

Psychology Internship Program



Sioux Falls VA Health Care System
2501 W. 22nd Street
Sioux Falls, SD 57117
(605) 333-6890
<http://www.sioxfalls.va.gov/>

MATCH Number: 220611
Applications Due: November 30, 2014

Accreditation Status

The predoctoral internship at the Sioux Falls VA Health Care System (SFVAHCS) is not yet accredited by the Commission on Accreditation of the American Psychological Association (APA). An application for accreditation is in process. A site visit has been granted and will be scheduled in the fall of 2014. We are members of the Association of Psychology Postdoctoral and Internship Centers (APPIC).

Application & Selection Procedures

Criteria for acceptance into the program

According to VA policy, internship funding can be provided only to students who are U.S. citizens and are enrolled in APA-accredited doctoral programs in clinical or counseling psychology. In addition, we require that a prospective intern's university advisor or director of training verify that he or she approves and recommends that the student receive an internship at this facility as specified on the APPIC "Academic Program's Verification of Internship Eligibility and Readiness" form. Only 52-week full-time internships are available.

Application Process

To apply, applicants should follow the APPIC Match Guidelines as we follow the match policies established by APPIC.

The Sioux Falls VA Health Care System training program will closely adhere to guidelines put forth by the APA, VA and APPIC. As required under APPIC policies, offers to interns may not be made before Match Day. Further, the VA Health Care System is an Equal Opportunity Employer. The selection of interns is made without discrimination on the basis of race, color, religion, sex, national origin, politics, marital status, physical handicap, or age. We are committed to providing a supportive and professional environment that values and promotes diversity. Applicants who have been selected during the uniform notification period will need to complete a Standard Form 171 for the appointment to be processed. All new VA Health Care System employees are subject to background checks and a random drug screen during their orientation period. Interns are included in the random selection for drug screening during their appointment. Because of significant time delay between completion of criminal background checks and the start of the internship year, shortly after selection interns will be instructed to begin the procedure for completing this background check. Per guidelines of VA, if the intern applicant is male, he must have registered with the Selective Service System by age 26 years. Furthermore, VA policy requires that internship funding can be provided only to students who are U.S. citizens and are enrolled in APA-accredited doctoral programs in clinical or counseling psychology. In addition, we require that a prospective intern's university advisor or director of training verify that he or she approves and recommends that the student receive an internship at this facility as specified on the APPIC "Academic Program's Verification of Internship Eligibility and Readiness" form. Only 52-week full-time internships are available.

*This document contains links to sites external to Department of Veterans Affairs.
VA does not endorse and is not responsible for the content of the external linked websites.*

To be considered, all application materials for the 2015-2016 internship year need to arrive no later than **November 30, 2014**.

Address application questions to:

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Candidate Interviews

All personal interviews are conducted individually and by invitation only. Candidates will be informed by e-mail by December 28, 2014 concerning whether or not they have been invited for a personal interview. We regard interviews as a two-way process - a chance for us to meet and learn more about the intern and an opportunity for the intern to meet us and get a better understanding of our program. Candidates will meet with interviewers and with the training director. For those who are invited for an interview and are unable to visit our program in person, we will be happy to conduct an interview and answer any questions by telephone. A personal interview is not required to match with our program. We adhere strictly to the selection process guidelines established by the Association of Psychology Postdoctoral and Internship Centers (APPIC).

Match Process

We will follow the match policies established by APPIC. Our program uses one match number for all positions. The only information that we may communicate to applicants prior to the February deadline is whether they are still under consideration for admission. Additional information regarding the match is available through the National Matching Services. ***The Sioux Falls VA Match Number is 220611.***

Psychology Setting

The Mental Health Service Line has long been a major component of the Sioux Falls VA Health Care System (SFVAHCS). The medical center is a teaching hospital (affiliated with the University of South Dakota School of Medicine) providing a full range of patient care service, with state-of-the-art technology as well as education and research.



The catchment area served by the

SFVAHCS is considered predominately rural and highly rural. As a result of our unique location and dedicated staff, we uphold the vision to improve access and quality of care for rural Veterans and use innovative practices to support the unique needs of these Veterans in geographically remote areas. Providing services closer to where rural Veterans reside is important to the SFVAHCS. To do so, we maintain five community based outpatient clinics (CBOCs) across a two state area in addition to the main medical center in Sioux Falls. All of these CBOCs offer both psychiatric care and psychotherapy services through the use of on-site visits and/or telemental health services. The areas covered by the SFVAHCS also include four Native American reservations - the Sisseton-Wahpeton, Flandreau Santee Sioux, Crow Creek, and Yankton Sioux.

The mental health staff currently includes six psychiatrists, eight doctoral level psychologists, as well as numerous social workers, addiction treatment providers, nursing and compensated work therapy staff. Treatment is recovery based and includes inpatient services (both to the medical units and our secure psychiatric unit) and outpatient services, which offer individual and group therapy as well as peer support groups. Evidenced-based Psychotherapies (EBPs) for Posttraumatic Stress Disorder, Military Sexual Trauma, Serious Mental Illness and other disorders are offered in the form of Prolonged Exposure, Cognitive Processing Therapy, Cognitive Behavioral Therapy for Depression, Cognitive Behavioral Therapy for Insomnia, Motivational Interviewing, Social Skills Training and Acceptance and Commitment Therapy. Our Addiction Treatment Program offers a range of treatment options including intensive outpatient treatment, evening outpatient treatment, relapse prevention, and 12-step groups, as well as a Seeking Safety group for Veterans dealing with PTSD and substance use disorders. Mental Health has also been integrated into Primary Care and the Emergency Department, allowing quick access to mental health services such as evaluation, triage, crisis management, brief psychotherapy and behavioral health interventions. Our Mental Health Service Line also operates a Crisis Line that is staffed 24 hours a day 7 days a week. Psychology also has a presence in providing services through the Polytrauma Clinic, Managing Overweight/Obesity for Veterans Everywhere (MOVE) Program, the Pain Clinic, and Home Based Primary Care services.

The Sioux Falls VA Health Care System is considered a highly desirable training site for psychology clinical graduate students. Graduate students from the nearby University of South Dakota often vie for practicum placement due to the high quality training that has been provided for many years.

Training Model and Program Philosophy

SFVAHCS Mission Statement: Honor America's Veterans by providing exceptional health care that improves their health and well-being.

SFVAHCS Mental Health Service Line Mission Statement: To help improve the health and well-being of Veterans and their families through use of best-evidence practice health care, in a timely manner.

SFAHCS Psychology Internship Mission Statement: To provide a wide range of experience in the application of psychological principles, including psychotherapy and psychological assessments through exposure to Veterans of varying backgrounds and cultures, thus fostering substantial responsibility in carrying out professional functions to prepare the intern to become an independent practitioner as a clinical or counselling psychologist.

Philosophy Statement: The philosophy of the Sioux Falls VA Psychology Internship Program espouses a competency-based training experience that is responsive to the mission of the facility and the Mental Health Service Line in providing exceptional health care through the use of best-evidence practices in a timely manner to improve the health and well-being of Veterans. We are committed to providing a broad range of high-quality learning opportunities and supervision to the intern with a strong emphasis in rural health care in a supportive and professional environment. We view the internship training program as a service to the psychology profession and not as a revenue or labor source. It is the aim of the internship to assist the intern in completing the final formal training required on his or her way to becoming an independent practitioner by meeting the goals and objectives set forth by the program.

Training Schedule and Rotations

During orientation week, interns meet with the training director and other staff psychologists to plan their training schedule for the entire year and to get a better understanding of the training opportunities each rotation offers. Three rotations are selected which are of four-months duration. Each rotation the intern undertakes will provide an opportunity for exposure to, and participation with, various interprofessional treatment teams, the makeup of which will depend on the rotation. The intern will be mentored by licensed psychologists, most of whom have received specialized training through VA in EBTs. The intern will be educated on the research behind these therapies as well as on how to apply them by the mental health staff who have had this formalized training and who regularly put it into practice. In addition to the three major rotations, each intern will be required to complete a minor rotation in psychological assessment in which he or she will administer, score and interpret statistically sound cognitive, personality and neuropsychological tests.

Program Goals, Objectives and Requirements for Completion

Training will consist of a competency-based education, expanding on both the foundational and functional competencies of the intern. According to APA Guidelines and Principles, the primary training method for the intern will be experiential in that the intern will provide services through direct contact with Veterans. There will be a wide range of high-quality professional training with education that is broad in focus so the skills learned will be generalizable to other populations outside of VA. These competencies are assessed within a framework of increasing understanding and will be enhanced by both supervised clinical experience and didactics.

It is expected that upon completion of the program, all interns will meet the following two goals and demonstrate competence in the following core domains:

GOAL 1: Prepare interns in becoming a competent independent psychologist. This will be achieved through the following objectives:

Objective A: Demonstrate competency in the knowledge of and ability to consistently provide accurate *Diagnostic Skills, Assessment and Case Conceptualization*.

Competencies

- 1) Establishes rapport with the patient.
- 2) Diagnostic interviewing skills.
- 3) Differential diagnostic skills and knowledge of the most recent version of the DSM/ICD.
- 4) Completes interview within a reasonable time frame.
- 5) Selection of appropriate assessment tools based on referral question and history.
- 6) Appropriate administration and scoring of assessment tools.
- 7) Appropriate interpretation of assessment tools.
- 8) Writes a comprehensive, yet concise, report which clearly addresses the referral question.
- 9) Report includes all necessary biopsychosocial information as well as collateral information.
- 10) Report includes accurate/defensible conclusions/conceptualization which incorporates theory and case material.
- 11) Report includes useful recommendations which are clear and concrete.
- 12) Provides meaningful, understandable and useful feedback that is responsive to client need.
- 13) Understands effects of medical conditions and medications on psychological functioning.

Objective B: Demonstrate competency in the knowledge of and ability to consistently and appropriately apply empirically supported *Clinical Skills* while providing individual and group *Psychotherapy/Counseling*.

Competencies

- 1) Completes required patient records promptly and accurately.
- 2) Discusses issues of confidentiality and informed consent with the patient.
- 3) Collaboratively establishes therapy goals and develops a treatment plan.
- 4) Formulates a useful case conceptualization from a theoretical perspective to guide treatment.
- 5) Establishes and maintains the therapeutic alliance.
- 6) Applies therapeutic techniques in an effective and flexible manner.
- 7) Independently delivers Evidence Based Therapies.
- 8) Demonstrates awareness of personal issues that could interfere with therapy.
- 9) Maintains professional boundaries.
- 10) Plans for termination and manages termination in a healthy manner.
- 11) Coordinates care with other providers.
- 12) Monitors and documents patient progress during therapy and toward goals and adjusts therapy approach as needed.

Objective C: Demonstrate competency in the knowledge of and ability to consistently manage *Crisis Interventions*.

Competencies

- 1) Recognizes and responds appropriately to patient crisis.
- 2) Reliably evaluates suicidal concerns and potential for violence and documents evaluation.
- 3) Facilitates the patient's exploration and expression of affectively difficult issues during crisis.
- 4) Completes suicide/homicide risk assessments and safety plans as appropriate.
- 5) Demonstrates appropriate clinical judgment regarding intervention during patient crisis.
- 6) Demonstrates appropriate clinical judgment regarding supervision and consultation during patient crisis.

Objective D: Demonstrate competency in the knowledge of and ability to consistently provide appropriate type and level of information during *Consultation* with other health care professionals.

Competencies

- 1) Uses appropriate professional language when communicating with other healthcare providers.
- 2) Collaborates effectively with other providers or in interdisciplinary settings.
- 3) Prepares clear and useful feedback and recommendations to all appropriate parties.
- 4) Demonstrates ability to communicate effectively assessment and/or intervention results to team, referral source, patient, or family.
- 5) Appreciates and integrates perspectives from multiple professions.
- 6) Develops expected knowledge with regard to program evaluation and development.

Objective E: Demonstrate competency in the knowledge of and ability to consistently apply *research knowledge and evidence based practice*.

Competencies

- 1) Seeks out professional writings regarding assessment and treatment cases.
- 2) Awareness and use of current literature, research and theory in interventions/assessments.
- 3) Independently compares and contrasts EBP approaches with other theoretical perspectives and interventions in the context of case conceptualization and treatment planning.
- 4) Uses findings from outcome evaluation to alter intervention strategies as indicated.
- 5) Demonstrates independent, critical thinking in scholarly endeavors.

GOAL 2: Prepare interns to carry on the goals, ethics and ideals of the profession as they enter the field of professional psychology. This will be achieved through the following objectives:

Objective A: Demonstrate competency in the knowledge of and ability to consistently demonstrate appropriate behavior in compliance with *APA Ethical Principles, Professional Standards, and Legal Issues*.

Competencies

- 1) Demonstrates knowledge of issues related to confidentiality and informed consent.
- 2) Demonstrates awareness of APA ethical guidelines and ethical issues that arise in professional activities.
- 3) Demonstrates ability to think critically about ethical and legal issues.
- 4) Behaves in a manner that is consistent with ethical guidelines.
- 5) Adheres to ethical guidelines in assessment.
- 6) Adheres to ethical guidelines in treatment.
- 7) Adheres to ethical guidelines relevant to consultation and supervision.
- 8) Adheres to ethical guidelines relevant to scholarly inquiry.

Objective B: Demonstrate competency in the knowledge of and ability to consistently demonstrate sensitivity and awareness regarding *Cultural and other forms of Diversity*.

Competencies

- 1) Demonstrates awareness of numerous aspects of individual diversity.
- 2) Adapts professional behavior in a manner that is sensitive and appropriate to the needs of diverse others.
- 3) Sensitive to issues of diversity in assessment.
- 4) Sensitive to issues of diversity in case conceptualization.
- 5) Sensitive to issues of diversity in treatment.
- 6) Sensitive to issues of diversity relevant to consultation and supervision.
- 7) Sensitive to issues of diversity relevant to scholarly inquiry.

Objective C: Demonstrate competency in the ability to consistently and appropriately negotiate *Professional Issues and Supervision*.

Competencies

- 1) Reliably manages expected workload.
- 2) Responds appropriately to supervisory feedback.
- 3) Manages conflicting environmental and supervisory demands appropriately.
- 4) Well prepared for supervisory meetings and effectively presents clinical material in supervision.
- 5) Recognizes how personal characteristics and biases impact therapy/assessment work and seeks supervision/consultation when needed.
- 6) Awareness of own competence and limitations as a clinician.
- 7) Awareness of continuing developmental professional goals.
- 8) Possesses an appropriate level of confidence in clinical abilities.
- 9) Is able to appropriately express professional needs to supervisors.
- 10) Interacts professionally and respectfully with other staff.
- 11) Demonstrates accountability, responsibility, and dependability.
- 12) Shows initiative.
- 13) Exercises good judgment as a professional.

Before and during orientation week, interns' prior training experiences are reviewed. This is done to identify areas of strengths and areas of further development to facilitate the development of a training program that best meets the specific training needs of each intern. In keeping with our philosophy, interns are encouraged to address those areas in which they have had limited experience (e.g., working with certain populations such as those with severe mental illness or substance abuse issues, particular assessment approaches such as use of neuropsychological instruments or personality testing, as well as exposure to various theoretical orientations).

At the beginning of the training year, each intern receives a Psychology Intern Manual that specifies the required competency elements within each domain, along with examples of the expected levels of

performance, for an intern. Competency ratings will be operationalized and will be a measurable reflection of the programs stated goals and objectives. These ratings will be used to show that the intern has achieved the expected outcomes, has successfully completed the internship requirements and has demonstrated the ability to move on to entry-level practice in the field of professional psychology. The means for assessing these competencies will be varied and include self-assessment, direct observation, the use of video and or audio tape, case presentations, review of written work, review of test data, discussion of clinical interaction, individual and group supervision, as well as input from other interdisciplinary staff. Assessment of competencies will occur throughout the internship year beginning at initial entry into the program, midway through each rotation, at the end of each rotation, and at the end of internship. For example, at entry into the program, each intern will be evaluated on their ability to administer, score and interpret a variety of psychometrically sound tests (e.g., MMPI-2, MCMI-III, WAIS IV), psychological report writing, as well as on knowledge and demonstration of basic therapy skills. At the beginning of each rotation, the intern will be expected to develop an individualized contract with their rotational supervisor. The goals established in the contract, as well as other mandatory experiences that will be outlined in a training manual, will be assessed midway through and at the end of each rotation (each rotation being four months). During the course of the internship, the intern's competencies will also be assessed through two mandatory case presentations: one assessment case and one therapy case. Every four months supervisory staff and the intern will meet to formally discuss progress using identified competency criteria, rotation contracts, and case presentation evaluations. At the end of the year, the training director will consolidate and summarize the intern's training history and competency ratings that will be used as part of the data for the year end reports for the Office of Academic Affiliations (OAA). In addition to evaluation of the intern, ongoing evaluation of the program by the intern will also be gathered. Such evaluations will include ratings and feedback regarding didactic seminars, supervisors and the program itself. Further follow-up evaluations will be attempted at one and three years. These evaluations will assess the degree to which the program met its goals and objectives and if and when the intern became licensed, obtained work on a part-time or full time basis, and if the work was in their chosen field. Information gleaned from all evaluations will be used to further improve and change the program as deemed appropriate.

Program Structure

The intern will receive supervision that maintains full compliance with VHA Handbook 1400.04 *Supervision of Associated Health Trainees*, which will be offered both formally and informally throughout the year. Program staff will exhibit mutual courtesy and respect for cultural and individual diversity towards each other and among the interns. The structure of supervision and supervisors will include the following: Director of Training will provide the general administration of the internship. Mentor Supervisors will be assigned at the beginning of the internship year and will provide general supervision, serve as an advocate, and oversee the progress of competency achievement; and Rotational Supervisors who will supervise the intern's rotation, oversee initiation and completion of rotational contracts, serve as case supervisor during the rotation, and manage progress of rotational competencies. Formal supervision will be scheduled on a regular basis and include a minimum of four hours per week, at least two hours of which will include individual supervision. Further learning will be offered through regularly scheduled didactics seminars, Continuing Medical Education, difficult case conferences, co-joint learning opportunities with medical residents and observational learning opportunities. This broad range of training activities will be structured to assist the intern in acquiring the knowledge and skills needed to demonstrate competency within the identified goals and objectives of the program. Program staff will be accessible to the interns to provide them with consultation, guidance, supervision and encouragement needed to successfully complete the internship.

Training Experiences

There are currently four major rotations and three minor rotations available for psychology interns at the Sioux Falls VA Health Care System. Interns choose three of the four major rotations. The minor rotation

in assessment spans the duration of the year and is required of all interns. The minor rotations in Addiction Treatment Program and Neuropsychology Assessment are optional training experiences.

MAJOR ROTATIONS:

1. Inpatient/Serious Mental Illness
2. Outpatient/Community Based Outpatient Clinics (CBOCs)/Telehealth
3. Posttraumatic Stress Disorder/Military Sexual Trauma
4. Primary Care Mental Health Integration/Consultation/Liaison

MINOR ROTATIONS:

1. Addiction Treatment Program
2. Assessment
3. Neuropsychology Assessment

ADDICTION TREATMENT PROGRAM

Supervisor(s): Robin Carter-Visscher, PhD

The focus of this rotation will be gaining knowledge and experience in working with the substance use treatment team that includes substance use treatment therapists, psychologists and social workers. There is also opportunity to observe groups facilitated by staff from other disciplines including chaplain services and recreation therapists. The intern will have the opportunity to be involved with the intensive outpatient program, as well as a variety of group therapy options for substance related and dual diagnosis issues. During this rotation, the intern will observe and complete comprehensive intake assessments, develop treatment plans, facilitate group therapy, provide brief individual interventions, and participate in discharge planning while working with Veterans diagnosed with an addiction.

ASSESSMENT/NEUROPSYCHOLOGY ASSESSMENT

Supervisor(s): Jeffrey Ellison, PsyD

This will be a mandatory one day a week, year-long rotation for all interns. The focus of this rotation is on developing the knowledge and abilities required to complete a diagnostic interview, as well as administer, score and interpret statistically sound cognitive, personality and neuropsychological screens and tests to gain the level of expertise needed to become an independent practitioner. The intern will be expected to conduct a range of assessments for a variety of purposes to assist with diagnosis and treatment planning.

Additionally there is an optional minor rotation for all interns in which he or she will administer, score and interpret statistically sound neuropsychological screens and tests. This will offer the intern the ability to learn and develop more advanced knowledge and skills with neuropsychological batteries than the mandatory assessment rotation.

INPATIENT/SERIOUS MENTAL ILLNESS

Supervisor: Joel Deloy, PhD

This rotation will provide the opportunity to work with psychologists and other interdisciplinary staff to provide services to Veterans both on our acute inpatient psychiatric unit as well as on an outpatient basis. Special focus will be placed on providing mental health services for Veterans dealing with serious mental illnesses. Our inpatient psychiatric unit serves Veterans who are admitted for a number of mental health conditions such as depression, schizophrenia, schizoaffective disorder, bipolar disorder, anxiety disorders, dementia, dual diagnosis issues. During this rotation, the intern will have the opportunity to work as part of a multidisciplinary team that includes members from psychiatry, nursing, social work, the suicide prevention coordinator, and psychology. The intern may also coordinate care with other

disciplines such as vocational rehabilitation and dual diagnosis treatment. The intern will provide individual and group therapy, with opportunities for this existing on both an inpatient and outpatient basis. This will include experience with evidence-based Social Skills Training group, as well as with other inpatient and outpatient groups (e.g., Illness Management and Recovery, Coping Skills Group). In addition to therapy, training will also include completing clinical interviews, administering recommended assessment tools, and developing treatment plans.

OUTPATIENT/CBOCs/TELEHEALTH

Supervisor(s): Jaime Hudson, PhD; Jessica Klopper, PhD; Mark Daniels, PhD; and Joel Deloy, PhD

This rotation will focus on furthering knowledge and abilities regarding services provided through an outpatient mental health clinic. Individual and group psychotherapy will be provided along with diagnostic assessment/interviewing and treatment planning. A variety of time-limited, skills-based groups are available for the intern to observe, co-lead, and lead under supervision. Some of the groups include a focus on depression, anger, anxiety, and borderline personality disorder. Our outpatient mental health clinic provides services for a wide variety of diagnoses and presenting issues, including depressive disorders, thought disorders, PTSD, anxiety disorders, marital issues, and personality disorders. Interns will also have the opportunity to participate in the Compensation and Pension Clinic which is part of the process of establishing diagnosis and service connection for Veteran compensation. The C&P clinic provides training emphasizing differential diagnosis, diagnostic interviews, chart and record review, and forensic report writing. Due to the rural nature of our catchment area, the intern will also be provided the opportunity to receive supervised experience with telehealth and travel to the Sioux City Community Based Outpatient Clinic to provide mental health services. Consistent with APA guidelines, the intern will develop skills to provide telehealth services in a developmental manner. First, he or she must demonstrate competencies face-to-face before the introduction of providing any electronic versions of therapy, such as telehealth.

POSTTRAUMATIC STRESS/MILITARY SEXUAL TRAUMA

Supervisor(s): Robin Carter-Visscher, PhD and Kyle Lythgoe, PsyD

This rotation will provide the opportunity to work with two psychologists and other mental health staff who provide outpatient services to Veterans within a specialized focus on Posttraumatic Stress Disorder, sub-threshold symptoms of PTSD, and Military Sexual Trauma (MST) that have resulted in clinically significant distress or functional impairment. Services are provided to Veterans of all eras. The intern will gain knowledge and exposure to evidence based therapies for these disorders. These therapies include Cognitive Processing Therapy, Prolonged Exposure and Seeking Safety by therapists who have received the special formalized training in these treatments. Further training will include the opportunity to gain education about PTSD and MST through monthly teleconference calls with experts from across the nation. Opportunities will be available to sit in on and co-lead various groups for this population of Veterans such as Anger Management, Seeking Safety, and other support and processing groups. In addition to individual and group therapy, training will also include completing clinical interviews, administering recommended assessment tools, and developing treatment plans.

PRIMARY CARE MENTAL HEALTH INTEGRATION/CONSULTATION/LIASION

Supervisor(s): Ruthmarie Monteith, PhD

This rotation will provide the opportunity to work with two psychologists, various psychiatrists, as well as other interdisciplinary staff. The focus of the rotation is on developing the knowledge and abilities required to provide integrated psychological services within interdisciplinary medical treatment teams. Skills emphasized will include: evaluation and brief treatment for clinical and behavior health issues; mental health crisis management; triage decision making to prioritize service delivery; consultation and collaboration with primary care providers as well as emergency department medical providers and specialty mental health; making referrals to appropriate specialty mental health programs; as well as collaboration with psychiatry and social work assigned to Primary Care. During this rotation, experience will be gained in learning to identify and address a variety of mental health and behavioral health issues

such as mood disorders, anxiety disorders, substance use issues, adjustment disorders, sleep problems, issues with adherence to medical recommendations, pain management and more. As noted above, this rotation will offer the intern experience in working with a range of providers including physicians from various specialties, physician assistants, nurse practitioners, nurses, social workers, pharmacists, dietitians and others. Interns will also get exposure to the Patient Aligned Care Team (PACT) model. Opportunities for further experience in providing consultation and liaison mental health services to physicians, nurses, social workers, mid-level practitioners, and other medical professionals on inpatient medical units including acute, ICU and long-term medical rehab units will also be offered.

DIDACTICS

As noted above, further learning will be offered through regularly scheduled didactic seminars, Continuing Medical Education, difficult case conferences, co-joint learning opportunities with medical residents and observational learning opportunities. At the SFVAHCS internship site, we want the interns to get high quality didactics from providers and others who are experienced in a variety of mental health and evidence based therapy specialties to further the intern's development and growth and increase competency knowledge. Didactic topics may include forensic evaluations, working as a consultant for Social Security Disability Determination, VA compensation and pension evaluations, psychological and neuropsychological assessments, treatment of chronic pain, introduction to psychopharmacology, issues related to severe mental illness, PTSD, cultural diversity, ethics, behavioral health issues, rural mental health, preparation for licensure, private practice and more. Being in a rural area with a large Native American population, we are able to offer special opportunities for diversity didactics related to the Native American population. For example, our interns have the opportunity to attend the Red Road Gathering, which is a conference sponsored and presented by Native American peoples on the topic of traditional healing.

Facility and Training Resources

The Sioux Falls VA Health Care System will provide office space for the intern in compliance with APA accreditation requirements. Offices will be equipped with computer access to medical records, the Internet, word processing and e-mail. Library access consists of the Wegner Library/Health Science Information Center, which is part of the University of South Dakota. Library facilities are located in the city of Sioux Falls (3 blocks from VA) and at the University in Vermillion, SD (about 50 miles away). Services can also be accessed directly online through the Sioux Falls VA Health Care System website. Online services include direct viewing and printing of numerous medical and mental health journals. Those not available can be requested on line. Response to online requests is quite rapid, typically within a day or two. If work with statistical packages is needed, multiple packages including SAS and SigmaStat 3.1 can be accessed through the Research Department at the Sioux Falls VA Health Care System.

Administrative Policies and Procedures: The Sioux Falls VA Health Care System's policy on Authorized Leave is consistent with VA standards. You are welcome to discuss this with the training director.

Due Process: All trainees are afforded the right to due process in matters of problematic behavior and grievances. A due process document is distributed to every intern in the internship training manual during orientation and reviewed with them subsequently.

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

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

Training Staff

PSYCHOLOGY STAFF QUALIFICATIONS AND INTERESTS

Name: Robin Carter-Visscher

Degree: PhD

Date of Degree: 2008

University from which degree was received: Western Michigan University

Primary clinical and research interests and expertise: PTSD, Combat and Sexual Trauma, MST Coordinator.

University Appointments: None currently

ABPP status, if applicable: Not currently

Name: Nancy Claymon

Degree: PsyD

Date of Degree: 2007

University from which degree was received: Forest Institute of Professional Psychology

Primary clinical and research interests and expertise: Cognitive Behavioral Therapy for Chronic Pain, CBT for Depression and Anxiety in Older Adults, STAR-VA for Managing Challenging Behaviors in CLC Residents with Dementia, Reminiscence Therapy

University Appointments: None currently

ABPP status, if applicable: Not currently

Name: Mark Daniels

Degree: PhD

Date of Degree: 1999

University from which degree was received: University of Toledo

Primary clinical and research interests and expertise: Native American Mental Health, PTSD

University Appointments: None currently

ABPP status, if applicable: Not currently

Name: Joel Deloy

Degree: PhD

Date of Degree: 2006

University from which degree was received: University of North Dakota

Primary clinical and research interests and expertise: Adult and Child general outpatient treatment and assessment, Family and Marital therapy, CBT and Interpersonal Group Therapy, Prolonged Exposure Therapy for PTSD, Non-Verbal Communication, Work Place Wellness, Disability Evaluation.

University Appointments: Adjunct Professor University of North Dakota

ABPP status, if applicable: Not currently

Name: Jeffrey Ellison

Degree: PsyD

Date of Degree: 2009

University from which degree was received: School of Professional Psychology at Forest Institute

Primary clinical and research interests and expertise: PTSD, Neuropsychology (interest), Rural Mental Health Services.

University Appointments: None currently

ABPP status, if applicable: Not currently

Name: Jaime Hudson

Degree: PhD

Date of Degree: 2009

University from which degree was received: University of South Dakota

Primary clinical and research interests and expertise: Cognitive Behavioral Therapy for Depression, Cognitive Processing Therapy for PTSD, Anxiety Disorders, Cluster C Personality Disorders, Sex Offender Treatment.

University Appointments: None currently

ABPP status, if applicable: Not currently

Name: Jessica Klopper

Degree: PhD

Date of Degree: 2010

University from which degree was received: University of South Dakota

Primary clinical and research interests and expertise: Depressive and Anxiety Disorders, PTSD treatment, Dialectical Behavior Therapy, Sex Offender Treatment

University Appointments: None currently

ABPP status, if applicable: Not currently

Name: Kyle Lythgoe

Degree: PsyD

Date of Degree: 1997

University from which degree was received: California School of Professional Psychology, Los Angeles

Primary clinical and research interests and expertise: PTSD specialist, Child and Family, Cognitive Behavioral Therapy

University Appointments: None currently

ABPP status, if applicable: Not currently

Name: Ruthmarie Monteith

Degree: PhD

Date of Degree: 2010

University from which degree was received: University of South Dakota

Primary clinical and research interests and expertise: PTSD and Multigenerational Transmission of Trauma, Multicultural Psychology (with emphasis on Native American and Hispanic populations), Substance Abuse Treatment (with emphasis on Native American culturally-sensitive approaches), Community Participatory Action Research and Advocacy Issues, Telehealth, Program Development

University Appointments: None currently

ABPP status, if applicable: Not currently

ADDITIONAL PSYCHOLOGY STAFF

Name: Kate Andal

Degree: PhD (not yet licensed)

Date of Degree: 2014

University from which degree was received: University of South Dakota

Primary clinical and research interests and expertise: Psychological and Neuropsychological Assessment

University Appointments: None currently

ABPP status, if applicable: Not applicable

Name: Elizabeth Hunziker

Degree: PhD (not yet licensed)

Date of Degree: 2013

University from which degree was received: University of South Dakota

Primary clinical and research interests and expertise: Severe Mental Illness, Eating Disorders, Shame and Guilt, Attachment Theory

University Appointments: None currently

ABPP status, if applicable: Not applicable

Local Information

The Sioux Falls VA Health Care System is a teaching hospital providing a full range of patient care service, with state-of-the-art technology as well as education and research. Care is provided to eligible Veterans in eastern South Dakota, northwestern Iowa, and southwestern Minnesota. The Sioux Falls VA is part of the VA Network 23, which includes facilities in Minnesota, North Dakota, Iowa, Nebraska, and South Dakota. The Sioux Falls VA Medical Center is located in Sioux Falls, South Dakota with five surrounding community based outpatient clinics (CBOCs) located in Aberdeen, SD; Sioux City, IA; Spirit Lake, IA; Wagner, SD; and Watertown, SD. Sioux Falls is the largest city in South Dakota offering a variety of shopping, attractions, dining and entertainment options as found in larger metropolitan areas but with a small-town, welcoming feel.

Directions to the Sioux Falls VA Medical Center and Psychology Department

The Sioux Falls VA Medical Center is located at 2501 W. 22nd Street in Sioux Falls, SD. For more information to orient yourself to the Sioux Falls VA, please check the Sioux Falls VA website. www.sioxfalls.va.gov

The Psychology main offices are located on the third floor of Building 1.
The Director of Training office is in Building 5 on first floor.
If you need additional directions, please call (605) 333-6890.