality and suicide; CBT-insomnia; CBT-pain; treatment of nightmares</td>
<td></td>
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<tr>
<td>Name</td>
<td>Degree</td>
<td>Institution</td>
<td>Role</td>
<td>Specialties</td>
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<tr>
<td>Connery, April</td>
<td>PhD;</td>
<td>University of Missouri – Kansas City 2012</td>
<td>Home Based Primary Care</td>
<td>Bereavement, death &amp; dying; CBT-pain;</td>
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<tr>
<td></td>
<td>University</td>
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</tr>
<tr>
<td>Tatelman, Sheryl</td>
<td>PhD;</td>
<td>Illinois Institute of Technology, 1998</td>
<td>Behavioral Health Clinic; Evidence-Based Practices Coordinator</td>
<td>Dialectical Behavior Therapy, CBT for depression, Prolonged Exposure</td>
</tr>
<tr>
<td>Warner, Gary</td>
<td>PhD, State</td>
<td>Canandaigua VAMC / ROPC</td>
<td>Neuropsychology, Polytrauma, research</td>
<td>Neuropsychology, Cognitive effects of blast injury, TBI</td>
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<tr>
<td></td>
<td>University of New York at Buffalo, 1989</td>
<td></td>
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</tr>
</tbody>
</table>

**TRAINNEES**

2017-18
University of Indiana
Philadelphia College of Osteopathic Medicine
University of Akron

2016-17
University of Hartford
Alliant IU/CSPP-San Diego

2015-16
Fuller Theology Seminary, Graduate School of Psychology
Biola University

2014-15
Pacific University
American University

2013-14
Fuller Theology Seminary, Graduate School of Psychology
Roosevelt University

2012-13
Yeshiva University
Forest Institute

2011-12
Roosevelt University
University of Buffalo
Post-Internship Employment
All our graduates have gained entered post-doctoral or graduate psychologist positions following the internship year. Currently 8 are licensed and fully employed as practitioners in various medical centers including VA, and the remaining are currently completing their postdoctoral training and/or seeking licensure.

Local Information
The primary training site for the internship program is at the Canandaigua VA medical center, located 26 miles from Rochester in the Finger Lakes region of upstate NY. The cost of living in the region is reasonable, and interns have been able to find affordable housing in communities convenient to the training sites.

Driving Directions:

Directions from the Greater Rochester International Airport
1200 Brooks Avenue, Rochester, NY 14624

Get on I-390 S from Airport Rd
Head southeast on Airport Rd
Turn right at the 1st cross street onto Brooks Ave
Right to merge onto I-390 S
Keep right at the fork to stay on I-390 S, follow signs for Corning
Take exit 12B for I-90 toward Thruway
Keep right at the fork to stay on Exit 12B, follow signs for Interstate 90/New York
Follow signs for I-90 E/Albany and merge onto I-90 E/
Take I-90 E/New York State Thruway (Toll road) to NY-332 S in Farmington.
Take exit 44 for NY-332 toward Canandaigua
Continue on NY-332 S. Drive to Fort Hill Ave
Turn left onto Fort Hill Ave

*These directions are for planning purposes only. You may find that construction projects, traffic, weather, or other events may cause conditions to differ from the map results, and you should plan your route accordingly.