Psychology Internship Program

Richard L. Roudebush VA Medical Center
1481 West 10th Street (116P)
Indianapolis, IN  46202
(317) 988-3366
http://www.indianapolis.va.gov/

Applications Due:  November 15th

Serious Mental Illness and Recovery (2 positions) – 216812
Interpersonal Approaches to Wellness in Residential Treatment (2 positions) - 216813

Note: Information in this brochure reflects updates as of August 9th, 2017

Accreditation Status

Internship Program The doctoral internship at the Richard L. Roudebush V.A. Medical Center is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). This program is accredited by the Commission on Accreditation (CoA) of the American Psychological Association, effective November 5th, 2013 with the next site visit expected in 2020. For more information or questions please contact CoA at:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington DC 2000
Phone: (202) 336-5979/Email: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

Application & Selection Procedures

Criteria for acceptance into the program

In accordance with VA policy, our internship seeks applicants who are U.S. citizens and are enrolled in APA-accredited doctoral programs in clinical or counseling psychology. In addition, we require that a prospective intern's university advisor or director of training verify that he or she approves and recommends that the student receive an internship at this facility, as specified on the APPIC “Academic Program’s Verification of Internship Eligibility and Readiness” form. As an equal opportunity training program, the internship welcomes and strongly encourages applications from all qualified candidates, regardless of gender, gender identity, age, religion, race, ethnicity, culture, nationality, socioeconomic status, sexual orientation, disability, or other minority status. We are committed to ensuring a range of diversity among our training classes, and we select candidates representing different kinds of programs and theoretical orientations, geographic areas, ages, racial and ethnic backgrounds, sexual orientations, disabilities, and life experiences. All things being equal, consideration is given to applicants who identify themselves as veterans; as members of historically underrepresented groups on the basis or racial or ethnic status; as representing diversity based on sexual orientation; or as representing diversity based on disability status. These factors may be indicated on their application.

We also seek candidates who evidence professionalism, scientific mindedness and good interpersonal skills. In addition, we look for those who demonstrate strong verbal expressive skills and overall
goodness-of-fit with our training program. We are interested in applicants who have obtained a range of clinical experiences but who are also interested in pursuing a range of ideas as their careers emerge. Applicants should have met the Basic Competency Requirements established by APA for readiness to enter the Internship Program. In addition, we require a minimum of 500 intervention hours, 60 assessment hours and 5 integrated reports. Other requirements include:

- Verification by the intern’s host program DCT of eligibility for participation in the APPIC internship match, which is included in the completed AAPI.
- Enrollment in an APA Accredited clinical or counseling graduate program (Ph.D or Psy.D)
- Successful completion of comprehensive examinations
- Graduate GPA of 3.0 or higher
- No evidence of significant professional conduct issues
- Completion of academic and practicum requirements

Further VA internship eligibility requirements:

- U.S. citizenship. VA is unable to consider applications from anyone who is not currently a U.S. citizen. Verification of citizenship is required following selection. All interns and fellows must complete a Certification of Citizenship in the United States prior to beginning VA training.
- A male applicant born after 12/31/1959 must have registered for the draft by age 26 to be eligible for any US government employment, including selection as a paid VA trainee. Male applicants must sign a pre-appointment Certification Statement for Selective Service Registration before they can be processed into a training program. Exceptions can be granted only by the US Office of Personnel Management; exceptions are very rarely granted.
- Interns and Fellows are subject to fingerprinting and background checks. Match result and selection decisions are contingent on passing these screens.
- VA conducts drug screening exams on randomly selected personnel as well as new employees. Interns and Fellows are not required to be tested prior to beginning work, but once on staff they are subject to random selection for testing as are other employees.
- Doctoral student in good standing at an APA-accredited graduate program in Clinical or Counseling psychology. Persons with a doctorate in another area of psychology who meet the APA criteria for respecialization training in Clinical or Counseling Psychology are also eligible.
- Approved for internship status by graduate program training director.
- To be eligible for employment as a VA Psychologist, a person must be a U.S. citizen and must have completed an APA-accredited graduate program in Clinical or Counseling psychology AND must have completed an APA-accredited internship in Psychology, with the emphasis area of the degree consistent with the assignment for which the applicant is to be employed. The only exception is for those who complete a new VA internship that is not yet accredited.

Position information:

- The stipend for the training year is $24,133.00
- Only 52-week full-time internships are available (2088 hours).
- Our anticipated start date is in mid-August, 2015.
- This setting complies with all APPIC guidelines and with local licensing requirements.
- APPIC Program Match Numbers:
  - Serious Mental Illness and Recovery (2 positions) – 216812
  - Interpersonal Approaches to Wellness in Residential Treatment (2 positions) - 216813

Application Process

Our internship program participates in the APPIC match, and application must be made through the online AAPI (APPIC Application for Psychology Internships), which can be found at the APPIC website: www.appic.org/. No mail or email application materials will be accepted. We request no additional supplemental documents beyond those indicated on the APPIC website. The deadline for completed applications is November 15th. Interviews will be arranged for selected applicants (see Candidate Interviews below for more information).
Offers of acceptance will be made in agreement with the guidelines developed by the Association of Psychology Postdoctoral and Internship Centers (APPIC). APPIC Match Policies are available on the APPIC website (http://www.appic.org/). Applicants must obtain an Applicant Agreement from the National Matching Service (http://www.natmatch.com/psychint) and register for the match to be eligible to match to our program. 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. We will offer appropriate guidance to all applicants during the application process. We strongly suggest that you apply to this program only if it ranks highly in terms of your personal and professional priorities.

Prior to beginning the internship year, it will be necessary for applicants selected for the internship training program to complete an Optional Application for Federal Employment (OF 612) and a Declaration for Federal Employment (OF 306). Initial drug screen and physicals are mandatory and a part of the on-boarding process. During the training year, interns are responsible for adhering to the policies and procedures of the Psychology Training Program and the Psychology Section. Also, many of the laws, rules, and guidelines that apply to federal employees are applicable to trainees in federal training positions. For example, interns may be subject to random drug screening. A copy of the policies and procedures of this training program will be made available to intern applicants during orientation at the beginning of the training year.

*The application procedure includes the following steps:*

- Complete the [online APPIC Application for Psychology Internships](http://www.appic.org/).
- Initiate three letters of recommendation from individuals, as part of the Online AAPI.
- Indicate in your cover letter your major track preferences. Candidates are encouraged to apply to multiple tracks.
- All materials should be received prior to November 15th.
- Psychology staff will review all applications and will offer interviews to those who best match with our program and clinical tracks. Preference is given to applicants who have specific training and/or research experiences that are consistent with the type of work that is performed at the Roudebush VAMC. Notification of interview status will be sent by December 15.

All correspondence and application materials should be sent to:

**Training Director and Assistant Training Director**

Amanda Wickett-Curtis, Psy.D  
Director of Training, Psychology  
Roudebush VA Medical Center  
1481 W. 10th St. (116P)  
Indianapolis, IN 46202

Email: amanda.wickett@va.gov  
Phone: (317) 988-3366  
Fax: (317) 988-5204

**Selection and Interview Process**

The Selection Committee is comprised of at least all three major emphasis area mentors and meets to review all applications for basic eligibility. Each emphasis area mentor selects approximately 10 applicants to invite to interview. All personal interviews are conducted individually and by invitation only. Candidates will be informed by e-mail by December 15th as to whether they have been invited for a personal interview. Applicants invited to interview will be informed about the emphasis area they for which they are being considered as applicants are free to apply to more than one emphasis area. Therefore, applications to more than one emphasis area does not necessarily mean that candidates will be considered for all areas of interest.
Interviews are typically held the second and third Friday of January. Interviews serve as a two-way process: a chance for us to meet and learn more about you, and an opportunity for you to meet us and get a better understanding of our program. For those who are invited for an interview and are unable to visit our program in person, we will be happy to conduct an interview and answer your questions by telephone. An interview is required to match with our program.

**Match Process**

We will adhere strictly to the match policies established by APPIC. The only information that we may communicate to applicants prior to the February deadline is whether they are still under consideration for admission. Additional information regarding the match is available through the National Matching Services.

**Psychology Setting**

The Richard L. Roudebush VAMC is a Category 1A facility located in the heart of downtown Indianapolis, and it serves veterans from a 45-county area in Indiana and Illinois. The Psychiatry Service employs 26 psychologists and includes programs representing the entire continuum of mental health services. Our facility is affiliated with the Indiana University School of Medicine and has participated in training of IU psychology interns. We maintain academic affiliations with seven APA-approved graduate psychology programs at five different universities including University of Indianapolis, Indiana University - Purdue University Indianapolis, Ball State University, Indiana State University, Indiana University-Bloomington, and Purdue University.

The psychology staff members at our facility are supervised by a lead psychologist who reports to the Chief of Psychiatry and the Chief of Patient Care Services. The 26 psychologists are organized into six groups based on similarity of function, purpose, or activities. The program is overseen by lead psychologist Shannon Woller, Psy.D, ABPP, and is managed by both Director of Training Amanda Wickett-Curtis and Associate Director of Training Paul Lysaker, Ph.D.

**Training Model and Program Philosophy**

We adhere to a practitioner-scholar training model and provide opportunities to engage in numerous clinical, educational, and research activities. Rather than developing one specific area of deep concentration, the program is designed to develop psychologists who are adept at managing a wide range of adult psychological disorders, conducting therapy in multiple modalities (e.g. individual, group, couples, and family), conducting and interpreting psychological and neuropsychological assessments, and providing psychoeducation. There are two emphasis areas recovery oriented treatment for veterans with serious mental illness (referred to as SMI) and recovery oriented treatment for veterans with co-occurring substance use disorders and personality disorder (referred to as Domiciliary). As a site serving primarily adult veterans and some active military service people, the population served is predominantly male, although a higher percentage of younger Veterans and active duty service members are women. Because we are a general medical and surgical facility rather than a neuropsychiatric facility, several of the training opportunities that we provide have a behavioral medicine or health psychology focus.

We utilize separate match numbers for each emphasis area which helps ensure that applicants are guaranteed an experience in their expressed area of interest. We also flexibly tailor our internship program to meet the training needs of each intern. No differentiation is made between clinical and counseling interns with respect to the content of their clinical training experiences.

**Training Schedule and Rotations**
During orientation week, interns meet with their primary supervisor/mentor and the training director to discuss their preferences regarding their training schedule for the entire year. Interns then collaboratively establish their training plan with the other supervisors who will be involved in their training. The training Director approves the training plan to ensure that it includes experiences that best meet the interns’ individual training needs and interests. Interns are expected to develop a well-balanced rotation schedule rather than one that is narrowly focused. Interns are given considerable latitude in their choice of specific rotations.

Interns can expect to participate in 12 hours of training activities weekly. Interns are expected to provide no less than an average of 10 hours of direct services per week. Interns will spend approximately 24 hours per week (3 days) in one of five major rotations and approximately eight hours per week (one day) in one of four minor rotations. Each rotation lasts six months, however involvement in the DBT program through the MHC requires a year-long commitment.

The intern will spend three days per week for one semester in their major emphasis area rotation [Severe Mental Illness and Recovery major rotation (SMI) or Interpersonal Approaches to Wellness in Residential Treatment (Domiciliary)] and the other six months in the Mental Health Clinic (MHC). Interns will be involved in a minor rotation in SMI or Domiciliary during the semester in which they are in their major rotations in the Outpatient Mental Health Clinic. Thus, interns will have year-long exposure to their emphasis area while also focusing on generalist training in the MHC.

**Program Aims and Objectives**

The overall mission of the doctoral psychology internship training program is to provide a high-quality, experiential learning environment from which to cultivate ethical, scientifically grounded, psychologically flexible skills, experience, and knowledge that will guide an intern in the transition from graduate student to entry-level professional in the field of psychology. Through a developmental approach, interns will experience graduated exposure to increased autonomy as training progresses throughout the year. Specific aims of the training program include ensuring interns demonstrate competence in nine key areas including:

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

Among these aims, specific objectives involve the development of foundational and functional competencies reflecting readiness for entry-level practice. Objectives related to foundational competencies include developing awareness and abilities in reflective practice self-assessment, scientific knowledge and methods, relationships, individual and cultural diversity, ethical and legal standards and policy, and interdisciplinary systems. Functional competency objectives include knowledge, skills and abilities in assessment, diagnosis and case conceptualization, intervention, consultation, research and evaluation, supervision and teaching, management and administration and science and practice. We seek to expose our interns to an array of treatment settings and therapeutic challenges as they progress through the internship year to accomplish these objectives. Interns will learn through graded exposure, based on their individual needs, readiness, and previous experience. Graduating interns develop the competencies and a sense of professional identity needed for entry-level positions or post-doctoral residencies. Interns will receive training in shared decision making, the sustenance of long term
relationships, recovery and integration within interdisciplinary collaboration. See Requirements for Completion for more information about experiential training objectives.

**Program Structure**

We have four full-time funded internship positions. Interns will complete two six-month major rotations and two six-month minor rotations while supplementing training with adjunctive training experiences. Interns are guaranteed a rotation in their selected emphasis area and receive mentorship from their emphasis area supervisor. To ensure sufficient exposure to the outpatient population, each intern will be required to complete one major rotation in the MHC. Interns will also be encouraged to complete one six-month minor rotation (or 2-8 hours per week) in their major emphasis area to ensure continuity of training, sufficient contact with mentor and potential for long-term therapy cases under supervision of mentor. One primary supervisor will be associated with each major rotation and interns will be assigned a mentor who is also the primary supervisor in the intern’s respective area of emphasis. Each intern has one major and one minor rotation supervisor at any given time, and each rotation supervisor provides one hour of scheduled individual supervision weekly with additional supervision provided as needed.

As interns rotate throughout their year they maintain a working relationship with their mentor who serves to provide support and guidance throughout the year. Each supervisor is responsible for selecting patients and making referrals, representing Psychology with the intern in team meetings, and scheduling individual supervision and possibly some group supervision sessions as well. One day per week will be set aside for training activities including didactics, case presentations, reading, research, special projects. Interns can expect at least two hours of individual supervision and two hours of group supervision per week. One hour of group supervision takes place in the context of treatment team staff meetings and related multidisciplinary meetings. There will also be opportunities to gain experience in supervision by providing adjunctive umbrella supervision to practicum students who are also receiving supervision by a licensed staff psychologist. The degree of responsibility given the intern and the amount of structure depends on his or her level of prior experience.

Interns will be formally evaluated at the mid-point and the end of each rotation and upon completion of the training year for a total of four evaluations to provide feedback and to cultivate a collaborative effort toward skill advancement. Interns also provide feedback to the program quarterly for the purposes of program quality enhancement. At mid-year and the year’s end, interns will meet with the training director individually to discuss training issues and program quality enhancement in more depth. Please see the Requirements for Completion section for more information about evaluation processes.

**Training Experiences**

Below is a list of the five major rotations and four minor rotations that are currently available for psychology interns at the Richard L. Roudebush VA Medical Center. The specific program developed by an intern must involve the approval of the Director of Training.

**Major Emphasis Area Rotations**

- Serious Mental Illness and Recovery (PRRC)
- Interpersonal Approaches to Wellness in Residential Treatment (Domiciliary)

**Generalist Major Rotations**

- Outpatient Mental Health Clinic (MHC)

**Minor Rotations**
1. Neuropsychology
2. Bioethics
3. Psychologists and Leadership
4. Clinical Health Psychology
5. CBT for Insomnia (adjunctive experience)

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<tr>
<th>Major Emphasis Area</th>
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<th>Semester 2</th>
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<td>SMI intern #1</td>
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**Major Rotations**

**Interpersonal Approaches to Wellness in Residential Treatment**

*Supervisor: Paul Lysaker, Ph.D., HSPP and Liz Belanger, Psy.D., HSPP*

*Program:* This rotation focuses on long term individual psychotherapy with veterans with significant mental health needs including personality disorder, substance use, trauma, psychosis and depression. Treatment is delivered in the Domiciliary Residential Rehabilitation and Treatment Program (DRRTP). The DRRTP provides mental health care in a 50-bed program designed to address the biopsychosocial needs of male and female veterans with significant health care and social-vocational needs. The DRRTP in general offers veterans group and individual therapy, recovery planning, vocational rehabilitation, recreation therapy, and case management. The DRRTP is made up of an interdisciplinary team including a psychologist, psychiatrist, pharmacist, nurse practitioner, chaplain, vocational counselor, peer counselor, registered dietician, social workers, recreational therapists, and 24 hour nursing staff. Group programming offers a range of possible experiences, including interpersonal process groups and manualized training such as DBT and Seeking Safety.

This rotation offers a strong recovery framework in which meaningful recovery must be directed by the client. The clinical work and supervision is based on a metacognitive model of serious mental illness and personality disorders (Metacognitive Reflection and Insight Therapy; MERIT) which stresses interventions that assist clients to utilize integrated ideas about themselves and others to decide how to effectively respond to the psychosocial challenges posed by psychiatric conditions. This work, rather than focusing on the contents of thoughts alone, is deeply interested in how information is pieced together to form a sense of the larger social world and to decide how to manage emotional pain. Emphasis will be placed on developing an understanding of barriers to recovery, which include stigma, emotion dysregulation, narcissism trauma history, deficits in social cognition and metacognition and demoralization, as well as methods used to formally assess these barriers and intervene accordingly. Interns will become able to deliver services in which both cognitive and intersubjective processes are utilized within psychotherapy to assist clients to take charge of their own lives. Interns will become familiar with methods for assessing
metacognition and using that as a framework to guide intervention. The intern will also be able to consult and participate in interdisciplinary treatment team meetings with fellow DRRTP providers to develop comprehensive psychological conceptualizations to guide treatment planning. Opportunities to learn about supervision will be provided. The psychologist at this site is also actively involved in a program of clinical research focused on the psychotherapy processes linked with recovery and there are opportunities for involvement in that as well.

_Psychology Training Provided:_ Individual and group psychotherapy, diagnostic and personality assessment, and clinical research.

**Roles and responsibilities of interns in this rotation include the following:**

- Managing an individual psychotherapy caseload
- Facilitating and/or co-facilitating group psychotherapy
- Providing psychological assessment and testing
- Participating in Domiciliary treatment team meetings and educational activities
- Providing staff in-service, education, and consultation
- Collaborating and consulting with outpatient providers
- Participating in clinical research, program evaluation, and performance improvement activities

**Serious Mental Illness and Recovery**

*Supervisor: Paul Lysaker, Ph.D., HSPP*

**Program:** The Psychosocial Rehabilitation and Recovery Center (PRRC) is a clinic designed for persons with persistent mental illness. Patients seen in PRRC engage in group and individual therapy, and family counseling if desired. The PRRC is made up of an interdisciplinary team including psychologists, psychiatrists, nurse practitioners, social workers, and psychology trainees. Common diagnoses treated within the clinic include schizophrenia and schizoaffective disorder, bipolar disorder, personality disorders, and PTSD. Group programming offers a range of possible experiences, including process groups and social skills training.

This rotation offers experiences performing integrative group and individual psychotherapy for adults with severe mental illness. It utilizes a strong recovery framework in which meaningful recovery must be directed by the client. The clinical work and supervision is based on a metacognitive model of psychosis which stresses interventions that assist clients to form the kinds of integrated ideas about themselves and others needed to navigate the psychosocial challenges posed by psychiatric conditions. This work rather than focusing on the contents of thoughts alone is deeply interested in how information is pieced together to form a sense of oneself in the world. Emphasis will be placed on developing an understanding of barriers to recovery, which include stigma, trauma history, deficits in social cognition and metacognition, and demoralization, as well as methods used to formally assess these barriers and intervene accordingly. Interns will become able to deliver services in which both cognitive and intersubjective processes are utilized within psychotherapy to assist clients to take charge of their own lives, develop their own consensually valid accounts of their recovery and to attain an acceptable quality of life. Interns may have the opportunity to offer supervision to practicum students who are providing similar services to adults with severe mental illness. Interns will become familiar with methods for assessing metacognition and using that as a framework to guide intervention.

The intern joining this rotation will have the opportunity to be involved with Dr. Lysaker in his clinical research, which has been support by federal funding since 1991. Current research is examining the impact of a new group treatment to combat stigma in SMI, study of metacognition in schizophrenia and borderline personality disorder, and research related to the psychosocial impact of medical illnesses, including HIV and diabetes. The intern can participate at all levels of research including data collection, data analysis, and manuscript submission.
**Psychology Training Provided:** Individual and group psychotherapy, diagnostic assessment and clinical research.

**Roles and responsibilities of interns in this rotation include the following:**

- Carrying a caseload of individual psychotherapy patients during the rotation and throughout the training year
- Facilitating group psychotherapy
- Providing psychological assessment
- Attending team meetings
- Providing staff in-service and education
- Participating in ongoing clinical research

**Outpatient Mental Health**

**Supervisors:** Carol Wright-Buckley, Ph.D., HSPP, Shannon Woller, Psy.D, ABPP & Amanda Wickett, Psy.D, HSPP

**Program:** The purpose of the rotation is to provide the intern with intensive experience in an outpatient mental health clinic. Drs. Wright-Buckley, Wickett and/or Woller will for the intern in this rotation. The Mental Health Clinic is a very active, full-service general adult outpatient mental health clinic, serving the full and comprehensive mental health needs of all veterans. Though not required, interested interns will have the opportunity to gain experience in working with evidence-based treatment of trauma under the secondary supervision of Dr. Wickett, in coordination with the PTSD Clinical Team.

**Psychology Training Provided:** Trainees may expect to treat individuals diagnosed with a wide spectrum of psychiatric disorders utilizing a variety of evidence-based individual, group, family, and marital/relationship psychotherapies including Cognitive Behavioral Therapy (CBT), Acceptance and Commitment Therapy (ACT) and Dialectical Behavioral Therapy (DBT) in application to specific disorders (depression, anxiety, personality disorder). Group psychotherapy experiences range from psychoeducational to experiential and supportive. Trainees rotating through MHC will participate with a multidisciplinary treatment team of psychiatrists, advanced nurse practitioners, psychologists, and social workers. Opportunities will be available to perform a wide variety of psychological assessments.

Dialectical Behavior Therapy Program. Dr. Wright-Buckley will provide weekly supervision for students with interest in diagnostic assessment of borderline personality disorder and evidence-based psychotherapy treatment for borderline personality disorder (BPD) in the newly developed Dialectical Behavior Therapy (DBT) Program. The program follows Dr. Marsha Linehan’s dialectical cognitive behavioral model and case formulation to inform and guide treatment so relevant readings for basic knowledge of theoretical orientation will be required. The Program consists of dual elements of treatment to include weekly skills training group and weekly individual psychotherapy. Training opportunities include diagnostic assessment, learning to use a structured clinical diagnostic screening tool, opportunities to co-facilitate the structured psycho-educational skills training group and to participate on the multidisciplinary DBT consultation team. Interns may elect to continue with a veteran as a long-term therapy case. Students will be expected to carry a caseload of at least one veteran diagnosed with BPD and co-facilitate at least one of the four 8-week skills training Modules for group.

PTSD Clinical Team. Dr. Wickett will supervise students in the evaluation and treatment of veterans participating in the Trauma Recovery Program (TRP). The TRP is a time-limited trauma-focused treatment program that offers evidence-based therapies to veterans with symptoms of PTSD. Interns will have the opportunity to learn and administer gold-standard diagnostic interviews for PTSD diagnosis including the Clinician Administered PTSD Scale for DSM-5 (CAPS-5) and PTSD Checklist (PCL-5). If the intern chooses to participate in this training opportunity, they will: carry a caseload of 1-2 veterans with PTSD symptoms; participate in weekly training and supervision of Cognitive Processing Therapy for PTSD; and will have opportunities to educate veterans, staff, and the community about signs, symptoms,
and treatment of PTSD. Finally, the intern will have the opportunity to attend and participate in the multi-disciplinary PTSD Clinical Team Meetings.

Roles and responsibilities of interns in this rotation include the following:

- Carrying a caseload of individual psychotherapy patients
- Facilitating and/or co-facilitating group psychotherapy. Groups offered include but are not limited to: Cognitive Therapy for Depression; Acceptance and Commitment Therapy for Anxiety; Men’s Sexual Trauma Group
- Conducting diagnostic psychological assessments
- Attending and actively participating multidisciplinary treatment team meetings
- Participating in vertical supervision of practicum students
- Learning and utilizing brief, time-limited evidence-based psychotherapies

Minor Rotations

Neuropsychology
Supervisors: Ryan Greene, PsyD, HSPP and Jay Summers, PhD

Program: The purpose of the rotation is to provide training in neuropsychology that is tailored to the intern’s previous level of experience in the area. Specifically, interns with little to no experience in neuropsychology will have the opportunity to familiarize themselves with the process of neuropsychological assessment, including learning about normative statistical comparisons, standardized test administration, basic neuropsychological test interpretation, and basic report writing. Interns with a background in neuropsychology will have the opportunity to gain more experience with complex assessment, advanced neuropsychological test interpretation, comprehensive report writing, and application of current scientific research findings. The neuropsychology program provides clinical neuropsychological consultation to the entire healthcare facility. Patients referred to the program typically complete ½ day of neuropsychological testing. Typical diagnoses of patients seen include cortical and subcortical dementia due to various etiologies, mild cognitive impairment, cognitive dysfunction associated with conditions including traumatic brain injury, hepatitis C, Parkinson’s disease, and mood disorders. Other referral issues are related to mental capacity and appropriateness for medical procedures. Results of the patient’s testing are incorporated into the neuropsychological evaluation, the purpose of which is to describe the patient’s current cognitive and emotional functioning, consider potential etiological factors associated with cognitive dysfunction, and offer appropriate treatment recommendations to patients and their caregivers. Interns complete neuropsychological evaluations for outpatients with known and suspected cognitive difficulties.

Psychology Training Provided: The intern can expect to learn a standard clinical interview and a flexible battery of neuropsychological tests, including those designed to assess engagement in the testing process. Interns will be responsible for interpreting test data and composing a neuropsychological report that contains diagnoses and recommendations applicable to the patient’s treatment regimen. Interns will participate in weekly didactics comprised of lectures on topics pertinent to the field of neuropsychology, fact-finding cases, case presentations, and article reviews. Additionally, there will be an opportunity for interns to observe DBS brain surgery, conducted by the IU Movement Disorders team. Interns are assigned an average of approximately two neuropsychological cases each month, with alternating weeks allowing time for report writing and supervision of report edits. Supervision of testing is done on a one-to-one basis with a board eligible neuropsychologist.

Clinical Health Psychology
Supervisor: Heather Sperry, PhD, HSPP

Program: This rotation is designed to provide the intern with a broad range of behavioral medicine clinical experiences, with a heavy emphasis on the patient-centered medical home model (known as Patient Aligned Care Teams, or PACT, within the VA system). The intern will learn to function as a vital
member of a multidisciplinary team in primary care and may also play a role in the facility-level Health Promotion/Disease Prevention program by providing behavioral medicine services that help Veterans to make positive health behavior changes and by supporting patients’ self-management of such behaviors.

**Psychology Training Provided:** The intern will be based in the primary care clinics, frequently providing same-day patient care by conducting triage assessments for Veterans referred by their primary care providers and other providers within the clinic (e.g., pharmacy, nutrition, nursing). Students will work with Veterans with a variety of presenting concerns including, but not limited to: mild mental health problems, medical disease management, smoking cessation, weight management, chronic pain, and disrupted sleep. The intern will also carry a behavioral medicine caseload throughout the year, will complete cognitive screeners, and will have the opportunity to conduct psychological assessments for Veterans being considered for organ transplant and bariatric surgery. The intern will co-facilitate behavioral medicine groups as available (e.g., Chronic Pain Management, Managing Obesity in Veterans Everywhere (MOVE!), Brief Trauma Treatment). Interested students may also gain experience with sleep-related disorders and their treatments (e.g., CBT-I, IRT). Opportunities may also exist for the intern to assist in providing training and consultation to other healthcare providers to enhance their ability to function as health coaches for their patients within the PACT model.

**Roles and responsibilities of interns in this rotation include the following:**

- Conducting triages and lengthier behavioral medicine evaluations
- Managing a caseload of behavioral medicine psychotherapy patients
- Co-facilitating health-related support and therapy groups
- Attending team meetings and educational activities
- Collaborating and consulting with providers representing other disciplines involved in patient care
- Utilization of evidence-based interventions (e.g., CBT, Motivational Interviewing) to promote both physical and mental health

**Bioethics**

*Supervisor: Shannon Woller, PsyD, ABPP*

Program: The Ethics Consultation Service (ECS) is an interdisciplinary service that responds to ethics consultation requests that are received from all areas of the Medical Center. The ECS uses the CASES approach which was developed by the National Center for Ethics in Healthcare to help requestors resolve ethical dilemmas they may face and provides consultation and support to staff, veterans, and veterans’ families who are struggling with ethical conflicts.

Psychology Training Provided: The purpose of this minor rotation is to provide interns with exposure to fundamental concepts in bioethics and the practice of bioethics consultation in a complex medical center. Ethical dilemmas arise in many facets of healthcare and our local Ethics Consultation Service provides a unique experience for interns to learn about and participate in ethics consultation. The rotation is designed to familiarize interns with the steps of ethics consultation and to allow them to participate in the full process of ethics consultation. During the rotation, interns will become active members of the Ethics Consultation Service as well as attend ethics related trainings and engaged in self-study related to ethics consultation.

Roles and responsibilities of interns in this rotation include the following:

- Attending Ethics Consultation Service Meetings each week
- Reading and discussing assigned materials covering bioethics and bioethics consultation
- Actively participating in an ethics consultation team and responding to ethics consults
- Presenting a lecture to the Ethics Consultation Service covering a topic relevant to bioethics
- Learning about the roles and impact of diversity in bioethics

**Psychologists and Leadership**
Supervisor: Shannon Woller, PsyD, ABPP

Program: Psychologists are in a unique position to become strong leaders in medical centers. This minor rotation is intended to expose interns to leadership and administrative activities that psychologists can perform in medical centers. The rotation will include meetings with psychologists in positions of leadership in our medical center, attendance at interdisciplinary meetings in which psychologists play a leadership role, mentorship related to leadership development, and self-study on leadership and management. This minor rotation is only available during the second half of the internship year and will be available only to interns with a track record of excellent performance in the first half of the internship year.

Psychology Training Provided: Leadership skills, communication skills, meeting management, conflict management, personnel management, stress and self-management, and data management related to leadership.

Roles and responsibilities of interns in this rotation include the following:

- Reading and discussing materials covering leadership skills and activities
- Meetings with Medical Center leadership
- Attending meetings chaired by psychologists
- Attending multidisciplinary meetings where psychologists represent mental health for the medical center
- Leading role-played meetings and participating in mock conflicts as a mental health expert
- Presenting a lecture on a topic related to leadership to staff psychologists and co-interns

Didactics

The Internship Seminar meets weekly throughout the year. Each two-hour session consists of topics spanning the breadth of internship rotation areas, as well as issues commonly encountered by our patients and staff. Areas covered include: Introduction to Military Culture and the VA, Psychological Disorders, Health Psychology within Primary Care, Personality Disorders and Attachment, Supervision and Consultation, Interdisciplinary Perspectives, Pharmacotherapy, Ethics and State Law, Neuropsychological Assessment, Psychotherapy Orientations and Modalities, Rehabilitation, First-episode and Chronic Psychosis, Metacognitive Approaches to Treatment, Assessment and Treatment of Disorders related to Traumatic Stress Exposure and related conditions, and others. Several seminars are dedicated to topics related to Professional Development and Interprofessionalism. Several experiential diversity seminars are also included on training day throughout the year. Psychology staff members and some invited speakers will be responsible for the training provided in the Internship Seminar.

A weekly hour-long seminar covering topics related to neuropsychology is offered and is designed to help interns better understand how to differentially diagnose, clinically conceptualize and establish recommendations for persons presenting with neuropsychological symptoms. This seminar also focuses on integrating neuropsychological knowledge with clinical work.

In addition to the Internship Seminar, one hour per week is dedicated to a group supervision seminar. This is a forum for interns to present cases, journal articles and special projects. This time will also be utilized to discuss supervision, application to post-doctorate programs, professional career development, licensure preparation and other related topics.

Requirements for Completion

It is expected that each intern will attend all scheduled didactic presentations and actively engage in the training rotations for the full duration of the assignment unless there is prior approval for the absence. Program completion requires 2088 hours of internship training activities under clinical supervision (two to four hours weekly). It is expected that, upon completion of the program, all interns will demonstrate competence in the nine general domains mentioned above.
Completion of the internship program is conditional upon an intern meeting the stated objectives along with professional behavior that meets or exceeds competencies. No partial credit is granted regarding the internship. Successful completion of the internship is an all-or-none decision.

Interns are rated from Level 0 – Level 5 across each competency area and then given an overall score for each rotation. Level 3 reflects “many skills in this area have been acquired and intern works with moderate supervision.” Level 4 reflects “most skills in this area have been acquired and intern works with minimal supervision.”

An overall rotation score from both major and minor rotations is documented at mid-year and at the year’s end. For successful completion of internship, an intern should not receive a mean score on of less than “Level 4” in all competency domains. In addition, minimum levels of competency are required in essential domains which include those listed in the table below.

At the beginning of each rotation, the assigned supervisor(s) will review the competency assessment with the intern and clarify critical domains for that professional experience. Overall rotation scores should flow naturally from the scores assigned, however, specific domains may have greater or lesser weight from one rotation to another (i.e., neuropsychology – assessment skills; MHC – intervention skills).

Despite some variability, there are Critical Foundational skills our program considers essential for the development of all psychologists. As such, the following minimum competency thresholds must be obtained in order to be granted an overall score greater than or equal to Level 3:

<table>
<thead>
<tr>
<th>Critical Foundational Competency Components</th>
<th>Minimum Score for 1st Semester Major and Minor Rotations</th>
<th>Minimum Score for 2nd Semester Major and Minor Rotations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual &amp; Cultural Diversity: Self-Awareness</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Professional Values, Attitudes &amp; Behaviors: Self-Assessment and Self-Care</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Communication and Interpersonal Skills: Affective Skills</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Ethical &amp; Legal Standards: Ethical Conduct</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Research: Scientific Foundation of Psychology</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Throughout the internship year, the intern will receive ongoing evaluation. If, at any point, the supervisor evaluates the intern to be performing at a substandard level, or if the intern scores lower than the minimum required scores in the Critical Foundational Competency or rotation-specific Science and Practice areas, this will prompt a remediation plan to go into effect. This written remediation plan will be developed by the intern’s primary supervisor with the intern's input. The plan will be tailored to meet the specific needs of the intern to enhance the areas of substandard performance and to support the intern in meeting the minimum required standards.

If the intern does not respond to remediation (i.e. continues to perform at substandard level), due process probationary procedures will be implemented.

**Initial Evaluation:** Prior to beginning the internship, the intern completes a self-evaluation that examines experiences with specific treatments, inquiries about perceived areas of strength and weakness, and helps to define overall training aims. At the beginning of internship, the intern’s performance is observed closely by the primary supervisor to identify strengths and further assess training needs. Supervisors then share these observations informally with each other in a staff meeting one month after commencement of the first rotation and make recommendations to interns as indicated.
**Rotation Evaluations:** Interns are evaluated at the midpoint and end of each rotation (quarterly). This involves written evaluation of the intern's progress and performance during the rotation. The intern also evaluates the supervision received. Feedback is exchanged to improve the quality of supervision and to facilitate the professional development of the intern. At the end of each rotation, training staff meets to evaluate each intern's progress per specific criteria that have been provided in written form to interns during the first week of internship. The Supervising Psychologist communicates the results of this evaluation to each intern individually. The evaluation serves to establish aims for the second half of the internship.

**Final Evaluation:** This follows the same format as the end-of-rotation evaluation and occurs during the final month of the internship. Each intern completes a written evaluation of the internship experience as well, including recommendations for change, and this is submitted to the Director of Psychology Training and overall results are shared with training staff. Each intern completes a written evaluation of the internship experience as well, including recommendations for change, and this is submitted anonymously to the Director of Psychology Training. Results are discussed with the training committee and are utilized to improve program quality.

**Specific Program Requirements for Successful Completion of the Internship**

- Diversity/Issues related to individual and group differences are addressed as an integral part of all clinical material addressed. In addition to this, we require special emphasis diversity experiences which include the completion of a Diversity Project. For this project, the intern selects a dissonant area of diversity to pursue either within their assigned major or minor rotations, organization treatment areas, or volunteer organization within the community at large, in which they are exposed to a patient population, treatment issue, or therapeutic service area that differs significantly from their own area of comfort or experience. Immersion experiences are preferred and encouraged. Interns write a reaction paper and present their experience, findings, and key leanings about themselves and others in group supervision (diversity seminar)
- Case conceptualization and presentation
  - Present at least two case studies in a didactic presentation, which employs your theoretical orientation, client conceptualization and treatment description. Explain your conceptualization of patient's symptoms and diagnosis based on your orientation. Two articles relevant to the case (e.g. describing the theory, evidence based treatment, challenges in working with the population) should be provided to fellow interns and training director the week prior to the presentation
- Caseload sufficient that a minimum average of 10 client hours/week face-to-face direct service is provided
  - During the year, the intern will carry at least 3 long-term individual therapy cases throughout the year.
  - Within the first month of internship, students are encouraged to contact their respective licensing board to ascertain if this requirement will fulfill their state licensing requirement
- Interns are required to complete 12 comprehensive assessments that respond to the referral question and integrate appropriate data to provide diagnostic and/or treatment recommendations using at least three measures
- Lead or Co-lead at least 2 psychotherapy (either psycho-educational or process-oriented) groups with a minimum of 6 sessions each
- Video or audio-tape sessions or be involved in “live” supervision.
  - A sampling of assessment and/or therapy sessions at the beginning of the rotation will be observed by the rotation supervisor either via means of audio/video recording or through live observation. Recording or live observation throughout the duration of the rotation will be left up to the discretion of the rotation supervisor who will base their decision on intern needs, interest, and time availability/practical logistics.
  - have tape ready for supervision
  - provide information for case conceptualization (see #2)
- Attend all intern didactic seminars unless on Leave Status. Participation in didactic seminars including those involving training in competency based supervision and clinical consultation are
required for completion. Interns will complete a pre-test and a post-test for these trainings to demonstrate learning. If on Leave Status, this requirement has been made-up by completing a response paper that evidences intern’s review of relevant literature and response summarizing the topic missed. When appropriate, interns may also elect to complete a different self-guided learning task and take the pre-test and post-test for that topic area

- Complete Hours Log and submit monthly summary of training hours to training director.
- Attend 1 professional development activity per month. (This may include psychology grand-rounds, psychiatrically oriented medical staff luncheon, IUSM neuropsychology case presentation, Seminars/Conferences at the local, regional, or national level).
- Be prepared for and attend 4 hours of supervision per week
  Intern supervision is regularly scheduled and sufficient relative to the intern’s professional responsibility assuring at a minimum that a full-time intern will receive 4 hours of supervision per week, at least 2 hours of which will include individual supervision.
- Present didactic seminar on topic of choice at psychologist’s meeting.
- Mean score of ‘level 3’ or greater in all competency domains except Individual & Cultural Diversity: Self-Awareness, Professional Values, Attitudes & Behaviors: Self-Assessment and Self-Care, Communication and Interpersonal Skills: Affective Skills, Ethical & Legal Standards: Ethical Conduct and Research: Scientific Foundation of Psychology, which must be at ‘level 3’ or greater by mid-year and ‘level 4’ or greater by the year’s end
- Engage in umbrella supervision of practicum students

**University Contacts:** We follow the Councils of Chairs of Training Councils (CCTC) guidance for communication between host program. At the beginning of internship, the Director of Psychology Training corresponds with the university director of clinical/counseling training for each incoming intern. A copy of this brochure is sent to the directors. This affords the university faculty an opportunity to communicate with the Director of Psychology Training about the internship and the training needs of their students. Competency evaluations at mid-year and upon the year’s end are sent to host program DCT. Additional exchanges between the internship and the intern’s academic program faculty are welcome and may be necessary under special circumstances.

**Facility and Training Resources**

Interns are provided with office space and will each have his or her own computer and phone, along with space to write reports and notes. They have access to the online VA Medical Library, as well as the Medical Library located on the grounds. A program support assistant serves psychology and assists interns in scheduling and managing appointments.

**Administrative Policies and Procedures**

Our internship policy and procedure manual covers all domains applicable to our trainees, including, but not limited to (a) Administrative (e.g., training committee structure and function, intern’s involvement in faculty meetings, intern selection, evaluations of interns, faculty, rotation, etc.); (b) Training (e.g., compliance with training and ethical requirements, outside placements, supervisor qualifications, rotation placement changes, etc.); and (c) Other (e.g., grievance procedures, disciplinary procedures). Our privacy policy is clear: we will collect no personal information about you when you visit our website, and our internship program does not require self-disclosure.

**Due Process:** A specific policy is established to ensure and guide due process for all interns. Grievances covered by this policy include, but are not limited to (a) challenging a performance rating, (b) grievances, against clinical, teaching, supervision, or other professional behavior of faculty member(s); or (c) challenging a program policy or procedure. (This policy does not deny the intern’s right to grieve directly to the Chief of Staff or the Human Resources Management Service.)

Leave policies follow the national VA standards for sick and annual leave. Five working days of Authorized Absence will be granted for approved professional activity including attendance at educational
events, conferences, dissertation defense, and similar activities. To be approved, educational events or conferences must be relevant to practice or research in clinical or counseling psychology. The professional relevance of the activity is judged by the Director of Psychology Training after consulting with the intern, the immediate supervisor and, if necessary, the Training Committee.

**Training Staff**

**PSYCHOLOGY STAFF QUALIFICATIONS AND INTERESTS**

**BELANGER, Liz**  
Current VA Position: Clinical Psychologist, Domiciliary Residential Rehabilitation Treatment Program (DRRTP)  
Degree: Psy.D., University of Indianapolis, 2016  
VA Hire: 2016  
Doctoral Internship: Roudebush VA, Interpersonal Approaches to Wellness in Residential Treatment 2015-2016  
E-mail address: Elizabeth.belanger2@va.gov  
Theoretical Orientation: Integrated metacognitive and interpersonal  
Areas of clinical specialization: personality disorders, trauma, substance use  
Publications: Clinical research focusing on intersubjectivity in therapy with persons diagnosed with schizophrenia, qualitative research  
Teaching/Training Interests: Supervision, professional development

**BOO, Jenelle N.**  
Current VA Position: Clinical Psychologist, Director of PTSD Clinical Team  
Degree: Ph.D., Ball State University, 2010  
VA Hire: 2013  
Doctoral Internship: Illinois State University, Student Counseling Services, 2009-2010  
E-mail address: jenelle.boo@va.gov  
Licensure: Virginia (2011)  
Theoretical Orientation: Integrated Interpersonal, Feminist, Cognitive Behavioral  
Areas of clinical specialization: PTSD, Sexual Trauma, Interpersonal Trauma, Spirituality, College Student Development  
Publications: Interpersonal Relationships, Attachment, Career Development and Dual Roles, Giftedness  
Professional Organizations: American Psychological Association (Division 17, Counseling Psychology; Division 35; Society for the Psychology of Women)  
Teaching/Training Interests: Evidence-Based Therapy for PTSD, Diversity Issues (Spirituality, Gender), Sexual Assault, Supervision

**GREENE, Ryan**  
Current VA Position: Clinical Neuropsychologist, Older Adult Mental Health Clinic  
Area of Specialization: Neuropsychology  
Degree: PsyD, Wheaton College, 2014  
Doctoral Internship: Henry Ford Health System, Detroit, MI, 2013-2014  
Postdoctoral Fellowship: Neuropsychology Fellowship, Indiana University Medical School, Indianapolis, IN, 2014-2016  
VA hire: 2016  
E-mail address: ryan.greene13@va.gov  
Licensure: Indiana (2016)  
Theoretical Orientation: Biopsychosocial  
Areas of clinical specialization: Clinical Neuropsychology
Professional Organizations: American Psychological Association (APA), Indiana Psychological Association (IPA), International Neuropsychological Society (INS), American Board of Professional Psychology (ABPP)
Intern Training Rotation: Neuropsychology Minor Rotation
Teaching/Training interests: Neuropsychological evaluations for neurodegenerative illnesses, Pre-surgical cognitive assessments for DBS and epilepsy surgeries, Psychological collaboration within multidisciplinary medical teams

LYSAKER, Paul H
Current VA Position: Staff Psychologist, Psychosocial Rehabilitation and Recovery Center
Area of Specialization: Clinical Psychology
Degree: Ph.D., Kent State University, 1991
Doctoral Internship: West Haven VAMC, 1988-1989
VA hire: 1998
E-mail address: plysaker@iupui.edu
Licensure: Indiana 1995
Theoretical Orientation: Integrative
Areas of clinical specialization: Integrative Psychotherapy, Metacognitive and intersubjectively focused psychotherapy for persons with serious mental illness
Publications: Psychosis, schizophrenia, vocational rehabilitation, psychotherapy, stigma, phenomenology, trauma, metacognition, theory of mind, insight
Professional Organizations: American Psychological Association
Intern Training Rotation: Serious Mental Illness and Recovery
Teaching/Training interests: Psychotherapy and metacognition

SCHNUR, Kristoffer
Current VA Position: Health Behavioral Coordinator/Clinical Psychologist
Area of Specialization: Clinical Psychology
Degree: Ph.D., Counseling Psychology, Indiana State University, 2009
Doctoral Internship: GEO Care South Florida State Hospital 2008-2009
VA hire: December 2012
E-mail address: Kristoffer.schnur@va.gov
Licensure: Indiana (2010)
Theoretical Orientation: Integrative
Areas of clinical specialization: CBT-I for Insomnia, general psychotherapy, psychological testing, behavioral health assessments, Training providers in patient centered communication (Motivational Interviewing), Tobacco cessation, health psychology
Teaching/Training interests: CBT-I for Insomnia, general psychotherapy, psychological testing, behavioral health assessments, Training providers in patient centered communication (Motivational Interviewing), Tobacco cessation, health psychology

SPERRY, Heather
Current VA Position: Staff Psychologist, Primary Care
Area of Specialization: Counseling Psychology
Degree: Ph.D., University of Akron, 2016
Doctoral Internship: Gulf Coast Veteran’s Healthcare System, 2015-2016
VA hire: 2016
E-mail address: heather.sperry@va.gov
Licensure: Indiana (2017)
Theoretical Orientation: Multicultural Feminist
Areas of clinical specialization: Trauma, diversity-related issues, disrupted sleep (e.g., insomnia, nightmares)
Professional Organizations: Association for Women in Psychology (AWP)
Intern Training Rotation: Primary Care
Teaching/Training interests: Psychological assessment, diversity-related issues, disrupted sleep, PTSD/trauma in a primary care setting

**SUMMERS, Jay**
Current VA Position: Staff Psychologist, Primary Care  
Area of Specialization: Clinical Psychology  
Degree: Ph.D., University of Kansas, 1993  
Doctoral Internship: Palo Alto VAMC, 1992-1993  
VA hire: 2012  
E-mail address: jay.summers@va.gov  
Licensure: Arizona (1994)  
Theoretical Orientation: Cognitive-Behavioral  
Areas of clinical specialization: Clinical neuropsychology, rehabilitation psychology, health psychology  
Professional Organizations: American Psychological Association, Arizona Psychological Association  
Intern Training Rotation: Neuropsychology  
Teaching/Training interests: Psychological assessment, neuropsychological assessment, mindfulness-based psychotherapy

**WICKETT-CURTIS, Amanda**
Current VA Position: Director of Training, Psychology; Substance Use Disorder-PTSD Specialist  
Area of Specialization: Clinical Psychology  
Degree: Psy.D., Clinical Psychology, University of Indianapolis, 2004  
Postdoctoral Fellowship: Metropolitan Saint Louis Psychiatric Center, Saint Louis, MO, 2004-2005  
VA hire: 2007  
E-mail address: amanda.wickett@va.gov  
Licensure: Missouri (2005), Indiana (2006)  
Theoretical Orientation: Constructivist, Integrative  
Areas of clinical specialization: Trauma and Addiction, Psychology of Women, Severe Mental Illness, Cluster B Personality Disorders  
Professional Organizations: American Psychological Association  
Teaching/Training interests: Assessing and Treating Co-occurring Trauma and Substance Use Disorders, Cognitive Processing Therapy, Dissociation, Clinical Supervision, Integrative and Intersubjective Psychotherapy Approaches

**WRIGHT-BUCKLEY, Carol E.**
Current VA Position: Staff Psychologist, Psychiatry Ambulatory Care Clinic  
Area of Specialization: Clinical Psychology  
Degree: Ph.D., University of Mississippi, 1986  
Doctoral Internship: Eisenhower Army Medical Center, 1985-1986  
VA hire: 2006  
E-mail address: carol.wright-buckley@va.gov  
Licensure: Indiana (1987)  
Theoretical Orientation: Integrative: Cognitive-Behavioral, Interpersonal  
Areas of clinical specialization: Individual, group, couples therapy  
Publications: Journal of Counseling Psychology  
Professional Organizations: Indiana Association of Black Psychologists  
Intern Training Rotation: Psychiatry Ambulatory Care Clinic
Teaching/Training interests: Evidence-Based psychotherapy practice, Compassion fatigue and resiliency in trauma-related disorders, Professionalism and self-awareness, cross cultural sensitivity

**Local Information**

The Richard L. Roudebush VA Medical Center includes the main medical center complex in Indianapolis, a local primary care treatment annex and three community-based outpatient clinics located in Bloomington, Terre Haute & Martinsville. The Roudebush VAMC is part of the Veteran's Integrated Service Network (VISN) 11, which also includes VA Medical Centers in Fort Wayne and Marion IN, Danville, Illinois, Ann Arbor, MI, Detroit, MI, Battle Creek, MI, Saginaw, MI and outlying clinics. It is located downtown in the heart of the city and adjacent to Indiana University- Purdue University at Indianapolis (IUPUI) and the Indiana University Medical Center.

The City of Indianapolis is the country’s 13th largest city and located in central Indiana. Indianapolis proudly hosts the Indianapolis 500 which is the largest one-day sporting event in the world. Indianapolis boasts the world’s largest children’s museum and hosts Black Expo and Indy Jazz Fest.

**Directions to the Richard L. Roudebush VA Medical Center**

The Outpatient Mental Health Clinic (MHC) is located on the 5th floor in the main building.

**From the North**
I-65 to West Street Exit (#114). Turn west (right) on 11th Street which becomes 10th Street. Follow 10th Street until you see the VA Medical Center on the left hand side of the road.
I-69 South to I-465, south to I-70, west to I-65 North to West Street Exit (#114). Turn west (right) on 11th Street which becomes 10th Street. Follow 10th Street until you see the VA Medical Center on the left hand side of the road.

**From the South**
I-65 to I-70, west on I-70 to West Street Exit (#79), north (right) on Missouri Street which turns to West Street. Follow West Street, which turns into Dr. Martin Luther King Jr. Street to 11th Street. Turn west (right) on 11th Street which becomes 10th Street. Follow 10th Street until you see the VA Medical Center on the left hand side of the road.
I-465 to I-65, north to I-70, west on I-70 to West Street Exit (#79), north (right) on Missouri Street which turns into West Street. Follow West Street, which turns into Dr. Martin Luther King Jr. Street to 11th Street. Turn west (right) on 11th Street which becomes 10th Street. Follow 10th Street until you see the VA Medical Center on the left hand side of the road.

**From the West**
I-70 east to West Street Exit (#79), north (right) on Missouri Street which turns into West Street. Follow West Street, which turns into Dr. Martin Luther King Jr. Street to 11th Street. Turn west (right) on 11th Street which becomes 10th Street. Follow 10th Street until you see the VA Medical Center on the left hand side of the road.
US-136 turn east (right) onto Crawfordsville Road, or take I-74 which becomes Crawfordsville Road. Follow Crawfordsville Road (Speedway) which becomes 16th Street. Follow 16th Street to Stadium Drive. Turn south (right) onto Stadium Drive. Follow Stadium Drive to 10th Street. Turn west (right) onto 10th Street. Follow 10th Street until you see the VA Medical Center on the left hand side of the road.

**From the East**
I-70 to I-65, north to West Street Exit (#114). Turn west (right) on 11th Street which becomes 10th Street. Follow 10th Street until you see the VA Medical Center on the left hand side of the road.