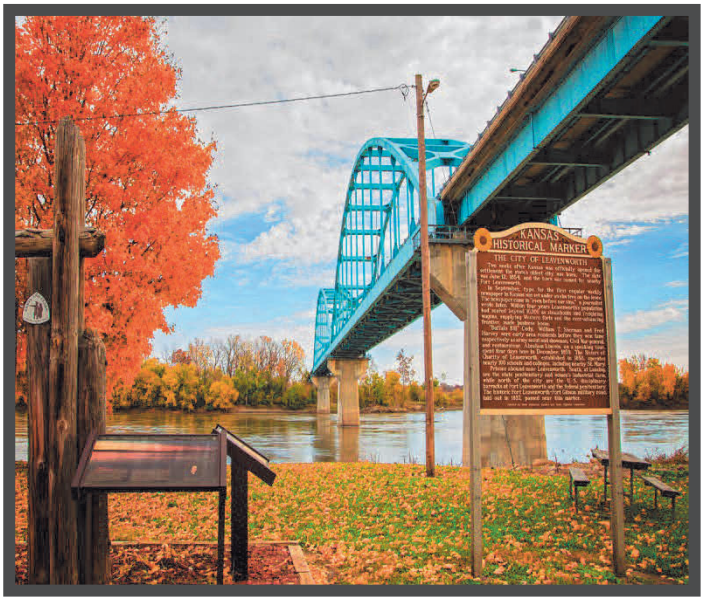
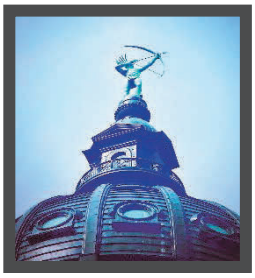
Updated September 15, 2026

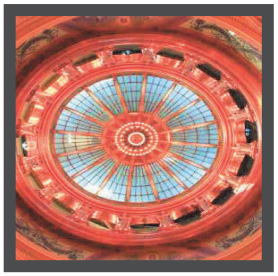
Psychology Internship Training Program

2027-2028











VA Eastern Kansas Health Care System (VAEKHCS)

Accreditation Status

The internship at the VAEKHCS is fully accredited by the Commission on Accreditation of the American Psychological Association. For information regarding APA accreditation of this or other internships, please contact:

American Psychological Association
Office of Program Consultation and Accreditation
750 First Street, NE
Washington, DC 20002-4242
Phone: 202-336-5979
TDD/TTY: 202-336-6123
Fax: 202-336-5978

For more information about the program, please contact Dr. Jamye Brown at jamye.brown@va.gov

Psychology Internship Program
VA Eastern Kansas Health Care System

Colmery-O'Neil VAMC
2200 SW Gage Blvd.
Topeka, KS 66622-0001
(785) 350-3111, Ext. 52075
http://www.topeka.va.gov

Dwight D Eisenhower VAMC
4101 South 4th Street Trafficway
Leavenworth, KS 66048
(913) 682-2000, Ext. 62391
http://www.leavenworth.va.gov

Leavenworth MATCH Number: 130411
Topeka MATCH Number: 130412
Applications Due: November 15

Dear prospective interns,

Thank you for checking out our training brochure! We are glad that you are considering completing your doctoral internship training at a VA, and specifically, at our site. The purpose of this brochure is to describe the internship program at the VA Eastern Kansas Health Care System (VAEK). We have often heard from internship applicants that our brochure does not do justice to the quality of our VAEK training program. Applicants have commented that they were pleasantly surprised by the warmth and enthusiasm of our training supervisors, the breadth and depth of our training opportunities, and the flexibility of our program to meet the individual training goals of each intern. We hope this letter provides a more complete introduction to our program – a way that might aid applicants in understanding why we believe our program is one of the best in the country!

VAEK has a long history of training psychologists. Internship training began at the Topeka campus in 1946, and was one of the first training programs to be started in the VA. We were first VA psychology internship program to be accredited by the American Psychological Association (APA) in 1974, and our program has maintained continual APA accreditation since (we anticipate our next site visit in the fall of 2025). Currently, VAEK is a multi-faceted program, providing opportunities for diverse training experiences amidst a supportive and flexible setting. We operate from a scientist-practitioner model and promote measurement-based care and evidence-based practices. We also recognize the importance of the common factors in psychotherapy – to include the therapeutic alliance, the healing setting, and the psychotherapeutic structure. Our training opportunities are designed to give our interns the opportunity to integrate both the science and art of psychology practice, an integration that we believe leads to improved clinical outcomes, better insight into change processes, and increased satisfaction with clinical work.

We are committed to and passionate about our program and training the next generation of psychologists. Furthermore, we are dedicated to providing a supportive and welcoming environment that values relationships and personal growth. Therefore, we place a high value on offering quality supervision, welcoming people with diverse backgrounds and characteristics, and ensuring clinical care respectful of human diversity. Supervisors aid interns in creating a training plan which recognizes training goals in a true generalist model – taking into account the individual intern's clinical strengths and growth edges. VAEK supervisors pride themselves on creating safe learning environments, in which interns are able to continue to expand clinical strengths and also challenge themselves in areas in which they have limited prior experiences. We are also committed to creating a therapeutic environment for, and ensure ethical treatment of, patients with diverse backgrounds and characteristics. As such, an

important goal of the training program is to increase interns' knowledge and skills in working with a wide range of clients from different cultural backgrounds.

Lastly, we want you to know that our program values a balance in dedicated clinical work and self-care. The investment that has been made to get a doctoral degree in psychology is SIGNIFICANT, and we believe that maintaining work-life balance allows the best opportunity for maintaining a long and fulfilling career in the field. Our internship is a 40-hour work week, and while we expect our interns to be at work on time, we also expect them to leave work ON TIME! In order to protect the work-life balance, we don't want, nor do we allow, interns to work evenings or weekends. Our philosophy is that the best clinical work comes from providers who are as invested in their non-psychology lives as they are in their psychology lives!

So, if you are asking yourself, "*Why would I want to come to Kansas?*," trust us – many of us have asked ourselves the same question. If you ask many of our former interns, they will tell you they didn't plan on coming to VAEK for internship, but once they interviewed with us, they decided it was a great place for training. Then, if you ask many of our staff members (who were former interns), they will likely tell you they just couldn't leave. So - be forewarned - if you decide to apply to VAEK for internship, you just might end up deciding you like it enough to stay.

Thank you for taking the time to review our brochure. Please let us know if there are any additional questions that we can answer. Best of luck as you continue your career in psychology.

Warmly,

Jamye Brown, Ph.D.
jamye.brown@va.gov
Director of Training
VA Eastern Kansas

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Accreditation Status

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Questions regarding the accreditation status of our program may be directed to:

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Office of Program Consultation and Accreditation
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Phone: 202-336-5979
TDD/TTY: 202-336-6123
Fax: 202-336-597
Email: apaaccred@apa.org

I. What Can Interns Do? - Training Experiences

TRAINING ROTATIONS

Rotations at Eastern Kansas are purposefully designed to be flexible yet comprehensive. Interns will complete three four-month major rotations during the course of their training year. Major rotation experiences are intensive immersion experiences, requiring 16-20 hours per week, and are selected collaboratively by the intern and supervisors with assistance of the training director. At Leavenworth, major rotations include the Domiciliary (DOM), Integrated Health (IH), Neuropsychology, and Substance Use Disorder Clinic (SUDC), and at Topeka, major rotations include Community Living Center (CLC), Mental Health Clinic (MHC), Neuropsychology, Primary Care Mental Health Integration (PCMHI), Psychiatric Recovery and Wellness Program (PRWP), and Stress Disorder Treatment Program (SDTP). Interns will also complete a required year-long rotation in Evidence Based Practices (EBPs) as well as carry assessment cases throughout the year. In addition, interns will have up to four hours allotted to engage in other clinical activities consistent with training goals; these are *optional* elective or sampling experiences that offer the intern an opportunity to gain broader experiences in a variety of clinical areas. Elective experiences are dependent upon the major rotation and, like the major, are decided upon collaboratively with supervisors. Fridays are partially reserved for training activities including supervision with the training director, peer supervision, and didactics, though interns may also have elective clinical experiences and/or report writing on Fridays.

Major Rotations	**Leavenworth** Domiciliary (DOM) Integrated Health (IH) Substance Use Disorder Clinic (SUDC) **Topeka** Mental Health Clinic (MHC) Primary Care Mental Health Integration (PCMHI) Psychiatric Recovery and Wellness Program (PRWP) Stress Disorder Treatment Program (SDTP)
Required Minor Rotation	Evidence Based Practices (both campuses
Elective Experiences	**Leavenworth** Suicide Prevention Threat Assessment and Management (TAM) Women's Health Clinic (WHC) **Topeka** Addictions Suicide Prevention Threat Assessment and Management (TAM) *Note: Some major rotations may offer elective experiences based upon supervisor availability and intern experience.*

At the beginning of the year, the intern class meets all of the staff to learn about the different training opportunities from each clinical area/staff member. There is flexibility to design the day of the rotation to meet the training goals of the intern. For example, an intern might select a particular day to be on a rotation to participate in a specific group offered on that day. Also, the intern and the supervisor will decide what kinds of cases to work on together. The training director creates the rotation schedules in close collaboration with the intern class and supervisors. Interns will have an opportunity to voice their preferences in major rotations and elective experiences, along with the ordering of rotations; the training director will attempt to accommodate those preferences as best as possible though may not be guaranteed due to unit/staff availability.

Close monitoring of the rotation contracts throughout the year assures that interns complete all the competencies in a timely manner. It is believed that interns will present to the training program with different strengths and weaknesses reflective of their university or professional school emphasis in training. Therefore, the flexibility allows us to build on their strengths and efficiently address their growth areas.

Eastern Kansas interns are exposed to diverse populations and diagnoses in a variety of settings. A range of training experiences in intervention and assessment are available throughout the rotations. The table below illustrates how time is allocated to different clinical activities during the internship year.

1st Rotation – 4 months	*2nd Rotation – 4 months*	*3rd Rotation – 4 months*
Major Rotation #1 16-20 hours	**Major Rotation #2** 16-20 hours	**Major Rotation #3** 16-20 hours
Elective Clinical Experiences 0-4 hours	**Elective Clinical Experiences** 0-4 hours	**Elective Clinical Experiences** 0-4 hours
Required – Evidence Based Practices 8 hours		
Required – Assessment 4-6 hours		
Didactics and Supervision 4 hours		



MAJOR ROTATIONS – LEAVENWORTH

DOMICILIARY

Interested in being part of a multidisciplinary team of providers? Want to work with a diverse population of Veterans? If so, this rotation awaits you! The Domiciliary is a co-ed, recovery-oriented, 40-bed general mental health residential rehabilitation treatment program (MHRRTP). The Domiciliary provides services and care for a variety of issues including homelessness, chronic and persistent mental illness, substance use disorders, chronic health issues, employment readiness, return to a state of independence, and reintegration into the community of their choice, with a typical length of stay of 90 days.

Team members may include a psychologist, social worker, rehabilitation technician, vocational rehabilitation specialist, psychiatrist, nurse, physician or nurse practitioner, dietitian, therapy assistant, and recreational therapist.

Training opportunities for interns include:

- Multidisciplinary teamwork
- Case management
- Group Psychotherapy
- Brief or long-term individual psychotherapy
- Psychodiagnostic evaluations
- Brief assessments
- Crisis management
- Program development and/or evaluation

Interns may also participate in a variety of other individual training goals as identified.

INTEGRATED HEALTH (IH)

The Integrated Health (IH) rotation is composed of several clinic rotations. Most of the intern's major rotation (about 16 hours) will be housed within Primary Care Mental Health Integration (PCMHI) clinic, while remaining hours can be accumulated in Women's Health Clinic or Whole Health.

PRIMARY CARE MENTAL HEALTH INTEGRATION (PCMHI)

When an intern participates in the Primary Care Mental Health Integration (PCMHI) rotation, they will gain extensive experience delivering behavioral health services in a primary care setting. Interns will work alongside a variety of different disciplines such as physicians, nurses, dieticians, social workers, medical support assistants, and pharmacists. Clinical work includes brief and focused interventions targeted at treating common mental health concerns, interventions designed to improve an individual's physical health, and biopsychosocial pre-surgical evaluations to assist the individual and their healthcare team.

Interns will be afforded opportunity to master the following practices:

- 30-minute focused assessments
- Warm handoffs
- Brief cognitive and ADHD screening
- Consultation with providers from a variety of disciplines
- Health behavior interventions
-

Depending on interests, interns could also gain experience with:

- Primary care protocols such as Prolonged Exposure for Primary Care, Problem Solving Training, Cognitive Behavioral Therapy for Insomnia, and Brief CBT for Chronic Pain
- Brief CBT, Focused ACT, and Motivational Interviewing
- Specialized work with geriatrics populations
- Presentations for medical staff
- Program/group development

WHOLE HEALTH

Interns on the Whole Health minor rotation will have a unique opportunity to do administrative and program development work as well as teaching and training of medical center staff. Interns will have the opportunity to work alongside a variety of disciplines and collaborate with specialty clinics within the hospital. There are few opportunities for clinical work, which will be completed in collaboration with the supervisor.

Experiences interns may have on the Whole Health rotation:

- Observation and shadowing of Whole Health leadership to learn about program development and Whole Health implementation
- Education about tracking and collecting Whole Health data

- Offering Whole Health education to staff (Whole Health 102)
- Co-facilitating Whole Health groups with Whole Health Clinicians and Coaches (Introduction to Whole Health [General, Pain, and Weight Management focused])
- Clinical work is limited but may include: MOVE! Group, Mindfulness for Chronic Pain Group, Individual Mindfulness sessions, and The Great Outdoors group
- Participating in teaching Motivational Interviewing and Patient-Centered Communication skills (TEACH for Success) to PACT staff
- Assisting PACT team members with using MI and patient-centered communication skills through consultation, joint sessions, or observation and feedback
- Assisting with presentations/trainings on using MI and patient-centered communication
- Potential to collaborate with other specialty clinics for teaching/training

WOMEN'S HEALTH CLINIC (WHC)

On the Women's Health Clinic rotation, interns will do clinical work in a primary care setting, collaborating with primary care providers, gynecology, nurses, social workers, and psychiatry staff. Training will include integration of medical comorbidities and medication side effects as part of comprehensive assessment and care. Interns will provide individual therapy for female veterans ranging in age from 18 to 80. Group psychotherapy experiences can include preventive care during pregnancy, support for Multiple Sclerosis, and equine-assisted group therapy for PTSD.

SUBSTANCE USE DISORDER CLINIC (SUDC)

The SUDC rotation provides interns with a well-rounded experience working with Veterans who present with a diverse range of concerns related to alcohol and other substance use. Through this rotation, interns will develop skills that prepare them for careers in both VA and community-based psychology settings, particularly in working with individuals facing addiction-related challenges. A strength of the program is its flexibility—supervisors are equipped to guide and support interns regardless of their prior SUD treatment experience, from those just starting out to those pursuing advanced or specialized training.

Interns participating in this rotation will gain experience in several key areas. They will have opportunities to provide individual therapy using approaches such as Motivational Interviewing (MI), Motivational Enhancement Therapy (MET), and Cognitive Behavioral Therapy for Substance Use Disorder (CBT-SUD). The rotation also includes group therapy facilitation, where interns utilize materials grounded in MI and CBT-SUD, helping them refine group leadership and intervention skills. Additionally, interns will be exposed to Contingency Management (CM) for treating stimulant and cannabis use disorders. Throughout the rotation, they will actively participate as members of a multidisciplinary treatment team, fostering collaboration and broadening their understanding of integrated care.



MAJOR ROTATIONS – TOPEKA

MENTAL HEALTH CLINIC

The Mental Health Clinic delivers services to over 1,800 Veterans. The rotation offers the opportunity for a diverse clinical experience focused on the delivery of evidence based episodic care and psychological assessment. Interns participating in this rotation will enhance their skills at assessing the appropriate level of care, type of service, and referring to appropriate colleagues and completing quality and in-depth psychosocial assessments. This rotation focuses on developing dynamic treatment plans focused on shared decision making and individualized measurement-based goals. To fulfill these treatment plans the interns will utilize a variety of measures to provide measurement-based care, evidence-based protocols, and evidence-based interventions. There is a focus on enhancing clinical skills to integrate data from the veteran's presentation and measurement-based care to create a detailed case conceptualization and providing feedback regarding treatment effectiveness and maintaining the dynamic and collaborative nature of the treatment plan. As part of this rotation, interns will participate in a multidisciplinary team consisting of psychologists, psychiatrists, nurse practitioners, nurses, social workers, and suicide prevention to increase effective and collaborative care. Interns can also individualize the rotation by selecting from optional opportunities available for the MHC rotation including group psychotherapy (acute psychiatry, substance, general mental health), individual psychotherapy for substance use disorders, risk assessment, and psychological testing (personality, ADHD, and/or ASD).

Interns on this rotation will have the opportunity to do the following:

- Intake assessments
- Co-facilitate individual psychotherapy and therapy groups in outpatient mental health
- Provide individual time-limited psychotherapy, including EBPs
- Consultation

Depending on their interests, interns could also gain experiences with:

- Integrate into the SUD interdisciplinary team and provide SUD specific EBPs in individual therapy
- Taking on additional assessment or psychotherapy experiences
- Developing their own psychotherapy group
- Integrated psychological assessment
- Co-facilitate groups in acute psychiatry

PRIMARY CARE MENTAL HEALTH INTEGRATION

The Primary Care Mental Health Integration (PCMHI) rotation allows interns to gain experience in delivery of behavioral health interventions within a primary care setting. We work as an integrated member of the medical team alongside physicians, dietitians, medical support assistants, and pharmacists. Veterans' level of needs in primary care mental health may range from disease prevention to learning how to cope with a life-threatening illness. Veterans will also present with varying levels of mental health needs, with mild-moderate difficulties being treated within the primary care setting. Commitment to this rotation is a 20 hour-per-week minimum, and time will be used to serve Veterans and medical staff as well as generate referrals through continued development of relationships with primary care providers.

Interns on this rotation will have the opportunity to:

- Learn how to conduct a focused 30-minute functional assessment
- Structure brief and time-limited 30-minute psychotherapy sessions
- Receive warm hand-offs
- Fulfill the role of a behavioral health consultant within a multidisciplinary team
- Provide consultative services to medical staff
- Participate in staff training
- Complete transplant, bariatric, and spinal cord stimulator evaluations
- Integrate whole health coaching into treatment of Veterans as well as the primary care clinic
- Learn how to appropriately refer Veterans to specialty clinics within the VA system
- Shadow psychiatric APRN to learn about medication management within PCMHI
- Provide interventions through virtual modalities

Depending on interests, interns could also gain experience with:

- Cognitive Behavioral Therapy for Insomnia (CBT-I)
- Motivational Interviewing
- Brief trauma treatment (PE-PC)
- Smoking Cessation and Alcohol Reduction
- Cognitive Behavioral Therapy for Chronic Pain (CBT-CP)
- Problem Solving Therapy (PST)
- Conjoint management of opioid tapering with PCP
- Brief Cognitive Behavioral Therapy interventions

PSYCHIATRIC RECOVERY AND WELLNESS (PRWP):

Psychiatric Recovery and Wellness Program (PRWP) is a 4-week, 17-bed residential treatment program aimed at mental health recovery through whole health concepts and behavioral activation. PRWP assists Veterans presenting with a variety of concerns, including depression, anxiety, trauma, relationship issues, maladaptive coping, substance abuse, etc. Interns who choose the PRWP rotation will gain experience in structured group protocols, process groups, individual psychotherapy, and being a functioning member of a multidisciplinary treatment team. The treatment curriculum itself involves a range of protocols, allowing interns to optimize their training experience. These include Acceptance and Commitment Therapy, Dialectical Behavior Therapy, Skills Training in Affective and Interpersonal Regulation, and Cognitive Behavioral Therapy. Interns also have the option of training in Therapeutic Lifestyle Change, a novel protocol for the treatment of mood disorders, emphasizing physical activity, social engagement, sleep hygiene, bright light exposure, anti-inflammatory dietary changes, and anti-rumination strategies. Previous inpatient/residential experience is not a prerequisite.

STRESS DISORDER TREATMENT PROGRAM (SDTP):

The SDTP offers a 5-week residential recovery treatment program for Veterans with Posttraumatic Stress Disorder (PTSD) and other stress-related disorders. This 18-bed unit is designed to help Veterans and active duty personnel deal more effectively with traumatic experiences that have occurred throughout their lives. Combat trauma, military sexual trauma (MST), and other kinds of traumas are treated utilizing Cognitive Processing Therapy (CPT) within a context of measurement based care. SDTP is a part of a nationally developed research program aimed at implementing and expanding the massed delivery of EBPs aimed at reducing wait times for Veterans seeking care, as well as reducing early dropout rates in treatment programs. The SDTP provides the intern an opportunity to develop numerous therapeutic and diagnostic skills while immersed in a trauma-focused recovery environment.

Interns on this rotation will have the opportunity to:

- Be a member of an interdisciplinary treatment team and participate in daily treatment team meetings
- Engage in individual therapy sessions for PTSD with MST, combat, and other kinds of trauma

Depending on their interests, interns could also gain experiences with:

- Psychological testing

<u>REQUIRED MINOR ROTATIONS</u>

EVIDENCE BASED PRACTICES (EBPs)

The Evidence Based Practices rotation is a year-long minor operated within the Mental Health Clinic (MHC) for Leavenworth interns and the PTSD Clinical Team (PCT) for Topeka interns. The MHC teams are composed of psychiatry, psychology, social work, and psychiatric nursing, providing services to Veterans presenting with a variety of mental health needs, whereas the PCT is a multi-disciplinary treatment team (three psychologists, a nurse, and consulting prescribers) providing outpatient services for Veterans

diagnosed with PTSD. PCT – whose mission is to facilitate PTSD recovery – is under the direction of a supervisory psychologist, Dr. Jim Sharpnack, and provides care to over 500 Veterans.

Supervision between the intern and supervisor occurs in several ways: weekly one-on-one supervision sessions, feedback on recorded sessions and documentation, and (potentially) acting as co-therapists in groups. Interns have the opportunity to develop skills in the following Evidence Based Practices (EBPs):

- Topeka PCT
    - Cognitive Processing Therapy (CPT)
    - Prolonged Exposure (PE)
    - Written Exposure Therapy (WET)

- Leavenworth MHC
    - Cognitive Processing Therapy (CPT)
    - Prolonged Exposure (PE)
    - Written Exposure Therapy (WET)
    - Cognitive Behavioral Therapy for Depression (CBT-D)
    - Cognitive Behavioral Therapy for Nightmares (CBT-N)

PSYCHODIAGNOSTIC ASSESSMENT

Interns are also expected to engage in psychodiagnostics assessment throughout the training year. This consists of administering personality, behavioral, and screening assessment instruments (including both objective and projective measures), scoring and interpreting the results, and writing an integrated, comprehensive and succinct report. The test results are combined with medical history, behavioral observations, and clinical interviews to formulate a diagnosis and appropriate treatment recommendations. Feedback and education would then be provided by the intern to the referring source, as well as to the Veteran and possibly family members.

OPTIONAL ELECTIVES

SUICIDE PREVENTION

Suicide Prevention is a fast-paced and varied elective experience, offering a broad spectrum of opportunities, ranging from crisis management to program development and improvement. The suicide prevention team is responsible management of high-risk individuals throughout the hospital, training and education to hospital staff, and outreach and coalition work in the community. A rotation could look like a bit from each of these or a focus on just one area. Potential training opportunities include:

- Clinical offerings: gaining familiarity with suicide risk and protective factors, following up with Veterans who call the Veteran Crisis Line, completing CSREs, identifying and flagging Veterans in our health care system who are at high risk for suicide, regularly reviewing High Risk flags, responding to questions/concerns from hospital staff, following up with high-risk folks as needed. Possibility for leading groups, as well, depending on day of rotation.
- Hospital/staff duties: engaging in performance improvement work with internal metrics, presenting this data to a variety of settings including leadership, developing/enhancing/offering

staff training materials and presentations, participating in research projects, developing SOPs, streamlining team procedures
- Community work: providing community outreach, tabling at events, developing and presenting community presentations, meeting and networking with community groups.

Participation in the suicide prevention program can be individualized, depending on the interests of the intern (and, to a lesser extent, the needs of the program). For example, you can learn more about leadership opportunities at the VA and how to lead a team.

THREAT ASSESSMENT AND MANAGEMENT (TAM)

The vision of the Workplace Violence Prevention Program (WVPP) is to achieve a workplace free from disruptive and violent behaviors to promote the delivery of care, effective, Veteran-centered healthcare. Threat Assessment and Management (TAM) is complex and nuanced, particularly because the VA is prohibited from the practice of banning or barring Veterans from VHA health care, even those who are the most disruptive, threatening, and/or violent. The WVPP oversees the Disruptive Behavior Committee (focusing on patient-related disruptive behavior), the Employee Threat Assessment Team (focusing on employee-related disruptive behavior), and the Prevention & Management of Disruptive Behavior program (which provides training to staff).

A rotation within Threat Assessment and Management will primarily focus on the tasks associated with the Disruptive Behavior Committee. Training opportunities include the following:

- Regular attendance at Disruptive Behavior Committee meetings (Wednesday afternoons)
- Committee member level access in the Disruptive Behavior Reporting System to receive and view reports
- Learning the non-restrictive and restrictive interventions
- Training in and regular completion of structured professional judgments tools (VRAI-G and VRAI-S, when applicable) to identify the level of violence risk and/or threat present
- Training in and regular completion of two-year Category I Behavioral PRF reviews
- Consultation with the patient's treatment team to develop patient-centric threat reduction management plans
- Engaging in data analytics to determine which areas of the hospital are experiencing the most frequent and/or aggressive forms of disruption, as well as determining the types of disruptive behavior that are occurring

WHOLE HEALTH

Interns on the Whole Health rotation will have a unique opportunity to offer Wellness classes that focus on utilizing the Whole Health model of care to manage chronic health conditions such as pain and weight management while still living a meaningful life. Along with Veteran-facing offerings, interns will also have the opportunity to participate in staff educational classes – such as teaching staff about Whole Health principles and MI training for clinicians. Finally, interns will receive training on how to consider adding Whole Health principles into their clinical work as psychotherapists and will receive exposure to program development opportunities.

Experiences interns may have on the Whole Health rotation:

- Learning how to use Complementary and Integrative Health services to support clinical interventions (such as Tai Chi and Yoga practices)
- Sleep interventions, including CBT-I and CPAP adherence
- Observation and shadowing of Whole Health leadership to learn about program development and Whole Health implementation
- Education about tracking and collecting Whole Health data
- Offering Whole Health education to staff (Whole Health 102)
- Co-facilitating Whole Health groups with Whole Health Coaches and Clinicians
- Assist PACT team members with using MI and patient-centered communication skills through consultation, joint sessions, or observation and feedback
- Assist with presentations/trainings on using MI and patient-centered communication
- Engage in Employee Whole Health Development
- Community Partnerships and Outreach Events

II. Who Would I Be Spending a Year With? - Training Staff

PSYCHOLOGY TRAINING STAFF (LEAVENWORTH)

Jared Barrow, Psy.D. (SUDC):
Psychologist, SUDC. Undergraduate completed in engineering at Franklin W. Olin College of Engineering, completed doctoral degree at Florida Institute of Technology, with internship at the Leavenworth VAMC. It was such a great experience, I stayed on as staff! My interests include integrating diversity conversations throughout various applications of psychology, substance abuse, and program development. You can find me in my office or running (figuratively) around the Substance Use Disorders Clinic.

Keidy Ding, Ph.D. (100% virtual Mental Health Clinic)
Dr. Ding received her Ph.D. from Texas Woman's University and completed her internship at Federal Correctional Complex at Butner, NC. She moved to Memphis, TN to work for the Federal Bureau of Prison and then Memphis VA Medical Center. Dr. Ding joined Leavenworth VA in 2022. She completed VA EBP consultation process for Motivational Interviewing, CBT for Chronic Pain, CBT for insomnia, and Interpersonal Therapy for Depression. She is currently a VA national consultant for IPT for Depression. Other completed VA trainings include clinical hypnosis, CBT for depression, and ACT for depression. She spends her free time with her family balancing routines and exploring new things.

Peter E. B. Gibson, Psy.D. (PCMHI)
Originally from Wisconsin, Dr. Gibson made his way to a suburb of Chicago to study Bible and Theology at Wheaton College. Following that, he felt a sense of calling to mental health care, leading him to obtain his master's in counseling at Dallas Theological Seminary. Through mentorship by excellent professors, he found a passion for integrative psychology. This brought him back to Wheaton to pursue a PsyD. While at Wheaton a second time, Dr. Gibson had the opportunity to be a PCMHI extern at Jesse Brown, VA in Chicago, IL. He found health psychology especially enjoyable due to his experience as a student-athlete in his undergraduate career. This passion was solidified as an intern at the VA Eastern Kansas Health Care System and he eagerly accepted the offer to continue his PCMHI career with VAEKHCS. Dr. Gibson enjoys his role as the first line of psychological care to many veterans through warm handoffs. He finds it a privilege to acknowledge the dignity in each person he interacts with, and consistently uses person-centered and ACT techniques to align people's values to their lives. In his spare time, he enjoys spending time with his family, exercising, and enjoying the arts and sporting events.

Suzanne Heflin, Ph.D. (PCMHI)
Her first career was in computer programming. After saving the world from the Y2K zombie apocalypse, she decided to switch gears and become a psychologist. She obtained her master's degree from the University of Central Oklahoma, and her doctorate degree from the University of Missouri—Kansas City. She completed predoctoral internship at Kansas University Medical Center, and postdoctoral residency at the Kansas City VAMC. Her primary theory of orientation is Emotion Focused Therapy, but in session she regularly uses Acceptance and Commitment Therapy.

Benjamin A. Huston, Psy.D. (Suicide Prevention 2.0 Services)
Dr. Huston attended the University of Denver where he graduated with his master's in forensic psychology (2016) and then his Psy.D. (2020). Dr. Huston completed his Internship at the VAEKHCS, Leavenworth and was determined to stay around. His outside interests include science fiction, horror

movies, board games, paleontology, birdwatching, and more. Dr. Huston's areas of specialization include suicide prevention treatment and safety planning.

Crissy Irizarry-Anson Psy.D. LP (MHC)
Dr. Irizarry was raised in Puerto Rico and later moved to the USA after completing her undergraduate studies to join the Army. She has served actively for eight years and remains an Army Reservist, holding the rank of Lieutenant Colonel. Dr. Irizarry has been deployed to Afghanistan three times, with two long combat deployments and one short deployment. Her academic journey led her to Albizu University in Miami, FL, where she earned her M.S. and Psy.D. degrees with a focus on neuropsychology. Following that, she completed an internship in general psychology at the Fargo VA, where she received comprehensive training and supervision in a variety of psychological techniques and assessments, including DBT, CBT for Depression, Anxiety, Insomnia, P.E., CPT, WET, Seeking Safety (PTSD-SUD), Courage to Heal (MST), and Cognitive and Personality assessments. After her internship, she was hired as an inpatient acute care psychologist at the Fargo VA hospital. Subsequently, she transferred to Kansas to be closer to her family. She is a BHIP psychologist at the Veteran's Hospital in Leavenworth, KS. In her free time, she enjoys learning about other cultures and current war conflicts and engaging in running, biking, weightlifting, and traveling. However, her greatest joy comes from spending time with her family, friends, and dog, Chase.

Christina Menager, Ph.D. (Psychologist, Suicide Prevention)
Dr. Menager received her B.A. in Psychology and Classical Antiquity and her M.A. and Ph.D. in Clinical Psychology, all from the University of Kansas. She completed her predoctoral internship at VA Eastern Kansas Health Care System and her postdoctoral residency at the Kansas City VAMC. She returned to the Leavenworth VAMC in 2020 and joined the PCMHI team, before accepting a new position as the Suicide Prevention Program Manager in 2023. In her spare time, Dr. Menager enjoys spending time with family and friends, reading, cycling, baking, and playing with her dogs.

Erin E. Mills, Psy.D. (Local Recovery Coordinator)
Dr. Mills was born in East Texas and raised in the suburbs of Atlanta, GA. She obtained her B.S. in psychology from Arizona State University and her M.A. and Psy.D. from the Arizona School of Professional Psychology at Argosy University, Phoenix. She completed her predoctoral internship at the Leavenworth VA and a postdoctoral fellowship with an emphasis in substance abuse at the Dallas VA. She was excited when the opportunity presented itself to return to the Leavenworth VA and join the SUDC team as a psychologist in 2020. In 2023, Dr. Mills accepted a position as the Local Recovery Coordinator for VA Eastern Kansas and continues to serve in that role. Dr. Mills has a strong commitment to working with Veterans as she has many family members who have served in the military, including her husband. She enjoys hiking, traveling, and spending time with her husband and pets in her spare time.

Rebecca L. Moberly, Ph.D. (Women's Health Center)
Dr. Moberly has been with VA for 20 years, 9 years here in Leavenworth in the Women's Health Center and the previous 11 years on the Spinal Cord Injury/Disorders Unit in Augusta, Georgia. Her background working as a part of primary care teams is the foundation for integrating physical and mental health care. Prior to joining VA, she worked in the school system in Hawaii, with children and families in Missouri and Kansas, in outpatient mental health, doing disability evaluations, and in both state and federal corrections. She is an avid amateur genealogist, enjoys baking, and loves to read. She loves boxers--even the one that set her house on fire.

P. Chad Neal, Ph.D. (Mental Health Clinic Program Manager, Leavenworth Campus)
Dr. Neal's moved a lot as the child of a contractor to Texas, South Korea, the Philippines, California, Connecticut, and Pennsylvania. His family eventually landed in the small town of Poteau, Oklahoma where he came out around 1993. That was not fun, but that experience helped to set him on the path of becoming a psychologist. Dr. Neal enjoys teaching and leadership. He has chosen many roles in psychology to fulfill that love such as being the director of training, providing CEs, and serving as a consultant for different EBP trainings. Dr. Neal has served as consultant for the VA Prolonged Exposure EBP roll out and the Processing Emotions in Primary Care (PEPC) training initiative. He has completed EBP trainings in PE, CBT individual, CBT group, Motivational Interviewing, Primary Care Mental Health Integration, Cognitive Behavioral Therapy for Chronic Pain, and Cognitive Behavioral Therapy for Insomnia. Please feel free to talk nerdy to me about sci-fi, gaming, or Lego.

Christie Nelson, Psy.D. (Workplace Violence Prevention Program Coordinator)
Christie completed her internship at Atascadero State Hospital (ASH), a maximum-security forensic state hospital. Following internship, she was hired as an ASH psychologist, and her primary job duties focused on the detection of malingering and evaluation of competency to stand trial. During a seven-year tenure with the Bureau of Prisons, she served as Drug Abuse Program Coordinator and held a collateral duty of Mental Health Consultant on the Crisis Negotiation Team. She joined the VA in September 2018 and holds membership with the Association for Threat Assessment Professionals. Christie enjoys traveling, exercising, spending time with her family, watching the Premier League, and attending Sporting KC games.

Debra O'Connell, Ph.D., ABPP (Neuropsychology)
Dr. O'Connell was born and raised in Southern California and earned a B.A. degree from the University of California, San Diego with a double major in Psychology and Archaeology. After a brief detour into a career in post-production and telecommunications (thanks, recession!), she decided to finally pursue her dream of attending graduate school in clinical psychology. After receiving a total of one interview and one offer, she earned her M.S. and Ph.D. from Washington State University in Pullman, Washington (Go Cougs!). During her first year of graduate school, she fell in love with neuropsychological assessment and decided to steer her training opportunities and career in that direction. She completed her pre-doctoral internship at the VA Puget Sound Healthcare System – American Lake Division (neuropsychology track) and then went on to finish a two-year post-doctoral fellowship in clinical neuropsychology at the University of Nebraska Medical Center in Omaha, Nebraska. She is board certified in Clinical Neuropsychology by the American Board of Professional Psychology. Her main areas of clinical interest are memory disorders, movement disorders, and somatoform/functional disorders. Her areas of research interest are in psychopathic personality traits and executive functions as well as inter-rater reliability. In her free time, she enjoys binge-watching murder shows (the cheesier the reenactments the better), spending time with her cat, Dublin, and weightlifting.

Jasmine Petr, Ph.D. (Mental Health Clinic)
Dr. Petr obtained her M.S. from the University of Memphis and her Ph.D. from the University of Missouri—Kansas City. She completed her internship at the VAEKHCS, Leavenworth and her postdoctoral residency at the Kansas City VAMC. Her theoretical orientation is Acceptance and Commitment Therapy. Her professional interests include grief (particularly within the Black community), trauma, and gender affirming care. Her outside interests include reading horror, tracing her family tree, and playing video games like Cozy Grove, Cult of the Lamb, and Stardew Valley. She also likes to spend time with her husband, children, and kitty.

Jenny M. Rosinski, Ph.D. (SUDC)
Dr. Rosinski began her career as an undergraduate at the University of Iowa and later received specialized training in the treatment of substance use disorders within the Clinical Psychology doctoral program at the University of Missouri-Columbia. Dr. Rosinski continued her training as an intern at the VA Eastern Kansas Health Care System. She became a staff psychologist in the Addiction Treatment Program in 2009 and has served as coordinator of the program (now the Substance Use Disorder Clinic) since 2015. Dr. Rosinski enjoys her role as a consultant for VA's Motivational Interviewing/Motivational Enhancement Therapy Training Program working with staff from many VA sites. Having both a father and spouse who served in the military adds to Dr. Rosinski's commitment to working with a Veteran population.

Jennifer Shah, Psy.D. (Psychologist, Health Behavior Coordinator – Whole Health, VISN 15 Network Education Coordinator for Whole Health)
Dr. Jenny Shah grew up in a small town in New Hampshire and completed her undergraduate degree in Psychology at New England College. She went on to complete a master's degree in clinical psychology at Roger Williams University in Bristol, Rhode Island, followed by a Psy.D. in Clinical Psychology at Florida Institute of Technology in Melbourne, Florida. She completed her internship at Gulf Coast VA in Biloxi, Mississippi and Postdoctoral Fellowship (Behavioral Medicine focus) at VA Boston. She started at Leavenworth VA in 2019. She enjoys a good cup of coffee, being in nature, concerts, spending time with friends and family, tattoos, and reading.

Alison Swisher, Psy.D. (100% virtual Mental Health Clinic)
Dr. Swisher obtained her Psy.D. from the University of Denver, and she completed her internship at the Charles George VAMC in Asheville, NC. She was excited to join the EKHCS team, initially as the PTSD/SUD Psychologist, but now as a fully remote Mental Health Clinic Psychologist so she can move around the country with her military family. As the child of a service member, and an Army spouse she has spent most of her life on the move, but she claims Denver, CO as her home. When she isn't at work, you can usually find her hiking with her two little boys, hitting a terrible golf shot on a local course, or trying a new restaurant in the area.

Daniel D. Trent, Ph.D. (aka Dr. Dan) (Psychologist, MHRRTP/Domiciliary Program)
Dr. Dan Trent began his current tenure with the Veterans Health Administration in 2017, serving as a psychologist in both the Domiciliary Program and the Mental Health Clinic. Prior to joining the VA, he spent nearly 22 years with the Federal Bureau of Prisons, where he served as Chief of Psychology for approximately 16 years. Dr. Trent earned his doctorate in Counseling Psychology from the University of Kansas and completed his psychology internship in 1995 at the Dwight D. Eisenhower VA Medical Center. His professional interests and areas of expertise include cognitive behavioral therapy (CBT) group treatment, criminal psychology, substance use disorder (SUD) treatment, conflict resolution, and anger management.

PSYCHOLOGY TRAINING STAFF (TOPEKA)

Brad Anderson, Ph.D. (Neuropsychology)
Dr. Anderson was raised on an Illinois farm and received his A.B. from Augustana College, where he played basketball and double majored in Psychology and Philosophy. He pursued a career in psychology after learning that philosophy ranked just below wizardry in employment opportunities, and he earned a Ph.D. in Clinical Psychology from the University of Health Sciences/The Chicago Medical School with an emphasis in neuropsychology and Chicago-style pizza. Internship was completed at the University of Oklahoma Health Sciences Center, where he attended the Oklahoma State Prison Rodeo (as a spectator) and was mentored by Russell Adams and the late great Oscar Parsons. In a successful effort to delay financial gratification, the next two years were spent completing a neuropsychology residency at the Medical College of Wisconsin. During this time, he proposed to his future wife at the top of a roller coaster (she said yes between gravity-induced screams) and convinced her to join him in Kansas – home of the world's largest hand dug well, the world's largest ball of twine, and the world's largest prairie dog (spoiler alert: it's a concrete statue). Dr. Anderson was first employed as the neuropsychologist of an acute head injury rehabilitation hospital in Overland Park, where he worked for two years prior to joining the Topeka VA in 1995. Youthful activities that extended through graduate school (hot-rodding a 1968 Mustang, solo backpacking and climbing trips, and a secretive stint behind the wheel of a stock car) have given way to more responsible pastimes, including kayaking, fly fishing, and home remodeling. He cannot be found on Facebook, Twitter, Insta-whatever, or watching "reality" television shows. He frequents the western prairies in the fall, the Rocky Mountains anytime, and the engine compartment of a cantankerous Jeep. Dr. Anderson shares a country home with his wife (Caryn – who still loves roller coasters and Kansas), a British Labrador retriever (Murphy), and assorted wild creatures that roam their property.

Michael Black, Ph.D. (Psychiatric Recovery and Wellness Program)
I earned my doctorate from the University of Kansas (2006) and have post-doctoral training in neuropsychological assessment and primary care psychology. I specialize in Therapeutic Lifestyle Change, Acceptance and Commitment Therapy, trauma treatment, mindfulness, emotion regulation, attachment theory, and evolutionary psychology. I am keenly interested in the intersection of neuroscience and psychotherapy. Apart from my professional interests, I enjoy collecting vinyl records, biking, and anthropology. I'm also into film and film history. I am especially drawn zombie narratives and how they depict our relationship to various psychological problems, such as problem-solving under extreme stress, effective cooperation with others, and the role of emotion in our definition of what it means to be human.

Jamye B. Brown, Ph.D. (Director of Clinical Training/PTSD Clinical Team)
Dr. Brown grew up in rural Oklahoma and attended the University of Tulsa where she crammed four years of undergraduate education into five and earned a bachelor's in psychology. She then went south to "most beautiful village on the plains" – Auburn University. At Auburn, she became a Toomer-Tree hugging (RIP poor oaks), War-Eagle cheering, orange-and-blue-wearing Tiger fan. Dr. Brown also studied up on all the good things to eat in the South – and discovered that grits aren't just for breakfast, butter really IS its own food group, and anything can be deep-fried (and it will taste amazing!). Though busy with the gridiron and the gluttony, she was able to squeeze in a fellowship with the Infantry Forces Research Unit at Fort Benning and also complete her Ph.D. in Counseling Psychology. Dr. Brown's career goal was to work at the VA and she was lucky enough to be selected as an intern at the Topeka VAMC. After internship, she completed her post-doctoral requirements at Lansing Correctional Facility in the maximum-security area. She was freed from the prison by an opportunity to return to the Topeka

VA as a staff psychologist – and she jumped on it! Aside from her work, Dr. Brown enjoys gardening and home improvement projects. She has a Great Pyrenees (Gracie the Wonder Dog) and a rehabilitated barn cat (Tatiana). Dr. Brown likes music and shopping for shoes. She also enjoys kayaking and hiking. She aspires to travel more – and tries to visit at least one National Park per year. She loves to cook – and can't seem to break off her dysfunctional relationships with butter and the deep fryer. She continues to be an avid supporter of the Auburn Tigers. Dr. Brown works in PCT and is the Director of Clinical Training. She is credentialed in Cognitive Processing Therapy, Prolonged Exposure, Written Exposure Therapy, and Cognitive Behavioral Therapy for Chronic Pain.

Tara Clark, PsyD (Mental Health Clinic)
Dr. Clark comes to the Sunflower State from the Keystone State by way of the Show Me and Buckeye States. She attended graduate school in the Show Me State (The School of Professional Psychology at Forest Institute- Clinical Psychology), focusing on developing her skills to become a well-rounded and eclectic therapist. She went into this field believing that therapeutic match was the most important part of the therapeutic process and that it is not the client's job to fit into her therapeutic orientation, but her job to the adjust and be flexible within her orientation and approaches to intervention. From graduate school, she landed in the Buckeye State, where she now calls home (O-H!), to complete her training and find her passions. Therapeutically, she developed a passion for Adventure Therapy and how experiential practice can enhance and carry therapeutic interventions to the next level, and…. the dreaded role play (*ominous voice). Personally, she was able to get back to her love of nature and water and be closer to her family. She grew up with Presque Isle within 5 minutes of her house and being in Missouri was an adjustment with its lack of Great Lakes, however, she loved the people, the pace, and friendliness of the Midwest. After her formal training was complete, she found a new passion of working with Veterans, Substance Use Disorders, and virtual care within the VA system. When the opportunity arose to come back to the Midwest, and the Midwest culture, while staying close to home by working virtually she could not wait to join the team here in Topeka! Therapeutically, she now gravitates more toward the Cognitive Behavioral side of things, but still embraces her relational and experiential approach to therapy through third wave CBT approaches like Acceptance Commitment Therapy. She really values variety in her work and caseload working with individuals with different diagnoses, stressors, and acuity; being a trainer-consultant for the national distribution of Cognitive Behavior Therapy for Substance Use Disorders and Cognitive Behavioral Coping Skills Group for Substance Use Disorders; and supervision. As for supervision, probably one of the things you care about most, she is a developmental, strengths-based supervisor who embraces the parallel process of supervision and the work you do as individuals developing their skills to become independently licensed psychologists.

Stephanie LaRue Davis, Ph.D. (Psychiatric Recovery and Wellness Program)
University of Kansas, 2002. (Rock Chalk!) Licensed Psychologist in Kansas. Dr. Davis brings a trauma-informed perspective to her work, and her groups on PRWP include STAIR (Skills Training in Affective and Interpersonal Regulation), Core Issues, and TLC (Therapeutic Lifestyle Change for Depression). She is VA-trained in several empirically-based psychotherapies including Prolonged Exposure Therapy, Cognitive Processing Therapy, Seeking Safety, and Problem-Solving Training. She enjoys traveling, gardening, and being the mom of a wonderful daughter and a mischievous Maltese pup.

Jonathan Denman, Psy.D. (Chief of Psychology)
After earning a bachelor's degree from Harding University, he attended the clinical psychology program at Regent University in Virginia Beach, VA. A practicum rotation at the Hampton VA PTSD clinic sparked his interest in working with Veterans and led to an internship at VA Eastern Kansas Health Care System. Following his internship and experience in community mental health, he joined the Marion, IL VAMC as a staff psychologist, eventually advancing to manager of the Primary Care Mental Health Integration Program and eventually became the Associate Chief of Behavioral Medicine. In 2019, he returned to VA Eastern Kansas as Chief of Psychology and Associate Service Line Manager for Behavioral Health. His clinical practice focuses on psychological assessment and a variety of evidence-based therapies. Hobbies include carb counting, tracking his teenagers' whereabouts by iPhone location, and trying trendy IPAs that generally taste horrible.

Kalyn Diamond, Ph.D. (Women's Health Clinic)

Born in Houston, TX, she grew up in a farming community in South Central Oklahoma. After high school (32 in her class), ventured to the still small, but larger Stillwater, Oklahoma to attend Oklahoma State University as an undecided major. Although considering a psychology degree, she eventually settled on elementary education, and afterwards set off for Alaska as an adventure, teaching elementary school for 12 years in Alaska. While there, she had so many adventures she would never have been able to experience living anywhere else. She took a year's leave from her teaching job to return to Oklahoma so her young son could get to know his grandparents. While there, she returned to OSU as a master's student in Counseling as she felt this would help her be a better teacher. While she enjoyed teaching a great deal, she found she loved psychology even more so, and took a second year's leave to complete her M.S. However, instead of returning to her Alaska teaching job that fall, she moved to Kansas to begin her Ph.D. at the University of Kansas. At KU, she completed a paid summer traineeship, her year-long doctoral practicum, and an additional assessment practicum at the Topeka VA. Then internship at the Missouri Health Sciences Psychology Consortium as a Columbia VA intern, finishing her dissertation, and obtaining her Ph.D. with a minor in Health Psychology, she returned to the Topeka VA as a psychologist, 13 years as geropsychologist, then 2.5 years as VISN 15 Centralized Eligibility and Appeals Team (CEAT) psychologist for the Caregiver Support Program, with 10% clinical time in Women's Health. She returned to Topeka VA a second time in Nov 2022, as Women's Health primary care psychologist, but continued a VACO Specialty CEAT detail position two days a week doing remand letters from the Veterans' Board of Appeals the first year in the new position. She serves as Topeka VA's designated Women's Mental Health Champion, enjoys providing EBPs and is VA credentialed in a number of them, is a perennial student with many interests past and present, including health psychology, geropsychology, dementia, pain management, insomnia, coping with chronic medical illness, women's issues, and reproductive mental health.

Jennifer Fontaine, Psy.D. (Primary Care-Mental Health Integration)
While Dr. Fontaine was born and raised in the Kansas City metro area, she has lived in Colorado most of her adult life. She was fortunate to spend 25 years in the mountain west, raising three kids and pursuing her hobbies, which include hiking, skiing and mountain biking. After spending 10 years in private practice, and 10 years with the Department of Defense as a primary care behavioral health provider and national trainer, she recently moved back to Kansas City to be near her family, accepting an opportunity at the Eastern Kansas VA as the program manager for primary care mental health integration (PCMHI). While her commute is not her favorite part of her day, she is able to live in a beautiful old neighborhood with huge trees, a vegetable garden, and many flowers. Daisy, a 10-year old Boston Terrier, is also very much enjoying the new digs in KC! So many squirrels, so little time. Dr. Fontaine's three adult sons are pursuing their individual goals in different parts of the world, which means many opportunities for travel!

Alissa Kim, Ph.D. (Stress Disorder Treatment Program)
Dr. Kim has been a lifelong resident of Kansas, minus the brief exception of a scholarly detour to Kansas City, Missouri, to attend graduate school. Although her confusion remains as to why a sizeable section of Kansas City is in Missouri, she is happy to call Kansas her home state once more. Growing up, Dr. Kim was a curious child always asking for new and interesting things to play with or explore. While her curiosity occasionally got her into trouble, it also meant that she found school to be above average in its enjoyment factor. Finding the realm of academia to be an excellent source of "new and interesting things", Dr. Kim found herself completing a B.A. in both Psychology and Sociology from Kansas Wesleyan University and, shortly after, her Ph.D. in Clinical Psychology from the University of Missouri-Kansas City. While in the process of completing her doctoral internship at the Colmery-O'Neil VA Medical Center in Topeka, KS, Dr. Kim was offered a position to remain as a staff member post internship, which she

happily accepted. She currently works as a Staff Psychologist in the Stress Disorder Treatment Program. While Dr. Kim has accepted her fate (she is tethered by an invisible force to the great state of Kansas), she supposes it is not a bad place to call home. During her free time, Dr. Kim enjoys frequenting festivals (where she was first introduced to the wonders of cheese curds and fried green tomatoes), expanding her coin collection, watching cheesy action movies, spending time outdoors, and driving to her hometown to visit family.

Dr. Julia Kogan, PsyD (Primary Care-Mental Health Integration)
Dr. Kogan is a virtual provider living in Chicago. She has been working in the VA for the past 12 years. She completed her doctoral degree in clinical psychology with an emphasis in neuropsychology. She completed her internship at the Vanderbilt-VA Consortium focused on neuropsychology and health psychology. She completed her postdoctoral training at the Miami VA in health psychology. Dr. Kogan was the program manager for PCMHI at Jesse Brown VA in Chicago for 5 years before joining Eastern Kansas VA as a virtual provider in PCMHI. She is currently the PCMHI facility trainer. She has completed VA training in CBT-I, MI, CBT-CP, and other evidence-based trainings. She is also a Triple P Positive Parenting consultant. In her free time, she enjoys teaching group fitness, spending time outside with her dog Kygo, and Latin dancing.

Leif Frederick (Eric) Lyche, Ph.D. (Mental Health Clinic)
Dr. Lyche was born in California but primarily grew up in Europe. His parents were both from Norway. He came back to the U.S. to complete high school in Lake Jackson, Texas before attending the University of Texas in Austin. He received his B.B.A. degree with a concentration in Finance. After college he moved back to California and worked three years for the Internal Revenue Service before going to Tulane University in New Orleans and receiving an M.B.A. with concentrations in Finance and Human Resources Management. He met his wife while living in California. They have four children, two sons and two daughters. Recently they also became grandparents which they really love. After several jobs in the business field, he decided to make a career switch and went back to school at San Diego State University and received his M.A. degree in Psychology before moving to Kansas to start a Ph.D. program in Counseling Psychology at the University of Kansas. He graduated with his doctorate in 2012 after completing an internship at Northwest Missouri Psychiatric Rehabilitation Center. Subsequently he completed a postdoctoral fellowship at Larned State Hospital in their Psychiatric Services Program. He gained a lot of valuable experience dealing with people with severe and persistent mental illness. After living a year in Larned, he was happy to be able to come back to Lawrence and start working at the Colmery-O'Neil VA Medical Center where he had previously worked as a practicum student while attending the University of Kansas. He is now primarily doing individual counseling in the mental health clinic in addition to doing some groups in the acute psychiatry unit.

Jessica Modrell, Psy.D. (Whole Health)
Dr. Modrell was born in Fort Collins, Co and raised in Nebraska. Growing up in Nebraska exposed her to the importance of number two yellow dent corn, cow tipping, and of course Husker football. She is married to her husband Justin, and they have two sons Samuel and Theodore, and one daughter, Paityn. She attended George Fox University in Portland, Oregon where she earned her doctorate in clinical psychology. She is the Whole Health Clinical Director for Eastern Kansas and is passionate about organizational health, systems process improvements, and preventative care. In her spare time, she enjoys paddle boarding and fishing on the pond with her family, following KU basketball, and attending her kids' sporting events. She is passionate about her work with the Veteran population and adores every minute of being a mom.

Scott Ploharz, Ph.D. (Primary Care-Mental Health Integration)
Dr. Scott Ploharz Grew up in Utah and spent as much time as possible in the mountains, leading to some anxiety later in life when moving to western Kansas and being on such an “exposed” flat area. He attended Weber State University, majoring in Psychology, and also Child and Family Sciences. Attended Fort Hays State University in Hays Kansas to complete a Clinical Psychology Master’s degree and then a Ph.D. in Counseling Psychology from the University of Kansas. He completed a Practicum and Internship at the Leavenworth VA prior to joining the Topeka VA as a PCMHI Psychologist.

Darlenne Ramos Sostre, Ph.D. (SUD/PTSD Psychologist)
Born and raised under the warm Caribbean sun, I’m a proud Puerto Rican who believes saltwater truly *does* heal everything. I grew up with sand between my toes, ocean breeze in my hair, and a deep love for helping others—so naturally, I pursued a B.A. in Psychology and Community Mental Health (with a minor in Theatre, because why not add a little drama to the mix?). I went on to complete both my M.S. and Ph.D. in Clinical Psychology at Ponce Health Sciences University, where I trained in health psychology and conducted my dissertation on the mental health impacts of endometriosis—a project close to my heart that deepened my passion for the mind-body connection. Throughout my training, I developed a strong interest in the intersection of physical and mental health. During my predoctoral internship, I discovered a deep love (and serious respect) for trauma work, which has led me to my current role as the Substance Use Disorder and PTSD Psychologist, serving in both the SUD Clinic and the PTSD Clinical Team. I believe in showing up for people as whole humans—with compassion, evidence-based care, and sometimes a bit of humor. My journey to the VA began long before I was a psychologist. My grandfather, a proud Puerto Rican Vietnam Veteran, has been a major influence in my life. I spent countless hours by his side at VA appointments, listening to his military stories and watching the dedication of VA staff. I used to tell him, “I want to be one of the people who takes care of people that served like you”—and here I am! When the opportunity to train and work at the VA came along, I jumped at it. My grandpa is beyond proud, and honestly, so am I. Personally, I’m passionate about strong coffee, my two mischievous boy cats, and making sure my bookshelf always has more unread horror and fantasy novels than I’ll ever admit. Outside of the therapy room, you can find me exercising (gym, pilates, walks), daydreaming about being at the beach or my next travel destination, or trying new food at a new place. Fun fact: my very first pet was a baby cow who I named Cleo (short for Cleopatra), gifted to me by my grandma at age five! I love connecting with new people, and I’m excited to be part of a training community that celebrates growth, authenticity, and diversity. If you see me, don't hesitate to say "Hola"! "

Jim Sharpnack, Ph.D. (PTSD Clinical Team Program Coordinator)
Dr. Sharpnack was raised in Hominy, Oklahoma, which is a sprawling metropolis of 3,565 individuals, but this number may be inflated due to the possible inclusion of prisoners at a local medium security prison located outside of town. It should be immediately noted that Hominy is an Osage term meaning "Night Walker" and not a reference to a canned form of corn. Another interesting trivia fact involves the Hominy Indians, a professional football team, defeated the World Champion New York Giants 13-6 on December 26, 1927 in Pawhuska, Oklahoma, the city where he was born. He later attended the University of Oklahoma where he played trombone in the Pride of Oklahoma marching band for two years while cheering on his beloved Sooners during times of great elation and resounding defeat. He met his wife, Donna, during their freshman years, and they began attending Sooner basketball games. After graduating in 1993, they were married and moved to Logan, Utah where he enrolled as a graduate student in the Combined Professional Scientific Psychology program, a combination of clinical, counseling, and school psychology approaches, at Utah State University. He was commissioned as a Captain in the Air Force for his 1-year internship at Andrews Air Force Base in Maryland, and he served

his remaining 3 years at Cannon Air Force Base near Clovis, New Mexico. After leaving the Air Force, he worked as an outpatient therapist and in various administrative duties at the Guidance Center in Leavenworth, Kansas. He began working at the Topeka VA in 2007 in the PCT program and became program coordinator in April 2012. He has been trained in Cognitive Processing Therapy, Prolonged Exposure, Cognitive Behavioral Couples Therapy for PTSD, and Integrative Behavioral Couples Therapy. He lives in Shawnee with his wife. They have 2 children, Logan, possibly named after the Canadian born X Man, and Mary Jane, who coincidentally shares the same name as Spider-man's famous girlfriend/wife depending on what era of comics you are reading. Donna is a math teacher at a St. James Academy in Lenexa. He enjoys reading comics, going to the library, playing video games, reading science fiction/fantasy and nonfiction, attending comic book conventions, going to the movies, swimming, and cheering on the Oklahoma Sooners/Oklahoma City Thunder/ Pittsburgh Steelers/ Pittsburgh Pirates/Pittsburgh Penguins (he does acknowledge that Oklahoma and Pennsylvania don't share a border). His greatest influences include seeing Jaws at a drive in as a 4-year-old, having a strong aversion to popsicle sticks, and avoiding the sun at all costs.

Aaron Van Gorp, Ph.D. (Neuropsychology, Community Living Center):
Dr. Van Gorp received his B.S. in Psychology from Iowa State University, and he remains a die-hard Cyclone fan. He wanted to be a chemical engineer but switched to psychology after deciding there was more to life than the periodic table. He obtained his M.S. in Clinical Mental Health Counseling from the University of Nebraska at Omaha, followed by his Ph.D. in Counseling Psychology from the University of Kansas. He planned to be a lifelong academic and specialized in vocational psychology at KU, but after taking a part-time job as a neuropsychology technician at a small private practice in Manhattan, Kansas, he was hooked on testing. He completed his predoctoral internship at the Topeka VA and trained in neuropsychology under Dr. Anderson, and he was generally astounded that so many good psychologists could congregate in the middle-of-nowhere Kansas. Intent on filling out his Midwest public university bingo card, he completed postdoctoral residency in clinical neuropsychology at the University of Missouri. He was confident that he would eventually take a job near the ocean, any ocean. However, his partner (a Topeka native) was more important, and he returned to Kansas and the Topeka VA for full-time work in a split Neuropsychology and CLC position. In his free time, he enjoys spending time with his partner and their dogs Penny and Lura, especially driving across the country and DIY car camping. He also enjoys working on motorcycles and things with wheels (including various cars/trucks/vans and even bicycles), woodworking, collecting specialty tools for his garage, kayaking, and chasing squirrels out of his garden.

Alicia Wendler, Ph.D. (Assistant Chief, Psychology Services):
Dr. Wendler was born and raised in Kansas, with a notable exception of time living on the West Coast (Washington). She now adamantly proclaims *the West Coast IS the best coast*, but missed family too much so returned home after a few years. She completed her doctoral degree at the University of Missouri-Kansas City (Counseling Psychology) and had intentions to go into academia up until she started her pre-doctoral internship training at VA Eastern Kansas. This was during the period OIF/OEF Veterans began entering VA healthcare. Feeling inspired by supervisors, mentors, and the Veterans she was working with in treatment, she elected to pursue a VA career. Fortunately for her VA EKHCS was hiring. More fortunate for her, she obtained a permanent employment position ($$) in the newly emerging Primary Care Mental Health Integration vs. having to pursue post-doctoral training placements ($). Dr. Wendler soon made her way to the substance use disorders treatment arena, where she has lived throughout her career, working in outpatient, inpatient, residential, and specialized opioid treatment programs. She enjoys learning about the latest neuroscience and clinical trials research to advance our understanding of addiction, treatment, and recovery. She is a national VA trainer and

consultant in the CBT-SUD initiative and is also VA trained in CPT, MI, and CBT-D. Dr. Wendler enjoys traveling as a favored pastime, having now visited 5 of the 7 continents. The only downside to traveling is leaving her pets at home, including a terrier-chihuahua mix named *Ola*. Reportedly, she has developed quite a reputation in the neighborhood (Ola, not Dr. Wendler) and has been nicknamed *Little Monster*. Dr. Wendler also enjoys gardening, water activities, hiking, and aromatherapy. She tries to maintain a regular practice in mindfulness meditation, and credits neuroplasticity as the mechanism for us all to evolve into our best versions of ourselves.

Shannon Wilder, Ph.D. (PTSD Clinical Team):
Dr. Wilder was born and raised in Minnesota. She completed her undergraduate and graduate degrees at Ohio University in Athens, Ohio. Dr. Wilder worked as a Project Manager at Case Western Reserve University between her undergraduate and graduate degrees. Although she had never been to Kansas before, she decided to apply to the Topeka VA because it was within driving distance of her hometown. She was lucky enough to match and completed her internship at EKHCS. After internship, she briefly worked at a VA in rural Wisconsin. She gladly returned to Kansas when a position at EKHCS opened up. She enjoys spending time with her family, reading, baking, and watching horror movies.

III. What Do We Think About Training? -Training Model and Program Philosophy

Our training model is **competency based**. VAEK strives to promote the development of the profession-wide competencies identified by the American Psychological Association's Standards of Accreditation in Health Service Psychology. The competencies are defined by behavioral markers and are sequential, cumulative, and graded in complexity. Expectations are outlined in each of the competency areas for target level at end of each training period. The training year is divided into three training periods, and the intern is expected to achieve a higher level of competency with each successive training period.

The internship program provides **generalist training** within the **scientist-practitioner model**. Our primary goal is to develop an intern's general knowledge, skills, values and attitudes through direct supervised patient care, supplemented by didactic seminars and participation in clinical research or other scholarly activity. Our goal is to provide each intern with a broad range of training experiences in assessment, intervention and consultation with a wide range of patients in medical and mental health settings. We believe that breadth of training is essential in developing well-rounded psychologists who will advance the field through professional practice, education, research and leadership roles.

The program is based upon the **scientist-practitioner model**. A foundational concept of our program is enhancing understanding and application of scientific research to the practice of psychology. The internship promotes development of critical thinking skills that are essential to evaluating research literature, implementing treatments, assessing outcomes and investigating questions that enhance our knowledge and effectiveness. Our program's emphasis on the application of current scientific knowledge to professional delivery of services is reflected in the content of internship training activities. These activities include training in evidence-based psychological treatments, completion of a research/scholarly project and didactics offered through the VA and outside resources. While we place a strong emphasis on practice informed by the science of psychology, our goal is for interns to develop the knowledge and skills that enable them to apply psychological theory, science and technique in a flexible manner to meet the diverse needs of the patient.

The primary focus of the internship year is **training**. Direct patient care is a vehicle for learning and interns are required to spend a portion of their time providing patient care; however, the intern's individual training goals are of primary importance and take priority over workload expectations. Interns work collaboratively with supervisors to develop training plans that best meet their individual training goals, including selecting major and minor rotations. Rotations are also adapted to best fit the intern's training needs. The program emphasizes generalist training as the foundation of professional competence, based on the belief that psychologists must be broadly skilled before becoming effective specialists.

Our internship training program promotes the growth of **professional development and identity**. The basic philosophy underlying our program is grounded in the belief that, given academic preparation of nearly a decade of undergraduate and graduate work, interns have attained a certain level of intellectual and emotional maturity which prepares them for the final formal educational and experiential step: the internship year. Internship provides a year of intensive, supervised clinical experience that is intended to bridge graduate school education and entry into the professional practice of psychology through self-reflection, a collaborative approach to supervision, professional role modeling, promotion of lifelong learning, and exposure to diverse clinical experiences, patients and approaches. During the training year, VAEK interns are provided a supportive environment to foster

competency development and cultivate professional identity. Our intention is for interns to integrate the highest standards and values of the profession, including ethical practice, sound judgment and effective and compassionate patient care.

The VAEK model is **developmental**. Training experiences are designed to provide more intensive supervision at the outset of the internship and at the beginning of each new rotation, with the goal of increasing the interns' independence and ability to manage increasingly complex situations as their knowledge and skills develop. Interns move from close supervision, mentorship, and intensive instruction at the beginning of the training year to relatively autonomous functioning at graduation. Interns are provided ongoing evaluation/feedback to assist them with self-monitoring their own progress toward autonomy. By the completion of internship, our expectation is that graduating interns will be well prepared to function at a sufficiently autonomous level required for a postdoctoral residency or entry-level position.

Our program is **collaborative**. The training program emphasizes the active involvement of the intern in selecting supervisors, choosing training experiences, participating in training seminars and workshops, and in providing input into the internship program. Supervision is a bi-directional and responsive process in which both the supervisor and the intern actively shape the experience. VAEK also values the development of strong collaborative interdisciplinary relationships. VAEK interns can develop strong working relationships with other health care professionals and contribute meaningfully to the overall well-being of the Veteran consumer.

VAEK values **diversity** in staff, interns, and Veteran consumers. Our program is committed to the ongoing process of developing awareness, appreciation, and competencies in individual differences. We are committed to creating a training environment welcoming of diverse interns and to provide clinical care respectful of human diversity. This commitment is predicated on the belief that psychology practice is improved when we develop a broader and more compassionate view of our individual differences. Our practice is improved further as we better understand the complex forces that influence a person's psychological development, including social, structural, economic, and political factors. We are committed to offering training experiences that provide opportunities for trainees to expand their vision of the world and learn to understand the perspective of others more fully. When this occurs, our practice can be more responsive to the needs of our clients and less constrained by our own lenses through which we see the world.

Our training program is sponsored by and viewed as an **integral part of VAEK**, whose mission is providing excellence in care to Veterans, military retirees, and dependents. Our program philosophy and training model align with the larger VAEK mission, as we strive to create a training environment that enhances clinical competency development and, ultimately, improves the quality of patient care for our Veteran consumers.

IV. What Do We Hope to Do? – Aims, Goals, and Required Competencies

AIMS

The aim of the VA Eastern Kansas Health Care System Psychology Training Program is to create an emotionally supportive and intellectually challenging environment for the development of competent, caring, ethical, and culturally-responsive psychologists. We emphasize quality professional relationships, critical scientific thinking, and high-quality supervision. We are committed to providing training experiences which promote professional growth and meet the individual needs of each intern. We aspire to prepare interns to transition successfully, upon graduation, to advanced postdoctoral training programs or to secure entry-level employment in psychology at the GS-11 or equivalent level.

GOALS AND OBJECTIVES

The goals and objectives answer the question as to why we are providing a training program and how we intend to measure our success in meeting the goals.

Goal 1: Provide training experiences that enhance profession wide competencies and enable each graduating intern to successfully advance to entry level employment or advanced postdoctoral training

A. Enhance intern competency in research and scholarly inquiry
B. Enhance intern competency in ethical and legal standards
C. Enhance intern competency in individual and cultural diversity
D. Enhance intern competency in professional values, attitudes, and behaviors
E. Enhance intern competency in communication and interpersonal skills
F. Enhance intern competency in assessment
G. Enhance intern competency in intervention
H. Enhance intern competency in supervision
I. Enhance intern competency in consultation and interprofessional/interdisciplinary skills

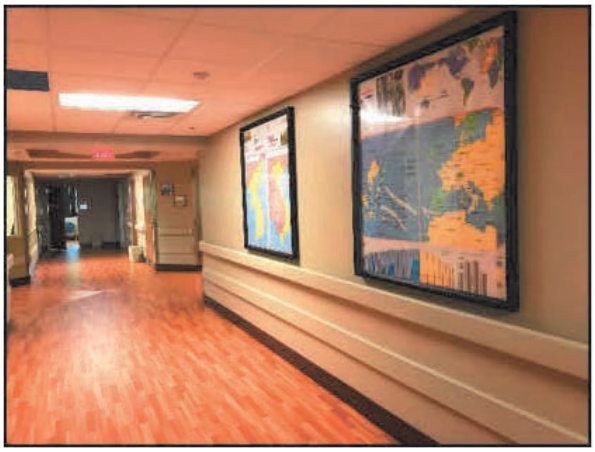
Goal 2: Develop and implement an intern-centered training plan

A. Identify the individual training goals of each intern that include the intern's strengths, interests, and areas for growth
B. Collaboratively select training experiences that promote development of the intern's professional competencies, that incorporate the individual goals of the intern, and that aid the intern in progressing to autonomy
C. Write a competency development plan for each rotation which identifies specific competencies and how these will be achieved
D. Foster a safe learning environment that promotes professional growth and exploration, recognizes and affirms the importance of continual professional growth, and enhances the intern's identity as a professional psychologist.

Goal 3: Provide a broad range of VA experiences to prepare the next generation of psychologists to meet the needs of our nation's veterans

A. Complete a range of training rotations and experiences allowing for a broad generalist training experience within a scientist practitioner model

B. Develop awareness of the unique dynamics of working with the Veteran population
C. Balance training with productivity by setting recommended hour targets of 520 hours for the year for direct patient contact, 200 hours for the year of supervision, and 100 hours for the year of didactic training



The underlying philosophy, aims, goals, and objectives profoundly affect the interaction between staff and interns. Interns are trained and encouraged to move toward autonomous functioning as professional psychologists in a scientist-practitioner model. The training program emphasizes the active involvement of the intern in choosing training experiences, participating in training seminars and workshops, and in providing input into the internship program. Interns are provided ongoing evaluation/feedback to assist them with self-monitoring their own progress toward autonomy. The ultimate goal of our internship is to prepare competent, caring, and ethical psychologists with requisite skills to deliver effective psychological services while upholding the standards of our profession.

REQUIRED COMPETENCIES

Consistent with our first goal, our internship program strives to prepare each intern for successful transition to an advanced post-doctoral training experience or to entry level practice. Interns are expected to display readiness for practice across the **nine profession-wide competencies** identified in the American Psychological Association's *Standards of Accreditation in Health Service Psychology*. (research; ethical and legal standards; individual and cultural diversity; professional values, attitudes, and behaviors; communication and interpersonal skills; assessment; intervention; supervision; and consultation and interprofessional/interdisciplinary skills). **Readiness for entry level practice** is defined by the American Psychological Association's Committee on Accreditation's *Implementing Regulations* and entails:

1. the ability to independently function in a broad range of clinical and professional activities;
2. the ability to generalize skills and knowledge to new situations; and,
3. the ability to self-assess when to seek additional training, supervision, or consultation.

Successful completion of the internship requires demonstration of each competency as follows:

A) **RESEARCH**:

Element A1: Critical Scholarship: The intern demonstrates the substantially independent ability to critically evaluate research or other scholarly activities (e.g., case conference, presentation, publications) as demonstrated in discussions with supervisors and/or performance in journal clubs, didactics, etc.

Element A2: Dissemination of Scholarly Work: The intern demonstrates the substantially independent ability to effectively disseminate research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including Atlanta VA), regional, or national level.

Relevant Training Activities: *All supervisors are expected to model critical scholarship and dissemination of scholarly work. In all clinical activities, interns are expected to seek and critically evaluate relevant literature. Interns participate in didactic trainings on various Evidence Based Practices (EBPs) during the orientation period and within the seminar series. All interns are required to complete a year-long minor in EBPs. Interns are required to give one presentation of their dissertation study or other research/scholarly, one Assessment Case Conference on a testing case from the current training year, and one Intervention Case Conference from a therapy case from the current training year. Some rotations offer Journal Clubs and similar avenues for critical evaluation of research.*

B) **ETHICAL AND LEGAL STANDARDS:**

Element B1: Conformity to Professional Guidelines and Policies: The intern is knowledgeable of and acts in accordance with the current version of the APA Ethical Principles of Psychologists and Code of Conduct; the relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and any other relevant professional standards and guidelines. This includes compliance with VA and program policies regarding timeliness of documentation, use of scheduled and unscheduled leave, etc.

Element B2: Recognition and Resolution of Ethical Dilemmas: The intern independently recognizes ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve the dilemmas.

Element B3: General Ethical Conduct : The intern conducts themselves in an ethical manner in all professional activities.

Relevant Training Activities: *All supervisors must model adherence to ethical and legal standards. Ethical and legal issues, as they arise, are a component of each intern's clinical supervision and supervisors work with interns to identify and resolve ethical dilemmas. Group and peer supervision includes discussions of ethical and legal matters. Interns are required to adhere to standards across all internship activities. Didactic trainings are provided to the interns on medical and psychological ethics, VA policies (e.g., practice guidelines), and state laws. Interns frequently consult with ethical bodies at the facility level and beyond (such as VAEK Ethics Consultation and the National Center for PTSD).*

C) **INDIVIDUAL AND CULTURAL DIVERSITY**

Element C1: Awareness of Own Culture: The intern demonstrates an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.

Element C2: Knowledge of Current Professional Standards for Diversity: The intern demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.

Element C3: Integration of Knowledge in Professional Conduct: The intern demonstrates the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles.

Element 3D: Direct Clinical Practice: The intern demonstrates the ability to apply a framework for working effectively with areas of individual and cultural diversity.

Element 3E: Working with Diverse Individuals: The intern demonstrates the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.

Relevant Training Activities: *Supervisors are expected to model multicultural competency. Interns address unique patient variables in clinical care with supervisors across all rotations. Didactic seminars include specific topics addressing individual and cultural differences. Interns are required to include integrate issues associated with individual differences in their case conferences.*

D) **PROFESSIONAL VALUES, ATTITUDES, AND BEHAVIORS**

Element D1: General Professional Behavior: The intern behaves in ways that reflect the values and attitudes of psychology, including cultural humility, integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.

Element D2: Self-Reflection: The intern engages in self-reflection regarding their personal and professional functioning. They engage in activities to maintain and improve performance, well-being, and professional effectiveness.

Element D3: Openness to Feedback: The intern actively seeks and demonstrates openness and responsiveness to feedback and supervision.

Element D4: Increasing Professional Independence The intern responds professionally in increasingly complex situations with a greater degree of independence as they progress through the training year.

Relevant Training Activities: *Supervisors are expected to model these competencies. Opportunities for competence development in professional values, attitudes, and behaviors occur across training experiences. Supervision, including time spent with clinical supervisors, primary supervisors, and the training director, aid interns in professional identity development and independence. The evaluation process is designed to recognize the intern's entry level of professional independence and to promote skills necessary to achieve the level of autonomous work associated with readiness for independent practice. Seminars within the Didactic Series are designed to aid interns grow their identity as professional psychologists within the VA Healthcare System and to explore the construct of professionalism in the field of psychology.*

E) **COMMUNICATION AND INTERPERSONAL SKILLS**

Element 5A: Effective Relationships: The intern develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, support staff, and those receiving professional services.

Element 5B: Effective Communication: The intern demonstrates a thorough grasp of professional language and concepts. The intern produces, comprehends, and engages in communications that are informative and well-integrated.

Element 5C: Interpersonal Skills: The intern demonstrates effective interpersonal skills and the ability to manage difficult communication well.

Relevant Training Activities: *Supervisors are expected to model these competences. Opportunities for competence development in communication and interpersonal skills occur across training experiences. Interns are expected to demonstrate this competency across all internship tasks, including interactions with supervision, other VA staff, peers, and Veteran consumers. Interns are required to maintain documentation in the electronic health record in compliance with VA standards.*

F) **ASSESSMENT**

Element F1: Knowledge of Diagnostic Classification: The intern demonstrates current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.

Element F2: Understanding Behavior in Context: The intern demonstrates understanding of human behavior within its context (e.g., family, social, societal, and cultural).

Element F3: Application of Knowledge to Assessment: The intern demonstrates the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.

Element F4: Selection and Application of Assessment Methods: The intern selects and applies assessment methods that draw from the empirical literature and that reflect the science of measurement and psychometrics. The intern collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant characteristics of the service recipient.

Element F5: Interpretation of Results: The intern interprets assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.

Element F6: Communication of Findings: The intern communicates the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

Relevant Training Activities: *Interns are required to complete a minimum of eight diagnostic assessments during the training year. Many of these assessments are completed within their major and minor rotations, and interns can also seek additional opportunities for assessment outside of their standard rotation activities. Interns present one assessment-focused case conference.*

G) **INTERVENTION**

Element 7A - Effective Rapport: The intern establishes and maintains effective relationships with the recipients of psychological services.

Element 7B - Treatment Planning: The intern develops evidence-based intervention plans specific to the service delivery goals.

Element 7C - Therapeutic Interventions: The intern implements interventions informed by the current scientific literature, assessment findings, personal characteristics, and contextual variables.

Element 7D - Integration of Science and Practice: The intern demonstrates the ability to apply the relevant research literature to clinical decision making.

Element 7E - Therapeutic Flexibility: The intern modifies and adapts evidence-based approaches effectively when a clear evidence base is lacking.

Element 7F - Evaluation of Intervention Effectiveness: The intern evaluates intervention effectiveness and adapts intervention goals and methods consistent with ongoing evaluation.

Relevant Training Experiences: *Across major rotations, interns provide psychological interventions including individual and group psychotherapy. In most rotations, interns participate in treatment planning and use measurement-based care to evaluate progress. Didactics during orientation weeks and throughout the didactic series focus on effective intervention skills. Clinical supervisors regularly observe interns to assess intervention competency. Interns are also required to complete a year-long minor rotation in Evidence Based Practices. Interns present one intervention-focused case conference.*

H) **SUPERVISION**

Element H1 - Observation : The intern applies the supervisory skill of observing in direct or simulated practice (e.g., peer supervision, role-playing) with psychology trainees or other health professionals.

Element H2 – Evaluation: The intern applies the supervisory skill of evaluating in direct or simulated practice (e.g., peer supervision, role-playing) with psychology trainees or other health professionals.

Element H3 - Giving Guidance and Feedback: The intern applies the supervisory skill of giving guidance and feedback in direct or simulated practice (e.g., peer supervision, role-playing) with psychology trainees or other health professionals.

Relevant Training Experiences: *Interns engage in group supervision and peer supervision each week where clinical issues are discussed and supervision is provided by interns in the group. Interns are also required to participate in formal didactic seminars on supervision.*

I) **CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY SKILLS**

Element I1 - Respect for Other Professions: The intern demonstrates knowledge and respect for the roles and perspectives of other professions.

Element 12 - Direct or Simulated Consultation: The intern applies the knowledge of consultation models and practices in direct or simulated consultation with individuals and their families, other healthcare professionals, interprofessional groups, or systems related to health and behavior.

Examples of direct or simulated practice include but are not limited to role played consultation with others, peer consultation, provision of consultation to other trainees.

Relevant Training Experiences: *Major and minor rotations provide opportunities for interns to interact with other disciplines. Many rotations include interdisciplinary treatment team meetings to collaboratively plan and provide patient care. Interns are expected to collaborate with other professionals as needed to coordinate patient care, including psychotherapy and assessment. Interns are expected to demonstrate respect for other professions across all training activities.*

V. How Is This Put Together? - Program Structure

OVERVIEW



Our Psychology Internship Program is a one-year pre-doctoral internship in professional psychology. VAEK supports 6 funded doctoral intern positions – 3 are located at the Topeka site and 3 at the Leavenworth site. All positions are generalist in nature; there are no tracks or emphasis/focus areas. Internship is 40 hours per week and includes direct service delivery, supervision, didactics, and other training activities. The emphasis of the internship program is on the development of the profession-wide competencies in Health Service Psychology, with an expectation that all interns will complete the year having demonstrated readiness for entry-level practice.

TRAINING YEAR AND REQUIRED HOURS

The 2080-hour internship begins in mid-July and lasts for one calendar year. It is a 40-hour per week program (and we REALLY mean that!) lasting 12 months. **The 2027-2028 training year is anticipated to begin on Monday, July 12, 2027 and end on Friday, July 7, 2028 unless an adjustment is made.** Interns are required to complete 520 hours of direct patient care, 200 hours of supervision, and 100 hours of didactics during their year at VAEK.

Interns are funded for a maximum of 2080-hours, including paid leave and federal holidays. Interns accrue paid time-off at the rate of 4 hours of annual leave and 4 hours of sick leave per pay period, resulting in a total of 104 hours of annual leave and 104 hours of sick leave during the training year. Additional paid time off includes 11 federal holidays. Interns may also be granted up to 48 hours of Authorized Absence for off campus educational activities (e.g., seminars/conferences, dissertation defense, employment interviews, graduation) with the approval of the Training Director. Interns are strongly encouraged to complete their dissertations so they may be job-ready and begin documenting hours for licensure immediately following completion of the internship and graduation. We support your dissertation efforts STRONGLY while you are with us!

ORIENTATION

The internship begins with a 3-week orientation period. During this time, interns will learn about our VAEK facility, the larger VA healthcare system, and our training program. Interns will meet with the training director and with supervisors from the training clinics to review available training experiences.

Interns will work with Training Director to select a primary supervisor. Additionally, interns will participate in didactic trainings, including learning various evidence-based protocols. Interns from both the Leavenworth and Topeka campuses will come together to share trainings during orientation. The orientation weeks are designed to offer interns an opportunity to develop familiarity with VAEK policies and procedures, make connections with psychology supervisors, and start building cohort relationships.

Interns will also complete entry-level competency evaluations during orientation weeks. These evaluations are intended to identify relative strength areas and growth edges and aid in the creation of each intern's individual training plan.

SUPERVISION

Per the APA Standards of Accreditation, interns must receive a minimum of four hours of scheduled supervision per week, including a minimum of 2 hours of individual, face-to-face supervision. VAEK interns will receive 2 hours of scheduled supervision in their major rotation, 1 hour of scheduled supervision in the EBP rotation, and 1 hour of formal group supervision with the training directors. Additional supervision, both scheduled and ad hoc, may be provided depending upon the intern's individual training needs, plans, and goals. As much as possible, supervision is conducted in person with intern and supervisor co-located in the clinic. When necessary, supervision may be conducted via a secure live synchronous video conference (usually on Microsoft Teams). Live synchronous supervision (telesupervision) is permitted at VAEK but limited to no more than 25% of the intern's total supervision. Interns must have achieved the appropriate graduated level of responsibility to participate in telesupervision. In accordance with APA's *Standards of Accreditation* all supervisors must directly observe the intern's work (either live or via video/audio recording) during each evaluation period. Supervisors endeavor to balance observation and assurance of competency with increasing autonomy for the intern as competence is demonstrated across the year.

Supervision is provided as follows:

Director of Training:

- Provides general administration of internship
- Provides supervision related to administrative tasks, and professional development
- Develops and maintains supportive relationship with interns at both sites
- Coordinates the didactic program
- Contributes to the evaluation of the interns
- Oversees completion of competency and minimum requirements
- Chairs the Internship Training Committee
- Chairs the Intern Selection Committee

Primary Supervisor (selected during orientation):

- Serves year-long as student advocate
- Provides general (student or issue focused) supervision
- Oversees the progress of competency achievement
- Recommends modification of training plan

Rotation Supervisor(s):

- Develops individualized rotation training plan collaboratively with the intern
- Integrates activities of intern with rotation staff
- Supervises intern's rotation-related clinical activities and administrative responsibilities
- Observes intern's clinical work
- Participates with intern in co-therapy/co-assessment as appropriate
- Participates in ongoing and bidirectional feedback at weekly supervision meetings
- Monitors intern's professional development.
- Completes formal, bi-directional feedback – including documentation – at midpoint and end of rotation
- Provides feedback to training director and other psychology supervisors as appropriate

Peer Supervision:

- Provides intern opportunity for peer support/bonding
- Encourages opportunity for networking

Group Supervision:

- Intern cohort will meet with training director and/or other psychology supervisors weekly to discuss intern class issues, professional development issues, and administrative issues.
- Interns will share relevant scientific literature as appropriate for topics.

DIDACTIC TRAINING

Formal didactic training addressing each of the nine competency areas is provided weekly. Each session is 2 hours and is generally presented through live synchronous videoconferencing, such as Microsoft Teams. Video conferencing along for interns from both sites along with psychology staff join weekly for educational purposes. Each didactic session is facilitated by a senior psychology staff member or interdisciplinary health professional. In addition to these regularly scheduled seminars, additional opportunities for elective didactic training are provided through Continuing Medical Education, Psychiatry Grand Rounds, and special full-day seminars supported by Psychology Service with outside speakers. Online didactic training through the VA's Talent Management systems topics is also available and covers a wide variety of topics.

EVALUATION

Evaluation of intern progress is an important aspect of the overall training program. Evaluation focuses on **development of the nine profession-wide competencies** (research; ethical and legal standards; individual and cultural diversity; professional values, attitudes, and behaviors; communication and interpersonal skills; assessment; intervention; supervision; and consultation and interprofessional/interdisciplinary skills) identified in the American Psychological Association's *Standards of Accreditation in Health Service Psychology*. The evaluation process is designed to ensure

that interns are making adequate progress through the course of the training year to successfully meet completion requirements. An intern must demonstrate the 9 profession-wide competencies at the level associated with readiness for entry level practice. Readiness for entry level practice is defined by the American Psychological Association's Committee on Accreditation's *Implementing Regulations* and entails:

1. the ability to independently function in a broad range of clinical and professional activities;
2. the ability to generalize skills and knowledge to new situations; and,
3. the ability to self-assess when to seek additional training, supervision, or consultation.

The evaluation process is designed to be **collaborative, transparent, and bi-directional**. Evaluation is ongoing throughout the training year and occurs both informally and formally. Informal feedback is provided continually in weekly supervision and in communication between training staff members and interns. This ongoing process allows supervisors and interns to quickly identify and correct training concerns and competency development issues and strives to ensure that interns are progressing to successful completion of the training year. Formal feedback from clinical supervisors is written and provided at mid-point and end of each rotation. The written feedback is reviewed by the supervisor and the intern, and then provided to the Training Director for review. At the end of each rotation, supervisors meet collectively with interns to review rotation progress and provide feedback including the intern's relative strengths and growth edges. The formal evaluation documentation is maintained in the intern's training file. Intern progress is formally discussed in the quarterly training committee meetings and progress of each intern is documented in the committee's minutes.

Additional formal feedback may be scheduled as needed. The Training Director also provides formal written feedback of intern progress to each intern's doctoral program at mid-year and end-of-year. Additional communication with the intern's doctoral program may also be initiated by the Training Director if significant deficits requiring remediation are identified and/or if the intern's successful completion of the program is at risk. The Director of Training is responsible for all written correspondence between the internship program and the graduate schools.

VII. What's It Like Here? – Training Resources and the Psychology Setting

TRAINING RESOURCES

The anticipated stipend for the 2027-2028 training year is 35,659. Cost of living here is reasonable, so the stipend goes a long way! The stipend is provided in 26 bi-weekly payments. Health benefits are available for interested interns and their dependents.

Interns receive paid leave and federal holidays. Paid time-off is accrued at the rate of 4 hours of annual leave and 4 hours of sick leave per pay period, resulting in a total of 104 hours of annual leave and 104 hours of sick leave during the training year. Additional paid time off includes 11 federal holidays (currently includes New Year's Day, Martin Luther Kng Jr. Day, Washington's Birthday, Memorial Day, Juneteenth Independence Day, Independence Day, Labor Day, Indigenous People's Day, Veterans Day, Thanksgiving Day, Christmas Day). Interns may also be granted **up to 48 hours of Authorized Absence** for off campus educational activities (e.g., seminars/conferences, dissertation defense, employment interviews, graduation) with the approval of the Training Director.

All interns are guaranteed access to **space equipped with computer workstations**, as well as locked cabinets to secure sensitive information and personal belongings. Individual offices are available for patient care. Additional office space is available on clinical rotations for interns to use on rotation days. While space is always in high demand, interns are always provided with sufficient clinical and administrative space. Conference rooms and group therapy rooms throughout the Medical Center are used for group sessions, training program didactics, and group supervision.

Interns have full access to the same level of **clerical and technical support** as staff psychologists. They are provided computers that have full access to the hospital network, Microsoft Office, and access to the Internet. Printers and secure fax machines are readily available in all treatment areas of the hospital. Support staff are available to assist interns in scheduling appointments, administrative tasks, coordination of multimedia equipment, and negotiating the Healthcare System's bureaucracy. Interns have access to technical support for their computers and telephones. Additionally, the training program receives administrative support from a designated Program Support Assistant, who provides assistance with trainee onboarding, supplies, equipment requests, time and attendance coordination, and out-processing at the end of the training year.

PSYCHOLOGY SETTING

VAEKHCS is one of eight medical centers in the Heartland Veterans Integrated Service Network (VISN) and is a part of the Veterans Health Administration (VHA)—the Nation's largest integrated health care system. VAEKHCS was created in 1997 by the integration of the Dwight D. Eisenhower VAMC (DDEVAMC) in Leavenworth and the Colmery-O'Neil VAMC (COVAMC) in Topeka. Although these two hospitals each have a long history of separately providing medical and psychiatric care, they are each strengthened by their integration. Patients who often travel between the two facilities are now assured continuity of care.

VAEKHCS Mission Statement

To provide accessible, courteous, comprehensive, and quality health care to veterans in an environment of excellence



VAEKHCS Vision Statement

WE Will:

- PROMOTE the health and wellness of the veteran population we serve.
- ACHIEVE distinction as a quality patient-driven health care system that provides the full range of medical, behavioral, rehabilitative, and preventive services to veterans and others.
- IMPROVE our clinical care through research, education, and creative administration to become a model for the future.

VA Eastern Kansas Health Care System manages the healthcare needs for over 62,000 Veterans in Eastern Kansas and Western Missouri. VAEK is designated as a "general-type" hospital and provides comprehensive health care for many types of medical and mental health concerns. The VAEK catchment area is over 20,000 square miles across 39 counties. According to the Northeast Program Evaluation Center (NEPEC), VAEK serves rural (45.3%) and urban (54.1%) populations. Eighty-four percent of our Veteran consumers identify as male and 15.2% identify as female. Women Veterans continue to be a growing population at VAEK, doubling the percentage since 2018 and expecting to continue growing in the next decade. The modal age for VAEK Veterans is 75, ranging from 18 to late 90s. The Veteran ethnic breakdown includes 10.2% African Americans, 3.6% Hispanics/Latinos, and 1.5% American Indian/Alaska Native, 0.75% Asian, and 0.75% Native Hawaiian/Pacific Islander. For many Veterans, VA is their only source for health care, and 70% of the Veterans served at VAEK are engaged in outpatient mental health services.

There are approximately 2,000 full-time employees at VAEK. The workforce is ethnically diverse and educationally varied. Women comprise 66.55% of total employees. Seventy-eight percent of employees are White, 14% are African American, 3.5% are Asian American, 2% are American Indian/Alaska Native, and 2.5% are Hispanic/Latino.

VAEK is invested in training the next generation of VA providers. Medical residents, psychology interns, and other allied health professions trainees work at VAEK. A recognized leader in technology, VAEK developed and implemented two important technology advancements: Bar Code Medication Administration System and Telephone Nurse Triage Program.

The health care system comprises fourteen Service Lines:

- Administrative
- Behavioral Health
- Clinical Support
- Diagnostic Care
- Facilities Management
- Geriatrics and Extended Care
- Health and Finance
- Human Resources
- Information Management
- Medicine
- Nursing
- Pharmacy
- Social Work
- Surgery & Surgical Specialties

There is a total of 44 full-time psychologists at VA Eastern Kansas Health Care system (22 in Topeka and 22 in Leavenworth). Psychologists are actively involved as members of multidisciplinary teams in various clinics across VAEK. Psychologists have their own administrative service (Psychology Service) but are assigned to Behavioral Health Service Line. Behavioral Health Service Line consists of a wide range of treatment modalities for short- and long-term patients, and thus a continuum of care for patients. In addition to general psychiatry, there are specialized programs to meet specific patient needs. These programs, as you probably noticed from our rotation descriptions earlier in the brochure, include inpatient and outpatient PTSD, geropsychiatry, addiction treatment, primary care, and others. Interns may be actively involved across these programs.



Integrity, Commitment, Advocacy, Respect, and Excellence (I CARE) define "who the VA is," VA's culture, and help guide the actions of staff across VA. Staff - at every level within VA - play a critical role to support VA's commitment to care and serve our Veterans, their families, and beneficiaries.

COLMERY-O'NEIL VA MEDICAL CENTER (COVAMC) (TOPEKA)

OVERVIEW:

Topeka is the capital city of the state of Kansas. The COVAMC is officially designated as a "general" type hospital and has a long history of being one of the finest psychiatric treatment centers in the nation.

A BIT OF HISTORY:



The Topeka VA had its beginnings as Winter General Army Hospital. Winter General was activated as a new military installation on December 26, 1942 to provide medical care to soldiers from Kansas, Missouri, Nebraska, and the Dakotas. The hospital specialized in serving soldiers returning from World War II who were experiencing neurological and psychological disorders.

In December 1945, Winter General was transferred to the Veterans Administration (VA). It was the first Army hospital in the nation to be taken over and operated by the VA following World War II. The new VA Medical Center was formally dedicated on January 11, 1946, with Dr. Karl A. Menninger, noted psychiatrist and author, as Manager. Under his leadership, the hospital became a model for other VA psychiatric hospitals and a training center for the psychiatrists needed urgently by the VA. In the exciting first year of operation, there were 112 residents in psychiatry, five in surgery, four in medicine, and one in otorhinolaryngology.





The number of psychiatrists trained in this hospital exceeded all other hospitals in the United States combined. In addition, specialized training programs were initiated for clinical **psychologists**, nursing personnel, social workers, corrective therapists, speech therapists, occupational therapists, and music therapists. The buildings transferred to the VA were temporary structures. Although new buildings were authorized in 1946, it was not until 12 years later that a new, 23 million dollar, 1,011-bed hospital was dedicated on August 24, 1958. Within a six-hour period, the movement of patients and personnel from the old to the new hospital structure was completed. The present hospital, consisting of 20 interconnected buildings and 174 operating beds, is designed to meet the needs of the current patient population.

DWIGHT D. EISENHOWER VA MEDICAL CENTER (DDEVAMC) (LEAVENWORTH)

OVERVIEW:

Located in Leavenworth, KS, within a short twenty-minute drive from the Kansas City International Airport, the DDEVAMC supports a General Medical and Surgical Hospital, Community Living Center, and Domiciliary. In addition, it supports outpatient, aftercare, and community-based programs in St. Joseph, MO and Kansas City, KS.



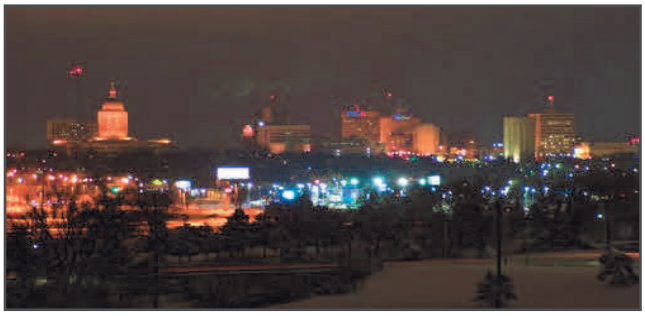
A BIT OF HISTORY:

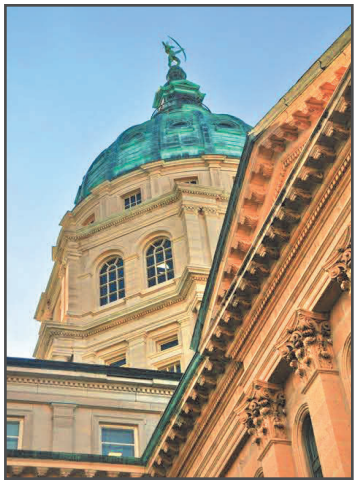
The Dwight D. Eisenhower VA Medical Center (DDEVAMC) was established as the Western National Home for Disabled Veterans in 1885 to house aging Veterans of the American Civil War. Prominent landscape architect Horace William Shaler Cleveland designed the campus in the picturesque style with curving tree-lined roads, an informal arrangement of buildings, and large open areas with groups of trees and shrubs. In 1930, the federal government created the Veterans Administration, and the facility was absorbed into the VA system. DDEVAMC is set in rural America on a beautiful campus on the rolling bluffs of the Missouri River. Veterans and staff who find the rural way of life less stressful are attracted to this small midwestern Veterans Affairs facility. With 22 full-time psychologists, interns find they are quickly integrated into professional culture, and are given opportunities to expand their knowledge base and gain both breadth and depth in clinical training. Veterans and staff alike value the opportunities gained by being part of a psychology internship training facility.

VIII. Other Than Great Training, What Can I Do Here? – Life outside VA

IN TOPEKA…

General Information about the Community
Topeka is the capitol city of Kansas and the seat of Shawnee County. The Topeka metro area population is just over 230,000. Climate is variable – with pleasant springs and mild falls, but also hot summers and cold winters. Forbes magazine, in 2007, named Topeka as one of the leading US cities for greatest variations in temperatures!





Topeka housing is very affordable with rental and purchase prices somewhat below the national average. A range of housing options is available. The Medical Center is easily accessible to other parts of the city. There is no traffic here! Most in-city commutes are less than 10 minutes (maybe 15 if you include stopping for coffee).

The Topeka area is served by four public school districts, and there are several private schools and a parochial school system which provides classes through Grade 12. Washburn University is considered one of the Midwest's finest urban universities and offers a wide variety of undergraduate and graduate degree programs. Its School of Law and Business are nationally known. Kansas State University is 60 miles west in Manhattan, and the University of Kansas is in Lawrence, 25 miles east.

Arts, Culture, Outdoor Activities, Recreation, Festivals, etc. (Remember… this <u>really</u> is a 40-hour work week!)
Topeka has a thriving arts scene! Recognized by the New York Times, the NOTO (North Topeka) district is a vibrant neighborhood of art galleries, cafes and boutiques, and antique emporiums all housed in historic buildings. ARTSCONNECT hosts a First Friday Artwalk, in which galleries all across the city host special events each month to support local artists, strengthen the community, and support the economy. Topeka also has a symphony orchestra, two dinner theaters, and a ballet company. The Mulvane Art Center at Washburn University is the oldest accredited art museum West of the Mississippi and houses a permanent collection of American paintings and sculpture. The Kansas History Museum gives visitors a panorama of the state's past. In addition, the Kansas Expocentre and Topeka Performing Arts Center provides an excellent forum for headline entertainers throughout the year.



The Brown v. Board of Education National Historic Site is located in Topeka. The Brown v. Board Mural Project (pictured below) is located across the street from the National Historic Site. The mural explores themes of equality and justice through the eyes of young people in our community. Artist Michael Toombs directed the painting of the 130' x 30' wall along with a team of artists and thousands of members of the community.



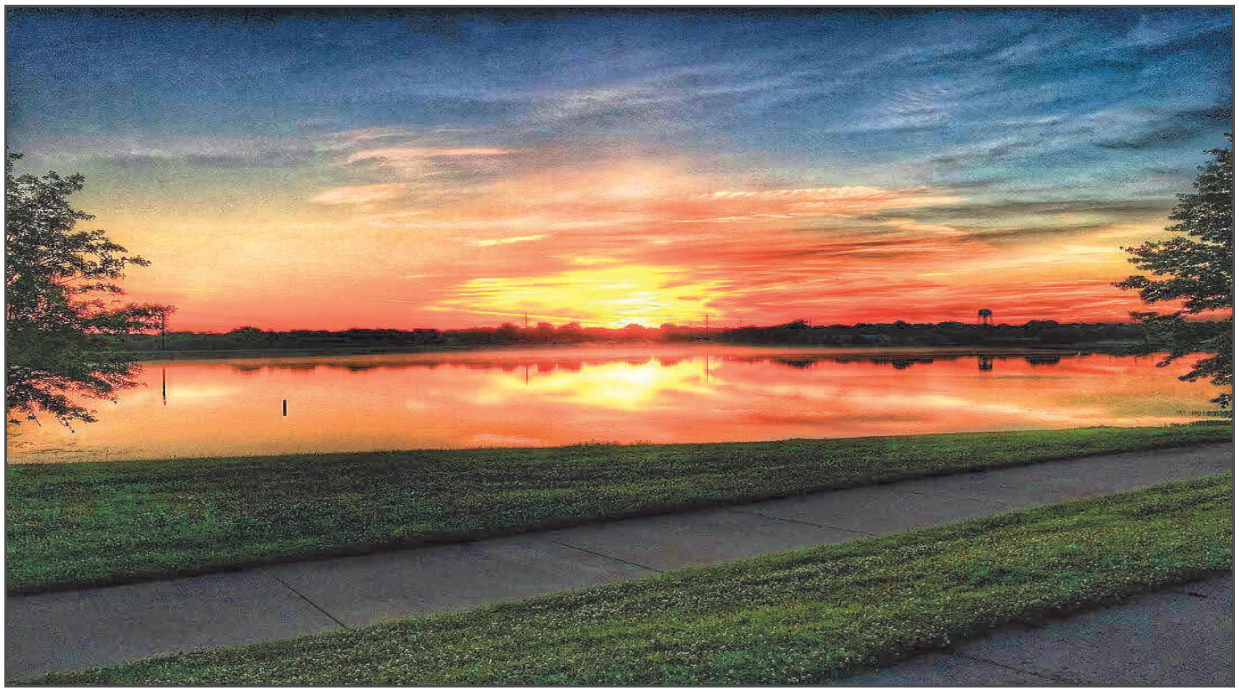
Topeka hosts many long-standing, annual festivals and events throughout the year. Just to name a few:



- Mulvane Art Fair – Art Fair with over 90 national and regional artists on the Washburn Campus with live music, food, and hands-on-art-making experiences.
- Huff 'n Puff Hot Air Balloon Festival – Watch or ride (tethered) more than 30 colorful hot air balloons as they are launched over Lake Shawnee.
- Heartland Military Day – Civil War and WWII reenactments, special exhibits, Big Band and Swing concerts at the Museum of the Kansas National Guard at Forbes Field.
- Fiesta Topeka – A celebration of Topeka's Mexican culture, including a parade downtown and five nights of traditional Mexican food, music, and dancing.
- Tulip Time - Spring is breathtaking in Topeka! See thousands of tulips and daffodils in picturesque gardens around town, including Ted Ensley Gardens at Lake Shawnee, Old Prairie Town and Gage Park's Reinisch Rose Garden and Doran Rock Garden.
- Kansas Book Festival – Prominent local authors discuss topics raised by new books.
- Sunflower Music Festival - Annual series of donation-only orchestra concerts, chamber music, and jazz at White Concert Hall on the Washburn University campus from world-renowned musicians from across North and South America.
- Kansas Chocolate Festival – Need I say more?

Topeka offers its residents a wide variety of recreational activities. The area has five public and four private golf courses. An excellent Parks and Recreation program sponsors team/individual sports of all kinds, including yoga, fencing, softball, and volleyball (just to name a few!). Topeka has miles of paved,

gravel, and wooded trails. The Rails-to-Trails project in Kansas includes 23 rail-trails (287 miles) and is growing. Canoeing, kayaking, and hiking are also available along the Kansas River, a National Water Trail connecting the river from Junction City to where it meets the Missouri River near Kansas City. There are numerous public tennis courts, swimming pools, and health/fitness centers in Topeka. Within 50 miles of the city are five large lakes and reservoirs ideal for swimming, boating, skiing, and fishing. Hunters find many opportunities to pursue their sport in the surrounding countryside. Topeka is the proud home of the Scarecrows, a FPHL hockey team. The Sunflower State Games are held here every July, which feature more than 45 sports for people of all ages and skill levels – everything from track and field, horseshoes, adventure races and BMX, to cricket, disc golf and martial arts. Topeka is also home to a motorsports complex that features a unique 2.5-mile road course and a 1/4-mile dragstrip and brings in races from NASCAR and NHRA.



IN LEAVENWORTH…

General Information about the Community

The City of Leavenworth was founded in 1854 and proudly hales as the "First City of Kansas." The city grew just south of Fort Leavenworth, and its location on the Missouri River made it a destination for refugee African American slaves seeking freedom from the slave state of Missouri in the antebellum years. Currently, about 35,000 people reside in the city of Leavenworth. Rental housing is available in the Leavenworth area and is priced below the national average. However, many interns prefer to live in Lawrence or the Kansas City Metro where options are plentiful. Staff live in Leavenworth or commute from Kansas City, KS; North Kansas City, MO; Overland Park, KS and Lawrence, KS.



Arts, Culture, Outdoor Activities, Recreation, Festivals, etc.
(Remember… this <u>really</u> is a 40-hour work week!)

Leavenworth has many events and festivals throughout the year. Some of the more noted ones include Hidden Art Locked Away, Frontier Army Encampment, Great American Yard Sale at Ft. Leavenworth, Annual Herb Market, County Fair, Antique Shows, Festival of Trees, Haunted Houses of Ft. Leavenworth, lots of parades, and the Candlelight Vintage Home Tours. Other tours available include the Victorian Carroll Mansion and Museum, Ft. Leavenworth, Frontier Army Museum, St. Mary College, Heimhof Winery, and First City Museum. These are all in town. Nearby Weston offers antiques, a small-town winery, and hometown atmosphere.



Fort Leavenworth, just north of the city, is the oldest Fort west of the Mississippi River that has been in continuous operation. Among numerous historical sites, there is visible evidence of a cut in the terrain that was made by heavy-laden wagons pulled by teams of oxen as they journeyed west on the Oregon and Santa Fe Trails. Fort Leavenworth is home to the Buffalo Soldier Monument. This nationally recognized monument was dedicated in July 1992, honoring the 9th and 10th Cavalry Regiments comprised of black soldiers who were called "Buffalo Soldiers". General Colin Powell initiated this effort while stationed at Fort Leavenworth. As a matter of record, the Buffalo Soldiers have been honored for their bravery and service more than any other American military unit, yet history fails to reflect this.



The City of Leavenworth has 424 acres of parks, play areas, and spacious grassy areas. The parks offer numerous amenities such as a dog park, tennis courts, playgrounds, softball and baseball fields, picnic shelters, horseshoe courts, sand volleyball courts, basketball courts, an outdoor summer aquatic center, a campground, and trails. Leavenworth is on the west bank of the Missouri River, and there are great opportunities here for outdoor adventures and beautiful views (check out the view from the window of Dr. Heflin's office!)

IN THE KC METRO AND LAWRENCE AREAS…

Kansas City is only about 30 minutes from Leavenworth and 60 minutes from Topeka. The KC Metro is a 15-county metropolitan area anchored by Kansas City, Missouri and includes both Missouri and Kansas. The population is over 2,100,000 and includes a number of other cities and suburbs, the largest being Overland Park, Kansas; Kansas City, Kansas; Olathe, Kansas; and Independence, Missouri; each over 100,000 in population.

Arts, culture, sports, recreation, relaxation, great food and drink, history, fabulous shopping – all are in Kansas City. The multitude of activities in KC is beyond the scope of this brochure, but here are some of our favorites…

Kansas City is home to the Nelson-Atkins Museum of Art, and also has many fine art galleries and studios, contemplative public art installations, and multi-dimensional art-related events. The Crossroads Arts District is home to more than 400 local artists and 100 independent studios and is one of the most concentrated gallery districts in the nation. First Fridays happen all across the city – including the Crossroads, 18th and Vine, and the West Bottoms - each month with vintage markets, food trucks, street music, aerial performances, sidewalk vendors, buskers, live theater, traditional and avant-garde art exhibits.



The 18th and Vine District in Kansas City is home to the Negro Leagues Baseball Museum and the American Jazz Museum. 18th and Vine is internationally recognized as a hub for African American businesses and was also noted to be the birthplace of Kansas City Jazz. Many important jazz artists have played in this area, but Charlie Parker is most notable. The KC Monarchs played from 1920 to 1965, and fielded Satchel Page, Buck O'Neil, and Jackie Robinson.



The National World War I Memorial and Museum houses more than 55,000 objects and is the only American museum dedicated solely to preserving the objects, history, and personal experiences of those during WWI. Opened in 1926 as Liberty Memorial, it was expanded and opened to the public in 2006 as a museum. Just east of Kansas City in Independence, MO is the Harry S. Truman Presidential Library and Museum. Kansas City is also home to Union Station, Historical Westport, the Mahaffie Stagecoach Stop and Farm, the Steamboat Arabia Museum, and Thomas Hart Benton Home.

Kansas City also has a thriving performance scene including the new Kauffman Center for the Performing Arts and the T-Mobile Center which hosts large concerts. Other venues - such as Starlight Theatre, The Folly, and The Music Hall - provide great opportunities for live entertainment. Great music is available throughout the city. The downtown KC area has been revitalized and is home to the Power and Light District – where there are ample options for entertainment, food, and drink.

Sports fans will enjoy the options in KC. Baseball fans can catch a Kansas City Royals game at the K throughout the summer. The Kansas City Chiefs are our professional football team – and we are hoping for another great season this year with Patrick Mahomes at the helm and Taylor Swift in the crowd! Sporting KC is the awesome men's soccer team, and (soccer-fan or not) joining the KC Cauldron is awesome. KC Current is the women's soccer team (Brittany Mahomes is co-owner). KC was an official host for the FIFA World Cup 2026 host! There are also minor league sports in Kansas City, including the T-Bones (baseball), Storm (women's tackle football), Mavericks (hockey), Roller Warriors (women's roller derby), and Blues (rugby).



Kansas City also boasts some pretty great food – and barbeque is at the top of the list! Kansas City Joe's, Arthur Bryant's, Jack Stack, Q39, and LC's are all pretty fabulous, and there are many more! Other treats include Lydia's (Italian), Meshuggah Bagels, Betty Rae's Ice Cream, Blue Sushi and Sake (sushi), Clay and Fire (Near Eastern), Café Gratitude (vegetarian), Novel (American), Rye (fried chicken), Stroud's (fried chicken -because who can ever get enough fried chicken?), the Peanut (wings – because… chicken is good!), Upper Crust (pie), The Capitol Grille (Steak), Third Street Social (Southern-ish), Black Dog Coffee/Ibis Bakery, Korma Sutra (Indian), Donut Lounge, Blue Koi Noodles and Dumplings, and D'Bronx Pizza and Deli.



Lawrence, Kansas is a community of 87,000 and is a vibrant college town - home to Haskell Indian Nations University and the University of Kansas (KU). On the campus at KU, you can catch a Jayhawks basketball game at historic Allen Fieldhouse, visit the Spencer Museum of Art or the KU Biodiversity Institute and Natural History Museum, or see the Robert J. Dole Institute of Politics. You can also catch a Jayhawk football game… but keep your expectations low. Outdoor activities in Lawrence include the Clinton Lake Recreational Area, the Haskell-Baker Wetlands, and Rock-Chalk Park. Shopping, food and drink is plentiful on Massachusetts (Mass) Street.

Want to explore further…

The Kansas City International Airport is about 25 minutes north of the Leavenworth community and 75 minutes from Topeka. It is served by many major airlines, including American, Southwest, Delta, United, and Spirit.

COMMUTERS…

Interns commonly opt to live in the KC Metro or Lawrence areas while interning at VAEK. A federally funded rideshare program is available from both the KC and Lawrence areas. Interns are eligible to participate and can **APPLY** for this program **BASED UPON AVAILABILITY**.



IX. Sounds Great! What Do I Do Next? Application & Selection Procedures (Thanks for Reading This Far!)

APPLICANT QUALIFICATIONS

To be considered for the predoctoral stipend internship program, the applicant must be a full-time student actively involved in pursuing the Ph.D. or Psy.D. degree in Clinical or Counseling Psychology from an APA-ACCREDITED PROGRAM. The student must have completed a minimum of 500 practicum hours and be within one year or less of completing all requirements for the Ph.D. or Psy.D. They must have completed all graduate prerequisites for internship candidacy including completion of comprehensive exams by November 15th of the fall in which they are applying for internship. All applicants must have U.S. citizenship to be considered for an internship with the VA. 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. Interns and Fellows are subject to fingerprinting and background checks. Match result and selection decisions are contingent on passing these screens. VA conducts drug screening exams on randomly selected personnel as well as new employees.

ONLINE APPLICATION PROCEDURE

Students may now access the AAPI Online (www.appic.org, click on "AAPI Online") to create and develop their application for the selection process. In order to apply to VAEKHCS, please complete the APPIC online registration**. In the cover letter, please specify to which site (Leavenworth, Topeka, or both) you are applying for.** Additionally, please provide us with three letters of recommendation and your graduate school transcripts. We do not require any supplemental information to the online application. The AAPI Online should be used by students to apply to all APPIC-member internship programs as well as those non-member programs that register to participate in the APPIC Match.

POST APPLICATION PROCESS

The Department of Veterans Affairs and VAEKHCS is an equal opportunity employer. VA does not tolerate unlawful discrimination, including workplace harassment, based on race, color, religion, national origin, sex (including gender identity, transgender status, sexual orientation, and pregnancy), age (40 or older), disability, genetic information, marital status, parental status, political affiliation, or retaliation for opposing discriminatory practices or participating in the discrimination-complaint process. This applies to all terms and conditions of employment, including recruitment, hiring, promotions, transfers, reassignments, training, career development, benefits, and separation.

Training staff recognize the impact of race, ethnicity, sexual orientation, age, disability, culture, and gender across all levels of psychological theory, research, practice, and education. We seek both staff and interns who are strongly committed to diversity and who are supportive of providing a welcoming work and training environment. We welcome members of underrepresented groups including women

and minorities and encourage them to apply for positions. The training staff at VAEKHCS believes that we provide a safe and encouraging environment for the exploration of multicultural and diversity issues.

Each campus appoints a minimum of three psychologists to serve on independent Intern Selection Committees. Each member reads, reviews, and scores the applications assigned to them. After all applicants have been reviewed and rank ordered, the top applicants at each site will be offered interviews. Applicants not selected for interviews will be notified (by e-mail) by December 15th that they are no longer candidates for the VAEKHCS internship. In an effort to reduce the financial burden and alleviate the costs of travel for interviews, all interviews will be conducted virtually. Interviews are scheduled for early- to mid-January. Applicants may be offered interviews at one or both sites. VAEK does not offer an open house for candidates; prior interns have discouraged making open house available, explaining that candidates often feel pressured to attend these on-campus events (even when they are listed as optional) to be seriously considered and take on additional travel expenses to attend.

Following the last scheduled applicant interview, the Intern Selection Committees will meet again with additional information gathered during the interviewing process and will rank order their respective candidates. There will be no notification for candidates who are no longer under consideration.

VAEKHCS submits two lists to the National Matching Service: one list is submitted ranking candidates for the COVAMC (Topeka) program (National Matching Service Number is 130412) and one list for the DDEVAMC (Leavenworth) program (National Matching Service Number is 130411). Lists must be submitted in accordance with yearly dates established by APPIC. Applicants may be listed by one or both sites.

APPIC Match Day is generally in late February, set yearly by APPIC. Following confirmation of match results, the Site Directors will confirm the selection of interns by phone and letter to the applicant and the applicant's university training director. Selected interns will be asked to provide a written statement officially accepting and committing to the internship training program. Interns will be required to complete an application for federal employment, to include a physical examination, prior to the internship start date. This will be coordinated through VAEKHCS administrative staff. We recommend completing the physical examination at VAEKHCS. Additionally, interns will be assigned computer-based training modules to be completed prior to their arrival.

X. What's Left? The Other Stuff…Administrative Policies and Procedures

INTERN AND EMPLOYEE GRIEVANCES

It is the policy of VAEKHCS to identify and make reasonable and proper efforts to correct causes of employee dissatisfaction on the job. Careful consideration will be given to intern grievances. The interns and staff use the formal grievance procedure of the VAMC should such an issue arise. There is also a formal process to monitor intern progress and remediate training problems. The policies and procedures are delineated in the intern manual which each intern receives during orientation.

EMPLOYEE ASSISTANCE PROGRAM

EKHCS contracts with New Directions to provide employee assistance. Services are confidential and range from helping with placement of elderly family members in another state to crisis intervention for a staff member. There is no cost to staff or interns for this service.

GOVERNING PRINCIPLES

The VAEKHCS Psychology Internship Training Program abides by APA, APPIC, and National Matching Service (NMS) guidelines in the selection of interns. Furthermore, VAEKHCS is an Equal Opportunity Employer. VAEKHCS does not tolerate unlawful discrimination, including workplace harassment, based on race, color, religion, national origin, sex (including gender identity, transgender status, sexual orientation, and pregnancy), age (40 or older), disability, genetic information, marital status, parental status, political affiliation, or retaliation for opposing discriminatory practices or participating in the discrimination-complaint process. This applies to all terms and conditions of employment, including recruitment, hiring, promotions, transfers, reassignments, training, career development, benefits, and separation.

APPIC provides their policies and procedures and the NMS policies on the website: www.appic.org. The website also provides information on filing grievances with the APPIC Standard and Review Committee should applicants perceive that policies have been violated.

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.

INTERNSHIP ADMISSION, SUPPORT, AND INITIAL PLACEMENT DATA

Date Program Tables are updated: 08/30/2026

Program Disclosures

Does the program or institution require students, trainees, and/or staff (faculty) to comply with specific policies or practices related to the institution's affiliation or purpose? Such policies or practices may include, but are not limited to, admissions, hiring, retention policies, and/or requirements for completion that express mission and values?	_____ **Yes** __X___ **No**
If yes, provide website link (or content from brochure) where this specific information is presented:	
NA	

Internship Program Admissions

Briefly describe in narrative form important information to assist potential applicants in assessing their likely fit with your program. This description must be consistent with the program's policies on intern selection and practicum and academic preparation requirements:
The VAEKHCS model for psychology training is competency based within a scientist-practitioner framework. Competencies are defined by behavioral markers and are sequential, cumulative, and graded in complexity. The training year is divided into three training periods, and the intern is expected to achieve a higher level of competency with each successive training period. The use of empirically supported treatments is required as a component of their clinical competencies. The internship is sponsored by and viewed as an integral part of the VAEKHCS, whose mission is providing excellence in care to veterans, military retirees and dependents. The overarching goal of the training program is to provide professional growth opportunities for the interns and trainees while enhancing the quality of patient care. The basic philosophy underlying the internship training program is grounded in the belief that given academic preparation of nearly a decade of undergraduate and graduate work, interns have attained a certain level of intellectual and emotional maturity which prepares them for the final formal educational and experiential step: the internship year. During the internship year, students are provided a supportive, supervised environment in which they continue to develop competencies while assuming growing responsibility for patients in preparation for functioning independently. Staff interactions with interns encourage movement toward autonomy. Interns are actively involved in selecting supervisors, choosing training assignments, participating in training seminars and workshops, and providing evaluation and input into the internship program. VAEKHCS Psychology Internship Training Program values diversity in staff, interns, and Veteran consumers. Our program welcomes people with diverse backgrounds and characteristics. We seek to

create a training environment welcoming of diverse interns and to provide clinical care respectful of human diversity. The Medical Center strives to create a therapeutic environment for, and ensure ethical treatment of, patients with diverse backgrounds and characteristics. Thus, an important goal of the training program is to increase interns' knowledge and skills in working with a wide range of clients from different cultural backgrounds.

Does the program require that applicants have received a minimum number of hours of the following at time of application? If Yes, indicate how many:			
Total Direct Contact Intervention Hours	XX		Amount: 500 hours
Total Direct Contact Assessment Hours	XX		Amount: 50 hours

Describe any other required minimum criteria used to screen applicants:

To be considered for the predoctoral stipend internship program, the applicant must be a full-time student actively involved in pursuing the Ph.D. or Psy.D. degree in Clinical, Counseling, or Combined Psychology from an APA -ACCREDITED PROGRAM. The student must have completed a minimum of 500 practicum hours and be within one year or less of completing all requirements for the Ph.D. or Psy.D. They must have completed all graduate prerequisites for internship candidacy including completion of comprehensive exams by November 15th of the fall in which they are applying for internship. Applicants must be in good standing with their graduate program and be approved for internship status by the graduate program training director. All applicants must have U.S. citizenship to be considered for an internship with the VA. 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. Interns are subject to fingerprinting and background checks. VA conducts drug screening exams on randomly selected personnel as well as new employees. Match result and selection decisions are contingent on passing these screens. VA also requires that interns be vaccinated for covid-19 and have an annual flu shot.

More information about eligibility criteria, including VA's status as a drug-free workplace, is available here: Resources for Health Professions Trainees Coming to VA | Eligibility and Forms - Office of Academic Affiliations

Financial and Other Benefit Support for Upcoming Training Year*

Annual Stipend/Salary for Full-time Interns	$34862	
Annual Stipend/Salary for Half-time Interns	NA	
Program provides access to medical insurance for intern?	Yes	
If access to medical insurance is provided:		
Trainee contribution to cost required?	Yes	
Coverage of family member(s) available?	Yes	
Coverage of legally married partner available?	Yes	
Coverage of domestic partner available?		No
Hours of Annual Paid Personal Time Off (PTO and/or Vacation)	104	
Hours of Annual Paid Sick Leave	104	
In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?	Yes	

Other Benefits:
Interns may be granted Authorized Absence (AA) for documented educational purposes including travel to and from the event up to 24 hours for each occurrence. Documented educational purposes include, but are not limited to, professional meetings, lectures, workshops, conferences, and interviewing for post-doctoral/employment positions. Interns may also request AA to engage in educational activities outside of the VA setting in support of their training efforts towards their doctoral degree. For example, interns may request that time be granted to meet with university faculty regarding dissertations. Such meetings could include Dissertation Defenses, planning meetings, data analysis, and other activities related to dissertation progress.

Interns are provided with private office space throughout the year. Additionally, interns are provided, as needed: clerical and technical support, office supplies, calendars, access to duplication services, computers (including software Microsoft Office, Outlook, e-mail accounts), internet access, Psychology and Behavioral Sciences collection from EBSCO, access to audio/video-recording equipment, library services including relevant computer searches, psychological tests and manuals, biofeedback training equipment, parking stickers, and on-station employee gyms.

*Note. Programs are not required by the Commission on Accreditation to provide all benefits listed in this table

Initial Post-Internship Positions

(Provide an Aggregated Tally for the Preceding 3 Cohorts)

	2022-2025	
Total # of interns who were in the 3 cohorts	18	
Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree	1	
	PD	**EP**
Academic teaching	0	0
Community mental health center	0	0
Consortium	0	0
University Counseling Center	0	0
Hospital/Medical Center	2	0
Veterans Affairs Health Care System	4	8
Psychiatric facility	1	0
Correctional facility	0	0
Health maintenance organization	0	0
School district/system	0	0
Independent practice setting	2	0
Other	0	0

Note: “PD” = Post-doctoral residency position; “EP” = Employed Position. Each individual represented in this table should be counted only one time. For former trainees working in more than one setting, select the setting that represents their primary position.