



**VA**

U.S. Department  
of Veterans Affairs

# Richard L. Roudebush VA Medical Center



## **Doctoral Psychology Internship Program in Health Service Psychology**

Richard L. Roudebush VA Medical Center  
1481 West 10th Street (116P)  
Indianapolis, IN 46202  
(317) 988-3658  
<http://www.indianapolis.va.gov/>

**Applications Due: November 15<sup>th</sup>**

Serious Mental Illness and Recovery (2 positions) – **216812**

Clinical Health Psychology in Primary Care (2 positions) – **216813**

Note: Information in this brochure reflects updates as of 9/1/2020

## ***Accreditation Status***

*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 5<sup>th</sup>, 2013 with the next site visit expected in 2020. Due to ongoing COVID-19 pandemic, all site visits have been postponed. Continued accreditation remains in place until an action is taken by the CoA. 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](http://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 s/he 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 of 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. (*Note: We recognize that prospective applicant's hours may have been impacted by the COVID-19 pandemic and will review applications with that in mind.*) 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:

1. U.S. citizenship. VA is unable to consider applications from anyone who is not currently a U.S. citizen. Verification of citizenship is required following selection. All interns and fellows must complete a Certification of Citizenship in the United States prior to beginning VA training.
2. A male applicant born after 12/31/1959 must have registered for the draft by age 26 to be eligible for any US government employment, including selection as a paid VA trainee. Male applicants must sign a pre-appointment Certification Statement for Selective Service Registration before they can be processed into a training program. Exceptions can be granted only by the US Office of Personnel Management; exceptions are very rarely granted.
3. Interns and Fellows are subject to fingerprinting and background checks. Match result and selection decisions are contingent on passing these screens.
4. VA training occurs in a health care setting. Some of the patients served by VA are elderly or infirm, and could succumb to common illnesses like influenza. It is important to be able to document that your vaccinations are up to date and that you have been screened for active tuberculosis prior to starting your training at VA or other hospitals. Securing a statement from university student health center, your regular health provider, or an urgent care clinic can expedite your appointment. Additionally, maintaining a current flu vaccination during the training year (or taking additional preventative measures to limit patient exposure to the flu) will be required. Please discuss this with the program training director after you have matched and well before to your start date to facilitate your onboarding
5. Internship applicants also must meet these criteria to be considered for any VA Psychology Internship Program:
6. Doctoral student in good standing at an American Psychological Association (APA) or Canadian Psychological Association (CPA) accredited graduate program in Clinical, Counseling, or Combined psychology or Psychological Clinical Science Accreditation System (PCSAS) accredited program in Clinical Science. Persons with a doctorate in another area of psychology who meet the APA or CPA criteria for respecialization training in Clinical, Counseling, or Combined Psychology are also eligible.
7. Approved for internship status by graduate program training director.
8. To be eligible for employment as a VA Psychologist, a person must be a U.S. citizen and must have completed an APA, or CPA accredited graduate program in Clinical, Counseling, or Combined psychology or PCSAS accredited Clinical Science program AND must have completed an APA or CPA 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 \$26,361.00
- Only 52-week full-time internships are available (2088 hours).
- Our anticipated start date is August 8, 2021
- This setting complies with all APPIC guidelines and with local licensing requirements.
- APPIC Program Match Numbers:
  - Serious Mental Illness and Recovery (2 positions) – **216812**
  - Clinical Health Psychology in Primary Care (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](http://www.appic.org/)), which can be found at the APPIC website: [www.appic.org/](http://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 15<sup>th</sup>**. 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 [on-line APPIC Application for Psychology Internships](#).
- 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 by November 15<sup>th</sup>.
- 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<sup>th</sup>.

All correspondence and application materials should be sent to the Training Director:

Candace Tomes PsyD  
Psychology Training Director  
Richard L. Roudebush VA Medical Center  
1481 W. 10<sup>th</sup> street (116P)  
Indianapolis, IN 46202

## ***COVID-19 Response and Impact on Training***

The ongoing COVID-19 pandemic has created numerous challenges. This internship program strives for transparency in providing detailed information about how our program and training opportunities have been or may be impacted. This means that we cannot definitively predict how specific rotations or adjunctive training experiences may evolve for the 2021-2022 training year.

We can reasonably say that there will be increased utilization of telehealth and technology-based delivery platforms. We do not expect that there will be any significant changes to the base clinical services or populations served through rotations and adjunctive experiences described in our brochure.

Interns will likely have the capability to telework once they have completed the requisite trainings and demonstrated competency with clinical encounters.

The VA campuses have strict restrictions on patients or other members of the public visiting. All employees and visitors must wear a mask in all public areas on campus as part of our 100% masking policy. Further, employees must have their temperature taken upon entering the building. If staff become sick, they must be cleared by Occupational Health before they are allowed to return to campus. Most outpatient clinics are not seeing patients in-person and the date for in-person services to be resumed is yet to be determined. However, as face-to-face services are resumed, interns will be provided with the appropriate personal protective equipment (PPE). All didactics and seminars are currently held virtually. Interns will continue to receive the required hours of weekly supervision (individual and group). When supervision occurs in-person, social distancing and masking requirements will be observed.

### ***Selection and Interview Process***

The Selection Committee is comprised of the Training Director, at least all major emphasis area mentors, and other psychologists on staff. They meet to review all applications for basic eligibility. Applicants who are deemed to be a good fit with this internship program are invited 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. All interviews held for the 2021-2022 internship year will be conducted virtually due to the COVID-19 pandemic. Applicants invited to interview will be informed about the emphasis area 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. As stated above, all interviews for the 2021-2022 training year will be conducted virtually. 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 34 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 an executive psychologist who reports to the Chief of Psychiatry. The psychologists are organized into six groups based on similarity of function, purpose, or

activities. The program is overseen by Executive Psychology, Shannon Woller, Psy.D, ABPP, and is managed by the Training Director, Dr. Candace Tomes.

### ***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. 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 and group), conducting and interpreting psychological and neuropsychological assessments, and providing psychoeducation. We utilize a mentorship model for both emphasis areas which means that each intern's primary emphasis area supervisor also serves as the intern's mentor. The two primary emphasis areas include: 1) Serious Mental Illness and Recovery which focuses on recovery oriented treatment for veterans with serious mental illness and 2) Clinical Health Psychology in Primary Care which focuses on supporting the primary care provider in identifying and treating mental health concerns. As a site serving primarily adult veterans and some active military service people, the population served is predominantly male, although a growing percentage of younger Veterans and active duty service members are women (approximately 15%). 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 training director and their primary mentor to discuss options and preferences regarding their training schedule for the entire year. Interns then collaboratively establish their training plan with all supervisors who will be involved in their training. The Training Director approves the training plan to ensure that it includes experiences that best meet intern individual training needs. 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 three major rotations and approximately eight hours per week (one day) in their chosen minor rotation. 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 and the other six months in the Mental Health Clinic (MHC). Dr. Brown is located at the Indy West CBOC and interns may spend part of their time at this off-site location that provides both primary care and mental health treatment. To ensure sufficient exposure to the outpatient population, each intern will be required to complete one major rotation in the MHC. Thus, interns will have yearlong exposure to their emphasis area while also focusing on generalist training in the MHC (see table on page 7).

### ***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 of 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, and 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. As indicated above, interns will complete a six-month minor rotation (one day per week) in their major emphasis area to ensure continuity of training, and sufficient contact with their mentor. Interns involved in the SMI rotation are expected to carry at least three long-term therapy cases throughout the year 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 is set aside for training activities including didactics, case presentations, reading, research, and special projects. Interns can expect at least two hours of individual supervision and two hours of group supervision per week. Additional group supervision opportunities take place in the context of interactive didactics, treatment team staff meetings and related multidisciplinary meetings. Interns are also expected to gain experience providing supervision and these opportunities will be available in the intern's major emphasis area rotations throughout the year. The degree of responsibility given the intern and the amount of structure provided depends on the intern's 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 major and 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)
- Clinical Health Psychology in Primary Care (Health)

**Generalist Major Rotations**

- Outpatient Mental Health Clinic (MHC)

**Minor Rotations**

- Neuropsychology
- Dialectical Behavioral Therapy (DBT)
- Trauma Recovery Program
- LGBT
- Clinical Research (SMI)
- Home-Based Primary Care
- Rehabilitation for Persistent Pain

<b>Major Emphasis Area</b>	<b>Semester 1</b>	<b>Semester 2</b>
<b>SMI intern #1</b>		
Major Rotation	SMI	MHC
Minor Rotation	TBD	SMI
<b>SMI intern #2</b>		
Major Rotation	MHC	SMI
Minor Rotation	SMI	TBD

<b>Health intern #1</b>		
Major Rotation	MHC	Health
Minor Rotation	Health	TBD
<b>Health intern #2</b>		
Major Rotation	Health	MHC
Minor Rotation	TBD	Health

## Major Rotations

### Serious Mental Illness and Recovery

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

This rotation focuses on long term psychotherapy with veterans with significant mental health needs including those related to schizophrenia, bipolar disorder, major depression, personality disorders, substance use, and trauma. Treatment is delivered in the Psychosocial Rehabilitation and Recovery Center (PRRC), an outpatient clinic housing within the larger medical center. The PRRC is made up of an interdisciplinary team including psychologists, psychiatrists, nurse practitioners, social workers and graduate level trainees. Group programming offers a range of possible experiences, including process groups and social skills training. Patients seen in PRRC engage in group and individual therapy, and family counseling if desired.

Many of the patients treated in the PRRC have complex mental health needs which include potentially early trauma, social adversity, and multiple comorbid psychiatric and non-psychiatric medical conditions. The treatment is individualized and conceptualized as something that develops as the patient and clinician get to know one another. This rotation offers a strong recovery framework in which meaningful recovery must be directed by the patient. 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. It is an integrative and flexible approach in that it describes principles that can be adapted by therapists from other perspectives in order to promote metacognition and help clients meaningfully recover. This work, rather than focusing on the contents of thoughts alone, is 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, deficits in social cognition and metacognition, as well as methods used to formally assess these barriers and intervene accordingly.

Interns will become able to deliver services to effectively address cognitive and intersubjective processes. Interns will become able to utilize a range of empirically supported techniques based on the unique need of the patient. The intern will also be able to consult and participate in interdisciplinary treatment team meetings with fellow PRRC providers to develop comprehensive psychological conceptualizations to guide treatment planning. 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.

**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:***

- 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
- Participating in supervision of practicum students providing group and individual psychotherapy as well as diagnostic assessment

### **Primary Care Mental Health Integration**

*Supervisors: Christianne M. Brown PsyD, HSPP (mentor), Sarah Skeeters, PsyD, HSPP, and Heather Sperry PhD, HSPP*

This major rotation is offered at either the medical center or the Brownsburg Community Based Outpatient Clinic (CBOC). The purpose of this rotation is to provide interns with an opportunity to provide short-term, solution-focused therapy with Veterans in the Primary Care setting as part of the patient-centered medical home model (known as Patient Aligned Care Teams, or PACT). Interns will spend the majority of their time working as an integrated member of the PACT where they will support primary care providers in the provision of services to Veterans presenting with mental health (e.g. depression, anxiety, insomnia) and behavioral health (e.g. weight management, tobacco cessation, medication compliance) concerns while increasing awareness of complex medical needs, including and not limited to diabetes, traumatic brain injury, COPD, chronic pain, and cancer, in patient functioning. Interns will also learn to function as the mental and behavioral health subject matter expert on a multidisciplinary team, thus gaining ample experience with interprofessional collaboration and consultation.

Within the Primary Care Mental Integration Model (PCMHI), the intern will learn how to effectively assess and determine the appropriate level of care needed for Veterans presenting with mental and behavioral health conditions within the primary care setting. Interns will learn how and when to refer patients to other levels of care and related programs utilizing the stepped-care model of treatment. Interns will also learn to create a plan of care (POC) via the measurement-based care model, which involves utilizing a brief, standardized assessment and other measures to guide treatment planning and assess treatment outcomes while delivering services in one to six 30-minute sessions. Finally, interns will learn to utilize a broad range of interventions including but not limited to behavioral activation, goal setting, motivational interviewing, problem solving, thought challenging, and pleasurable activity planning. As both Drs. Brown and Sperry are VA Certified in Cognitive Behavior Therapy for Insomnia (CBT-I), ample opportunity also exists for training in this evidence-based treatment. Dr. Skeeters will also participate through moderating weekly PCMHI Group Supervision.

The intern will be able to meet with supervisors during orientation and discuss a preferred location for this rotation. This will be based on desired training experiences of the intern and supervisor availability. Dr. Sperry will provide supervision at the main hospital and Dr. Brown will provide supervision at the Brownsburg CBOC. At both sites, interns will provide same-day patient care by conducting triage assessments for veterans referred by their treating provider and/or other PACT members. Interns may have the opportunity to participate in the PCMHI Competency Training depending upon training availability. 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 patients within the PACT model. Interns in the clinical health emphasis area will participate in the weekly health didactic series throughout the year.

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

- Conducting initial PCMHI assessments
- Managing a caseload of patients
- 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, CBTI, Motivational Interviewing) to promote both physical and mental health

## **Outpatient Mental Health**

*Supervisors: Jennifer Chambers, Ph.D, Candace Tomes, PsyD*

The purpose of the rotation is to provide the intern with intensive experience in an outpatient mental health clinic. Drs. Chambers and Tomes will supervise interns 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 may have the opportunity to gain experience in working with evidence-based treatment of trauma under the secondary supervision of Dr. Rose-Freeman in coordination with the PTSD Clinical Team.

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.

Dr. Rose-Freeman will act as secondary supervisor for interns who are interested and in the evaluation and treatment of veterans participating in the Trauma Recovery Program (TRP). Training experiences will vary depending on intern interest and supervisor availability, be on a case-by-case basis and depend upon availability. Dr. Rose-Freeman may also supervise diagnostic evaluations both in the context of the TRP and MHC. The TRP is a time-limited trauma- focused treatment program that offers evidence-based therapies to veterans with symptoms of PTSD. Interns interested in this areas of training 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 at least two veterans with PTSD and learn to provide Empirically Supported Treatments including Cognitive Processing Therapy (CPT) and Skills Training in Affective and Interpersonal Regulation (STAIR). Interns will participate in weekly training and supervision and carry a caseload of general Mental Health Clinic patients and interns will have opportunities to learn how to effectively assess, conceptualize and treat individuals presenting with complex character pathology. Interns who work with Dr. Rose-Freeman during their first semester will have an opportunity to utilize depth-oriented approaches to treat individuals presenting with complex presentations including personality disorders that may span the entire training year.

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

- Carrying a caseload of ongoing 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
- Conducting diagnostic psychological assessments
- Attending and actively participating multidisciplinary treatment team meetings
- Participating in vertical supervision of practicum students
- Learning and utilizing both brief, time-limited evidence-based psychotherapies and depth-oriented, integrative therapies

## **Minor Rotations**

### **Neuropsychology**

*Supervisors: Ryan Greene, PsyD, HSPP; Gili Goldfrad, PsyD, HSPP, and Jay Summers, PhD*

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, 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.

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. 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 outpatient 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. In order to learn more about the field of neuropsychology, interns involved in this rotation are required to participate in weekly didactics comprised of lectures on topics pertinent to the field of neuropsychology, fact-finding cases, case presentations, and article reviews. Subjects included in this series include neurocognitive screening measures, functional neuroanatomy, differentiation of normal aging and dementing processes, traumatic brain injuries, stroke, and the differential diagnosis of multiple neurodegenerative illnesses, etc. Due to time commitments with this didactic series, this rotation involves an alternate tour of duty on Tuesdays starting at 7:30 am. Finally, students who select the neuropsychology minor rotation are expected to attend didactics throughout their training year regardless of which semester they are completing their rotation.

### **Dialectical Behavioral Therapy**

*Supervisors: Jennifer Chambers, PhD, HSPP and Candace Tomes, PsyD*

The purpose of the rotation is to provide the intern with experience in a fully functioning Dialectical Behavior Therapy program within the outpatient mental health clinic. Dr. Chambers will supervise interns in this rotation. Veterans participate in six months of weekly group and individual therapy as well as using phone coaching when needed. The majority of the veterans participating in DBT have been diagnosed with Borderline Personality Disorder, traits of BPD, or PTSD.

The DBT program at the Indianapolis follows Dr. Marsha Linehan's dialectical cognitive behavioral model and case formulation. The program consists of dual elements of treatment including 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, provide individual DBT therapy, and to participate on the multidisciplinary DBT consultation team. Interns will be expected to carry a caseload of at least two veterans diagnosed with BPD and co-facilitate at least three of the four skills training modules for group.

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

- Participation in weekly DBT Consultation Team meetings
- Co-facilitating DBT skills group
- Provide individual therapy for two veterans in the program
- Completing DBT intake assessments
- Read foundational materials including “Doing DBT” by Kelly Koerner and Linehan’s original text

**Trauma Recovery Program**

*Supervisor: Nichole Rose-Freeman, PsyD*

The purpose of this rotation is to provide the intern with evidence-based training in the assessment and treatment of PTSD. The TRP is a time-limited trauma-focused treatment program that offers evidence-based psychotherapies to Veterans with symptoms of PTSD. Interns interested in this area of training will have the opportunity to learn and administer gold-standard diagnostic interviews for a diagnosis of PTSD including the Clinician Administered PTSD Scale for DSM-5 (CAPS-5) and PTSD Checklist (PCL-5). Additionally, interns will learn to provide empirically-supported treatments including Cognitive Processing Therapy, Prolonged Exposure, and Skills Training in Affective and Interpersonal Regulation (STAIR). Finally, the intern will have the opportunity to attend and participate in the PTSD Clinical Team Meetings.

**LGBT**

*Supervisor: Heather Sperry, PhD, HSPP*

The purpose of the rotation is to provide the intern with experience in LGBT healthcare and advocacy by working closely with Dr. Sperry, the LGBT Veteran Care Coordinator (VCC). In 2016, National Program for Points of Contact for LGBT Veterans (and the LGBT VCC role) was created to address their sustained and present impact on LGBT individuals who have historically experienced social stigma and discrimination which contribute to health disparities related to access, engagement, and quality of care. Each VA Medical Center Director appointed at least one LGBT VCC to serve their respective facility. The LGBT VCC role is administrative in nature, although many LGBT VCCs engage in clinical care with LGBT Veterans as well. LGBT VCC responsibilities include the implementing national and Veterans Integrated Service Network (VISN)-level policies, advocating and problem-solving LGBT Veteran-related health care issues at the medical center and associated Community-Based Outpatient Clinics (CBOCs), communicating regularly with National LGBT Program, providing regular training and consultation to staff members, coordinating with Equal Employment Opportunity (EEO) LGBT Special Emphasis Program Manager (SEPM) in addressing LGBT employee concerns, educating staff and LGBT Veterans on available services, engaging in outreach events and facilitates LGBT special observances (e.g., LGBT Pride Month, LGBT Health Awareness Week, Transgender Awareness Month), and assisting with completion of Healthcare Equality Index (HEI), and networks with key stake-holders, staff members, and community members. In addition to these administrative responsibilities, Dr. Sperry also provides clinical care to LGBT Veterans (e.g., Transgender Support Group, management of LGBT Vet Services consult) and facilitates the care provided by other providers (e.g., readiness evaluation for hormones/surgeries, LGBT Support Group, PRIDE Group).

The LGBT Health Minor rotation offers psychology interns an opportunity to engage in a variety of activities including direct patient clinical care and administrative tasks (e.g., event planning, coordinating care, educating staff, engaging in VISN- and National-level programming). As the LGBT VCC position is not housed within a specific service-line (e.g.,

psychiatry), it offers opportunity for interns to engage in LGBT care across various disciplines and engage in networking within the hospital. Interns will have a variety of opportunities which include: reading relevant literature on LGBT care, participating in LGBT special observance, co-facilitating an LGBT group, completing hormone and/or surgery readiness evaluations, participating in VISN- and/or National-level calls and a facility LGBT workgroup, providing education and advocacy to VA staff members, participating in LGBT-specific trainings, assisting in providing services and psychoeducation via LGBT consultation, and completing a special LGBT project agreed upon by intern and supervisor.

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

- Participate in monthly facility LGBT Workgroup
- Participate in monthly VISN-level LGBT Call
- Co-facilitate Transgender Support Group (1x/month) as available
- Co-facilitate LGBT Health Education Group as available
- Provide at least 2 LGBT Education Presentations (at least 1 must be outside MH staff)
- Participate in/attend at least 1 LGBT-related event (e.g., Pride, Transgender Day of Remembrance)
- Assist with f/u for LGBT Vet Services Consult
- Read foundational materials and relevant guidelines, such as WPATH SOC
- Complete LGBT project as agreed upon by intern/supervisor

**Clinical Research**

*Supervisor: Paul Lysaker, PhD, HSPP*

The purpose of this rotation would be to provide the intern the opportunity to participate in an ongoing longstanding program of research. It is intended to help prepare interns who are interested in a career which both clinical practice and clinical research would be integrated. There will be opportunities for participation with a larger group of psychologists linked through funding or shared ideas. Activities may include the conceptualization of research questions, study design, study implementation, and data analysis. Opportunities for quantitative, qualitative, and theoretical work are available. It is expected that the intern will be the first author on at least one manuscript which will be submitted to a peer reviewed journal and be an author on at least one other paper prepared by other members of the research group. The research may explore many different phenomena but in general will be concerned with identifying psychological factors which contribute to health and recovery among persons with serious mental illness, significant mental health challenges, and relatedly the development of recovery oriented interventions.

**Home-Based Primary Care**

*Supervisors: Jennifer Mariner, PhD; Bradley Mossbarger, PhD*

Home-Based Primary Care (HBPC) provides comprehensive, longitudinal primary health care in the homes of Veterans who qualify for this home-based program. Most patients are geriatric and have complex, chronic medical issues, and many have dementia and/or significant psychiatric disability. A large interdisciplinary team (including primary care providers, nurses, physical and occupational therapists, dietitian, social work, pharmacy and psychology) serve patients via home visits, video connect, and telephone-based contacts. Psychologist responsibilities include psychiatric and cognitive assessments, assessments of medical decision-making and financial capacity; psychotherapeutic interventions with patients and caregivers; trainings for facility staff and the medical team; staff consultation; and team development activities. Presenting patient problems are varied and include depression and anxiety, coping with chronic illness, motivation/adherence issues, caregiver stress, and behavioral problems in dementia. Standardized assessment instruments and evidence-based therapy approaches are used. In this training program, a developmental, competency-based model of supervision is employed, with interns initially accompanying the supervisor in a government vehicle to the Veteran's home to observe and ultimately conduct assessments and interventions under room-level supervision. Telephone-based interventions with Veterans and their families, conducted from HBPC offices, will also be utilized. The supervising

psychologist will physically accompany the intern on a home visit at all times, but based on the graduated level of supervision, the goal of this rotation will be to have the intern conduct the session/assessment without intervention from the supervising psychologist. Travel can be up to one hour each way to a Veteran's home, as the team serves Veterans within a 50-60 mile radius of the VA Hospital. Due to travel time, generally only one or two home visits will be possible within a day.

HBPC treatment team meetings are held Tuesday and Thursdays at 0800 and last until the completion of the reviews. These meetings are at the HBPC offices (offsite). Interns are expected to attend one of these meetings (each supervisor covers one meeting weekly) during the remainder of the rotation.

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

- Conducting triages and lengthier mental health evaluations
- Managing a caseload of patients
- Attending team meetings and educational activities
- Collaborating and consulting with providers representing other disciplines involved in patient care (MD/NP/PA, LCSW, OT, PT, PharmD, etc.)
- Utilization of evidence-based interventions (e.g., CBT-CP, ACT-D, CBT-I, PST-HBPC, Motivational Interviewing) to promote improved functioning and quality of life for Veterans

**Rehabilitation for Persistent Pain**

Supervisor: *Michael Hines, PsyD, HSPP*

This rotation is designed to provide the intern with experience in rehabilitation for persistent pain. Housed under Physical Medicine and Rehabilitation Services (PMRS), The Veteran's Integrated Pain (VIP) Clinic is an interdisciplinary team comprised of medical providers, physical therapy, chiropractic care, pharmacy, recreational therapy, social work, and psychology. As an integrated part of the team, the intern will gain exposure and experience providing a wide range of psychological and behavioral interventions for Veterans with persistent pain conditions.

The intern will be based in the VIP Clinic at the OrthoIndy YMCA location. While the primary focus of treatment is persistent pain, Veteran's dealing with persistent pain often have several co-morbid mental health concerns. The intern will serve as part of an interdisciplinary team, will conduct initial psychiatric diagnostic evaluations, carry an individual caseload throughout the rotation, provide biofeedback training, facilitate/co-facilitate therapy groups, complete OUD/SUD screening, and participate in interdisciplinary treatment team meetings. Opportunities may also exist for the intern to co-treat with other members of the team (PT), conduct psychological assessments for Veterans being considered for spinal cord stimulator placement, and to assist with training other healthcare providers about non-pharmacological options for treating persistent pain.

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

- Conducting triages and lengthier pain focused mental health evaluations
- Managing a caseload of patients working toward rehabilitation in the VIP clinic
- Co-facilitating therapy groups
- Attending team meetings and educational activities
- Collaborating and consulting with providers representing other disciplines involved in patient care (MD, LCSW, RT, PT, PharmD, etc.)
- Utilization of evidence-based interventions (e.g., CBT-CP, Biofeedback, CBT-I, Motivational Interviewing) to promote improved functioning and quality of life for Veterans with persistent pain

## **Adjunctive Training Experiences**

### **Bioethics**

*Supervisor: Shannon Woller, PsyD, HSPP, ABPP*

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.

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, HSPP, ABPP*

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 and Group Supervision**

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, Health and stress, Women's health, Assessment and Treatment with diverse populations, Assessment and Treatment of Disorders related to Traumatic Stress Exposure and related conditions, and many others. Several seminars are dedicated to topics related to Professional Development and Inter-professionalism. 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. 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 and actively participate in 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 order to be granted an overall score greater than or equal to Level 3:

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

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 learnings 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
- 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 and prepare recordings for 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
- Provide information for case conceptualization
- Attend and actively participate in weekly group supervision and intern didactic seminars unless on Leave Status
- 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
- Prepare and present one two-hour didactic seminar to peers on topic of choice
- 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
- Provide clinical supervision to practicum students under the supervision of licensed psychologist

***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 (s) of 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.

**Grievance and Due Process:** A specific policy is established to ensure and guide grievance and 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 Policy:** 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***

### **BOO, Jenelle N.**

Current VA Position: Clinical Psychologist, Director of PTSD Clinical Team

Degree: Ph.D., Ball State University, 2010

VA Hire: 2013

Degree: Ph.D., Ball State University

Doctoral Internship: Illinois State University, Student Counseling Services, 2009-2010

E-mail address: [jenelle.boo@va.gov](mailto: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

Professional Organizations: American Psychological Association (Division 17, Counseling Psychology; Division 35; Society for the Psychology of Women) Intern Training Role: Diversity Training Coordinator

Teaching/Training Interests: Evidence-Based Therapy for PTSD, Diversity Issues (Spirituality, Gender), Sexual Assault, Supervision

### **BROWN, Christianne**

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

Area of Specialization: Clinical Psychology

Degree: Psy.D., University of Indianapolis, 2012

Doctoral Internship: The Menta Group, 2006

VA hire: 2014

E-mail address: [Christianne.Brown@va.gov](mailto:Christianne.Brown@va.gov)

Licensure: Indiana (2012)

Theoretical Orientation: Cognitive-Behavioral

Areas of clinical specialization: Clinical health psychology, adjustment to chronic illness, Insomnia using CBT-I, behavioral medicine, Women's Health Professional Organizations: American Psychological Association

Intern Training Rotation: Clinical Health Psychology in Primary Care, Primary Mentor

Teaching/Training interests: Clinical health psychology, Adjustment to chronic medical conditions, Insomnia, Psychological manifestations of chronic illness, Behavioral Medicine, Women's Health

### **CHAMBERS, Jennifer**

Current VA Position: Clinical Psychologist, Complex Care Program Manager

Degree: Ph.D., George Mason University, 2008

VA Hire: 2012

Doctoral Internship: Washington DC VA

Medical Center; 2002-2003

E-mail address: [jennifer.chambers@va.gov](mailto:jennifer.chambers@va.gov)

Licensure: Virginia (2009) Indiana (2018)

Theoretical Orientation: Cognitive Behavioral, Dialectical Behavior Therapy

Areas of clinical specialization: Personality Disorders, Co-occurring Disorders

Intern Training Rotation: Mental Health Clinic

Teaching/Training Interests: Dialectical Behavior Therapy; Personality Disorders

### **GOLDFRAD, Gili**

Current VA Position: Clinical Neuropsychologist, Mental Health Clinic

Area of Specialization: Neuropsychology  
Degree: PsyD, University of Hartford, 2016  
Doctoral Internship: Erie Psychological Consortium, Erie, PA, 2015-2016  
Postdoctoral Fellowship: Neuropsychology Fellowship, Indiana University Medical School, Indianapolis, IN, 2016-2018  
VA hire: 2018  
E-mail address: [gili.goldfrad@va.gov](mailto:gili.goldfrad@va.gov)  
Licensure: Indiana (2018)  
Theoretical Orientation: Biopsychosocial  
Areas of clinical specialization: Clinical Neuropsychology  
Professional Organizations: American Psychological Association (APA), Indiana Psychological Association (IPA), International Neuropsychological Society (INS), American Academy of Clinical Neuropsychology (AACN)  
Intern Training Rotation: Neuropsychology Minor Rotation  
Teaching/Training interests: Neuropsychological evaluations for neurodegenerative illnesses, acute neurological injuries, pre-surgical cognitive assessments for DBS and epilepsy surgeries, and complex medical/psychiatric populations.

**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](mailto: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 multi-disciplinary medical teams

**HINES, Michael**

Current VA Position: Staff Psychologist, Integrated Pain Clinic  
Area of Specialization: Clinical Psychology  
Degree: Psy.D., University of Indianapolis, 2010  
Doctoral Internship: University of Missouri – Kansas City Counseling Services, Kansas City, MO, 2009-2010  
Postdoctoral Fellowship: Indiana University/Purdue University-Indianapolis (IUPUI) Counseling and Psychological Services, Indianapolis, IN, 2010-2011  
VA hire: 2018  
E-mail address: [Michael.Hines7@va.gov](mailto:Michael.Hines7@va.gov)  
Licensure: Indiana (2011)  
Theoretical Orientation: Integrative, CBT, ACT, Interpersonal  
Areas of clinical specialization: Pain Psychology, Health Psychology, Substance Use Disorders  
Intern Training Rotations: Rehabilitation for Persistent Pain  
Teaching/Training interests: Pain Neuroscience, Non-pharmacological Treatment of Persistent Pain

**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](mailto: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, Primary Mentor

Teaching/Training interests: Psychotherapy and metacognition

**MARINER, Jennifer**

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

Area of Specialization: Clinical Psychology

Degree: Psy.D., University of Indianapolis, 2007

Doctoral Internship: 2006-2007

VA Hire: 2007

E-mail address: [Jennifer.Mariner2@va.gov](mailto:Jennifer.Mariner2@va.gov)

Licensure: Indiana (2007)

Theoretical Orientation: Eclectic

Areas of Clinical Specialization: Neurocognitive disorders/dementia; Decision making capacity assessment; Late life depression

Intern Training Rotation: Home-Based Primary Care Supervisor

Teaching/training interests: Dementia and neuropsychiatric sequelae; Elder abuse/ neglect; Alpha-stim; CHF/COPD

**MOSSBARGER, Bradley**

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

Area of Specialization: Clinical Psychology

Degree: PhD, Ohio University, 1996

Doctoral Internship: Bay Pines VA Medical Center 1993-94

VA Hire: 2008

E-mail address: [bradley.mossbarger3@va.gov](mailto:bradley.mossbarger3@va.gov)

Licensure: Indiana (2013)

Theoretical Orientation: Cognitive Behavioral

Areas of Clinical Specialization: Geriatric concerns, Coping with health and psychosocial changes

Professional Organizations: Gerontological Society of America

Intern Training Rotation: Home-Based Primary Care Supervisor

Teaching/training interests: Dementia assessment and care, Primary vs. secondary control in late life

**ROSE-FREEMAN, Nichole**

Current VA position: Staff Psychologist, Trauma Recovery Program

Area of Specialization: Trauma

Degree: Clinical Psychologist  
Doctoral Internship: North Florida/South Georgia Veterans Health System  
VA hire: 2018  
E-mail address: [Nichole.rose-freeman@va.gov](mailto:Nichole.rose-freeman@va.gov)  
Licensure: Indiana  
Theoretical Orientation: Cognitive Behavioral  
Areas of clinical specialization: Trauma  
Professional Organizations: American Psychological Association  
Intern Training Rotation: Trauma Recovery Program  
Clinical Interests: Evidence-Based Psychotherapies, Trauma

**SPERRY, Heather A.**

Current VA Position: Staff Psychologist, Primary Care-Mental Health Integration (PCMHI)  
Additional Position: LGBT Veteran Care Coordinator  
Area of Specialization: Counseling Psychology  
Degree: PhD, University of Akron, 2016  
Doctoral Internship: Gulf Coast Veteran's Healthcare System, 2015-2016  
VA Hire: 2016  
E-mail address: [heather.sperry@va.gov](mailto:heather.sperry@va.gov)  
Licensure: Indiana (2017)  
Theoretical Orientation: Multicultural Feminist, Integrative  
Areas of Clinical Specialization: Trauma, Diversity-related issues (e.g., LGBT), Disrupted sleep (e.g., insomnia)  
Professional Organizations: Association for Women in Psychology (AWP)  
Intern Training Rotation: PCMHI, potential additional opportunities in LGBT care  
Teaching/training interests: Diversity-related issues, transgender care, disrupted sleep, PTSD/trauma in a primary care setting

**SUMMERS, Jay**

Current VA Position: Staff Psychologist, Neuropsychology  
Area of Specialization: Clinical Psychology  
Degree: Ph.D., University of Kansas, 1993  
Doctoral Internship: Palo Alto VAMC, 1992-1993  
Postdoctoral Fellowships: Postdoctoral Fellow in Clinical Neuropsychology, Rehabilitation Institute of Michigan, Detroit, Michigan 1993-1994; Postdoctoral Fellow in Clinical Neuropsychology, Barrow Neurological Institute/St. Joseph's Hospital & Medical Center, Phoenix, Arizona, 1994-1995  
VA hire: 2012  
E-mail address: [jay.summers@va.gov](mailto: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

**TOMES, Candace**

Current VA Position(s): Psychology Training Director; Staff Psychologist, Mental Health Clinic  
Degree: PsyD, Xavier University, 2017  
Email: [candace.tomes@va.gov](mailto:candace.tomes@va.gov)  
Internship: Tuscaloosa VAMC  
Postdoctoral Fellowship: Postdoctoral Fellowship in PTSD, Salem VAMC

License: Virginia (2018)

Theoretical Orientation: Cognitive-Behavioral, Dialectical Behavior Therapy

Areas of Clinical Specialization: Anxiety, Trauma, Personality Disorders

Professional Organizations: Association of Behavioral and Cognitive Therapies

Professional Interests: Evidence-based psychotherapies, Dialectical Behavior Therapy, Trauma, Sexual Trauma

**TURNER, Joshua**

Current VA Position: Graduate Psychologist, Mental Health Clinic

Area of Specialization: Counseling Psychology

Degree: PhD, New Mexico State University, 2019

Doctoral Internship: Lexington VA Medical Center, 2018-2019

VA Hire: 2018

E-mail address: joshua.turner@va.gov

Licensure: Kentucky (2021)

Theoretical Orientation: ACT, RCT

Areas of Clinical Specialization: LGBT issues, Spanish counseling

Professional Organizations: American Psychological Association, National Latinx Psychological Association

Intern Training Rotation: Diversity Coordinator

Teaching/training interests: LGBT issues, supervision, multicultural counseling, decolonization theory

**WOLLER, Shannon E.**

Current VA Position: Executive Psychologist, MHC Director

Area of Specialization: Health Psychology; ABPP in Health Psychology; APA Ethics Fellow

Degree: Psy.D. University of Indianapolis, 2008; ABPP in Health Psychology

Predoctoral Internship: Dayton VA Medical Center, Dayton, OH

VA hire: 2008

Email: Shannon.woller@va.gov

Licensure: Indiana (2009)

Theoretical Orientation: Eclectic

Professional Organizations: American Psychological Association, Indiana Psychological Association; APA Ethics Fellow

Intern Training Rotations: Leadership and Bioethics

Teaching/Training interests: Health psychology, HIV, Chronic pain, Sexual health, Mindfulness, Pre-surgical psychological assessment, Ethics, Obesity, and HIV

# The Greater Indianapolis Area



## *The City of Indianapolis*

Census data from 2010 suggests that approximately 820,445 persons reside within Indianapolis and that the metro area is home to approximately 1,756,241. Indianapolis is diverse in terms of race, ethnicity, country of origin, language, religion, sexual orientation and gender identity. Based on 2010 census data the population of Indianapolis is 61.8% white, 27.5% black, 9.4% Hispanic/Latino and 2.1% Asian. Living in Indianapolis is extremely affordable. Indianapolis was rated in the top 10 affordable cities by Money Magazine in 2012 and was the largest city in the top 10 of the most affordable cities in the United States.

### ***Recreation in Indianapolis:***

- Sports - Home of the 2006 World Champion Indianapolis Colts (and host of the 2012 Super Bowl), Indiana Pacers, Indiana Fever, Indianapolis Indians AAA baseball, and the Indianapolis Motor Speedway with events such as the Indy 500.
- Fitness –There are clubs, marathons/half-marathons, triathlons (yes, there is water in Indy), countless gyms, yoga studios, and personal trainers to meet your every fitness need.
- Parks and Outdoor Activities - Close proximity to Eagle Creek Park (the largest municipal park in the nation), White River State Park, the Monon Trail, the Indianapolis Zoo, and many wonderful state parks within an hour drive.
- Dining – Indianapolis is home to countless award winning restaurants in all price ranges! We have some amazing established and up and coming chefs who are drawing national attention. Downtown, Broad Ripple, Mass Ave, Fountain Square, and the International Market Place offer options ranging from steakhouses, fine dining, small farm-to-fork establishments, vegetarian/vegan restaurants and cuisine from around the world.
- Cultural Activities - A variety of opportunities with the Indianapolis Symphony Orchestra, the Indiana Repertory Theater, Phoenix Theater, Indy Fringe Fest, the Heartland Film Festival, and the Indianapolis Arts Center.
- Museums - Options are available for all interests including the Children's Museum, the Indianapolis Museum of Art, Indiana State Museum, NCAA Hall of Champions, and the Eiteljorg Museum.
- Family Friendly Activities - Indianapolis is a great place to find family friendly activities. The zoo and Children's Museum are great downtown options and Conner Prairie just northeast of the city offers a unique living history

experience with hands on activities. Indianapolis is also home to many excellent public and private schools, and countless opportunities for kids to get involved in sports, camps and the arts.

- Festivals – Festivals abound in Indy throughout the year! Food, music and culture are not in short supply.
- Shopping – From the small, independent shops on Mass Ave., to numerous malls, to outlet shopping just south of Indianapolis in Edinburg, there are options for every shopping need.
- Orchards, farmers markets and more.
- For more information see [VisitIndy.com](http://VisitIndy.com)



### ***The Canal at White River State Park***

*“White River State Park boasts world-class attractions and destinations that offer distinctive experiences for every visitor. Greenspaces, trails, trees, and waterways co-mingle alongside cultural, educational, and recreational attractions across 250 beautiful acres in downtown Indianapolis. White River State Park is a great place to hold events, too! The greenspaces, hardscapes, and facility rentals are perfect locations for weddings, parties, charity events, corporate get-togethers and more.” - <https://www.whiteriverstatepark.org/>*



### **Indianapolis Arts Garden**

*“Owned and operated by the Arts Council of Indianapolis, the Indianapolis Arts Garden is a destination for arts and culture in the heart of downtown. The structure is a seven-story tall glass and steel icon over the intersection of Washington and Illinois Streets. The Arts Garden presents more than 250 free and public performances each year, along with monthly visual arts exhibitions by central Indiana artists. It is also rented for private events, including weddings, corporate receptions, and nonprofit events, which support funding for public arts programming.” - <https://indyarts.org/artsgarden>*



### **Indianapolis Art Center**

*“The Indianapolis Art Center was founded in 1934 as a Works Progress Administration program during the Great Depression to serve artists. Today, the Art Center inhabits a beautiful Michael Graves-designed building which sits on a 9.5 acre stretch along the banks of the White River in the Broad Ripple neighborhood of Indianapolis. Each year, the Art Center offers hundreds of art classes, over 50 art exhibitions in six art galleries, an Outreach program that takes art to underserved communities, and the Broad Ripple Art Fair.” - <https://www.indplsartcenter.org/>*



### **Indianapolis Museum of Art**

*“As the Indianapolis Museum of Art has grown to become an internationally renowned museum, we now turn our attention toward increasing our emphasis on combining art with nature. This combination of art and nature was always part of the original vision—and now we see a vision for the next fifty years. The galleries are surrounded by gardens, water features, over a hundred acres of woodland filled with surprise and beauty. The campus itself is ideal for performances, afternoon walks, kite-flying, cloud-gazing, memory-making, new-idea-having. There’s a mansion to stage unforgettable events, restaurants for relaxing, bars for microbrews and friendships. Newfields is a setting where it’s easy to make connections of all sorts. Like no place else in Indianapolis.” - <https://discovernewfields.org/>*



***Lucas Oil Stadium – Home of the Colts***

*“ Lucas Oil Stadium is a state-of-the-art retractable roof, multi-purpose facility seating over 67,000 fans while featuring spectacular views of the downtown Indianapolis skyline. Opened in 2008 as the new home of the NFL’s Indianapolis Colts, this facility already boasts an impressive resume having been named the 2009 Sports Facility of the Year by Street and Smith’s SportsBusiness Journal and having their Fieldturf surface ranked as the NFL’s best artificial surface in both 2009 and 2010.” - <http://www.lucasoilstadium.com/about.aspx>*



***Eagle Creek Park***

*“ With 1400 acres of water and 3900 acres of forest, Eagle Creek Park is one of the largest city parks in the nation, offering unmatched opportunities for recreation, enjoyment, and discovery of nature only minutes from downtown Indianapolis. Eagle Creek has a wide variety of facilities and programs.” - <http://indy.gov/EGOV/CITY/DPR/ECPARK/Pages/default.aspx>*



### ***Downtown Indianapolis***

*“ Jazz? Rock? 80s Power Ballad Karaoke? Whatever your taste in music (or libations), Indy has something for the night owl in everyone. ” -<https://www.visitindy.com/indianapolis-things-to-do-music-nightlife>*

### ***Local Information***

The Richard L. Roudebush Indianapolis VA Medical Center, located two miles northwest of the heart of downtown Indianapolis, has been serving Indiana Veterans since 1932. As Indiana’s tertiary care facility, the Indianapolis VAMC receives referrals from VA facilities at Ft. Wayne and Marion, Indiana, and from nearby Danville, Illinois for primary care, mental health care, dental care and a wide variety of specialties.

The medical center is committed to providing care where Veterans live, and operates five Community Based Outpatient Clinics (CBOC’s) located in Bloomington, Martinsville, Western Indianapolis (Indy West), Terre Haute, and most recently Columbus, Indiana. An additional clinic at West Lafayette, Indiana will be welcomed to the Richard L. Roudebush VA Medical Center Family of Community Outpatient Care in FY2017. The more than 64,000 patients (nearly 4,000 women Veterans) treated by the Indianapolis VA Medical Center require over 717,000 outpatient visits and almost 7,900 inpatient episodes of care yearly.

The Richard L. Roudebush VA Medical Center is affiliated with the Indiana University School of Medicine and physician residents and fellows pursue clinical training under the supervision of VA physicians in 22 accredited medical specialties. There are also nursing student affiliations with the Indiana University School of Nursing as well as education arrangements with 31 universities representing 94 fields of study involving dentistry, pharmacy, social work, allied health, psychology and others. The Pharmacy Residency program features a strong affiliation with both Purdue University and Butler University.

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

The Outpatient Mental Health Clinic (MHC) is located on the 5<sup>th</sup> 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.