Wilmington VA Medical Center

PSYCHOLOGY INTERNSHIP
2018-2019
Psychology Internship Program
Wilmington Veterans Affairs Medical Center
1601 Kirkwood Highway
Wilmington, Delaware 19805
(302) 994-2511
http://www.wilmington.va.gov/

MATCH NUMBER: 230311
Application Deadline: December 1, 2017
Interviews: mid-January 2018
Internship Start Date: August 6, 2018

Accreditation Status
The psychology internship at the Wilmington VA is newly established and therefore not yet accredited by the American Psychological Association. We are pursuing accreditation. Graduates of this internship program prior to accreditation are eligible to apply for postdoctoral fellowship positions and employment within the VA.

Questions related to the program’s accredited status should be directed to:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, NE, Washington, DC 2002
Phone: (202) 336-5979
E-mail: apaaccred@apa.org
Web: http://www.apa.org/ed/accreditation

TRAINING DIRECTOR
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TRAINING SETTING

The Wilmington VA Medical Center is a member of Veterans Integrated Service Network (VISN) 4 and provides a full range of patient care services at the main facility and affiliated Community Based Outpatient Clinics (CBOCs) in Delaware and southern New Jersey.

For nearly sixty years, the VA has worked in partnership with the country’s medical and associated health professions schools to provide high quality healthcare to America’s veterans and to train new health professionals to meet patient care needs within the VA. In accordance with the Office of Academic Affiliation’s mission, "To educate for VA and for the Nation," the Wilmington VA supports training in the areas of psychology, psychiatry, medicine, nursing, dental technology, dietetics, social work, and pharmacy. The Wilmington VA is affiliated with Jefferson Medical College of Thomas Jefferson University and with the University of Maryland. More than 200 medical residents receive part of their training at this facility every year. The facility maintains its accreditation by the Joint Commission on Accreditation of Healthcare Organizations, reflecting Wilmington's commitment to quality care.

The Psychology Internship Program is an integral part of the Psychology Service within Behavioral Health Services, an interdisciplinary department which also includes psychiatry, nursing, and social work professionals. The Department of Behavior Health Sciences has four primary Mental Health Clinics: Recovery Clinic, PTSD Clinic, Substance Use Disorder Clinic, and Primary Care Mental Health Integration. Additional specialties include Health Promotion and Disease Prevention, Community Living Center care (nursing home level care), Military Sexual Trauma. The Psychology Internship Training Director coordinates the training program and reports to the Psychology Program Managers in Behavior Health Services.

Staff psychologists are well-trained in evidence-based methods and provide comprehensive, patient-centered care in several settings. As members of interdisciplinary treatment teams, psychologists collaborate with other professionals throughout the hospital to offer assessment and psychotherapy services.

We strive to train psychology interns to become professional psychologists with the capacity to meet the needs of a wide range of patients within a variety of settings. Interns have the opportunity to provide care in several areas to ensure a well-rounded training experience.
TRAINING MODEL & PROGRAM PHILOSOPHY

The mission of the Wilmington VA Medical Center’s Psychology Internship Program is to develop competent psychologists dedicated to delivering proficient, ethical, evidenced-based psychological treatment. Our graduates will demonstrate strong professional and leadership skills in the provision of clinical treatment in a multitude of settings.

The Psychology Internship Program is based on a practitioner-scholar model of professional psychology. Interns are trained to utilize critical thinking and analytical skills in applying empirical knowledge and relevant theoretical frameworks to the veterans they are treating. The training model provides supervised experiences in professional skills that are sequential, cumulative, and graded in complexity. The internship prepares interns to function as generalists within a medical center setting, with opportunities to develop skills in specialty areas. We expect our graduates to provide comprehensive assessments of behavioral, cognitive, and emotional problems, to deliver a wide variety of therapeutic interventions tailored to the needs of various clinical settings, to function effectively as consultants in health care settings and as members of treatment teams, and to practice in a highly ethical and professional manner, acknowledging cultural and individual differences and using scientific literature to inform clinical decisions.

Treatment is provided by interdisciplinary teams with a biopsychosocial model as an overarching framework. Consideration of psychological and social functioning in addition to biology improves the understanding of health and disease, as well as the ability of the team to align with and assist veterans. As a member of an interdisciplinary treatment team designed to treat the whole person, interns learn about the perspectives and contributions of other professionals.

The training program is committed to the provision of recovery-oriented care that maximizes individual strength, promotes human dignity, and values individual difference. The Wilmington VA Behavioral Health Services strives to empower veterans through education regarding their diagnosis and treatment options. Veterans are treated as educated consumers and work
collaboratively with the treatment team to develop an individualized treatment plan that reflects their readiness, needs, and values.

**TRAINING GOAL & OBJECTIVES**

The goal of the Psychology Doctoral Internship program at the Wilmington VAMC is to develop competent and ethical Psychologists with the requisite knowledge and skills required to practice as generalists in a multitude of clinical settings. The program trains for competency in nine objective domains listed below.

1. *Research*
   Our scholar-practitioner model of training is incumbent upon a strong emphasis on the integration of science and practice. Interns will be provided the opportunity to engage in a multitude of scholarly activities designed to solidify their scientific knowledge base. Interns will be expected to demonstrate independent ability to critically evaluate current literature (both empirical and theoretical) and its applicability, and successfully disseminate it within the therapeutic milieu.

2. *Ethical and Legal Standards*
   Ethics is a foundational expectation of all psychological training. Interns will be expected to demonstrate uncompromising professional ethical standards, to display knowledge and adherence to APA Ethical Principles of Psychologists and Code of Conduct. Relevant laws and regulations, at all institutional, local, state, and Federal levels will be upheld; as will relevant professional standards and guidelines. Interns will also demonstrate strength in applying ethical decision-making processes, and to recognize and resolve ethical dilemmas as they arise within clinical practice. Interns will demonstrate awareness of need for supervision/consultation and the use of such as required.

3. *Individual and cultural diversity*
   The Veterans Administration is a dynamic organization that services an ever-diversifying veteran population. Sensitivity towards human diversity and differences will be expected. Interns will be exposed to diversity-specific education throughout their 12-month training, and will be expected to successfully integrate their knowledge into clinical practice. Interns will also be guided towards greater understanding of how their own personal diversity may impact their clinical experiences and seek supervision as required. Ultimately, interns will be expected to demonstrate the ability to independently formulate an approach to effectively working with diverse individual and groups, including the use of culturally-informed rapport building strategies tailored to the individual diversity needs of each case and demonstrating a willingness to address cultural and individual differences within the therapeutic setting.

4. *Professional values and attitudes*
   Interns will be expected to conduct themselves in a professional manner at all times, and to independently respond to increasingly complex and challenging circumstances in a manner that reflects the values of the Veterans Administration and of the profession of psychology. Integrity, accountability, dependability, and responsibility are some of the hallmarks of this program, as is
a commitment to lifelong learning and empathy for the welfare of others. Interns will also demonstrate the capacity to consider how personal characteristics can impact professional identities and functioning. Active seeking of supervision and openness to feedback is paramount to developing and maintaining professional wellbeing and effectiveness.

5. Communication and interpersonal skills
Interns will operate as members of a highly diverse and integrated health-care environment. The ability to effectively communicate within a professional setting will be a strong predictor of success. Interns will be expected to develop and maintain professional relationships with peers and supervisors across a wide spectrum of disciplines and diverse backgrounds. Interns will demonstrate strong understanding of oral, nonverbal, and written communication skills, and of the interpersonal ability to regulate challenging communication needs. The use of professional language and concepts will also be strongly integrated in the interns’ personal presentation and interpersonal associations.

6. Assessment
Interns will be expected to be well-trained in the fundamentals of standardized psychological assessment. Assessment referrals will be taken from a variety of sources within the patient-care setting. Interns will demonstrate growing independence in the selection of assessment measurements based upon referral needs, administration of batteries, scoring, integration of data from multiple sources, interpretation, and clear written/oral feedback of results and implications. All assessment decisions will be made based upon available, up-to-date, and empirically derived research. Interns will also demonstrate awareness of the role of individual and cultural differences and diversity in assessment.

7. Intervention
Active, supportive, and effective engagement with the Veteran population is integral to the establishment and maintenance of therapeutic success within the clinical setting. Interns will demonstrate the ability to identify therapy goals and develop individualized treatment plans in collaboration with the patients. Interventions will be empirically based and directed by a diversity-focused case conceptualization. Interns will also display awareness of how their own personal diversity and issues can impact therapeutic effectiveness and the role of individual/cultural differences in treatment. Lastly, interns will be expected to develop and facilitate group treatment, and effectively manage the termination of therapy with sensitivity and professionalism.

8. Supervision
Psychological supervision involves a creative blend of mentoring and monitoring of interns’ progress towards competency. As interns at the Wilmington VA progress through several clinical rotations, they will be supervised by a number of licensed Clinical Psychologists, who will serve as role-models and teachers. Additionally, interns will be given the opportunity to apply their knowledge of supervision to the supervision of practicum/extern students and also in peer supervision opportunities. Interns will be expected to demonstrate the ability to effectively exhibit supervisory leadership skills and appreciate how individual characteristics and diversity may impact the supervisory relationship. Awareness of supervision theories and APA ethical
guidelines in supervision will be important, as will the ability to utilize supervision and mentoring regarding professional development and growth.

9. Consultation and interprofessional/interdisciplinary skills. Interns work as an active member of a dynamic interdisciplinary treatment team, comprised of professionals across therapeutic specialties. Interns will be provided ongoing opportunity to demonstrate knowledge and contribute clinically meaningful information to patient treatment teams. The provision of sensitive and appropriate feedback and guidance to colleagues and other trainees will be expected. Interns will also be expected to demonstrate openness and candor in receiving feedback in collaborating with other professionals.

PROGRAM STRUCTURE

The Psychology Doctoral Internship program appointment is for 2080 hours, which is equivalent to full-time status for one year. Interns work Monday through Friday from 8:00 am-4:30 pm. Division of internship hours will be approximately 75% supervised clinical duties, 10% formal supervision, 10% didactic and other educational endeavors, and 5% additional duties to be determined based upon individual intern interests and training needs. Face-to-Face direct service will occupy approximately 18 hours of an intern’s average week.

Specific training experiences are listed below. All clinical activities will occur in the context of recovery-oriented, interdisciplinary care. All treatment plans will be veteran-centered and collaborative.
TRAINING EXPERIENCES

During the 12 month internship year, interns will rotate through two 6 month primary training modules, Outpatient Mental Health and Primary Care Mental health Integration. Each rotation involves approximately 36 clinical hours each week in the selected area. The remainder of the interns’ weekly clinical duties will involve two specialized six month trainings in Trauma-Informed Care.

**Outpatient Mental Health**
Interns treat a diverse veteran population with a wide range of disorders and clinical needs. Clinical training will be provided from a variety of theoretical orientations Interns are trained in a variety of theoretical orientations. In addition to individual psychotherapy, interns also facilitate several groups throughout the training year.

**Recovery Clinic**
One of the missions at the Wilmington VAMC is to provide Veterans informed and empowering care. The Recovery Clinic provides recovery-oriented care to all Veterans who are new to mental health services. It is a 90 day model of care that exposes Veterans to an all access clinic with individual sessions and mental health tool-kit classes. A readiness for change model is integral to helping Veterans establish and achieve their mental health goals. During the Outpatient Mental Health rotation, duties will primarily be based out of the Recovery Clinic. Interns will be tasked with facilitating a weekly orientation group, teaching basic and advanced skills training groups/classes, and hold individual therapy caseloads of varying lengths. Interns will learn to deliver patient-directed clinical care in an effective and efficient manner.

**Primary Care Mental Health Integration (PCMHI)**
During this rotation, interns work directly with the medical staff in the Primary Care Clinic and serve as internal resource for Primary Care providers to address psychosocial and behavioral concerns that can be managed without additional referral to a mental health clinic. Interns develop knowledge and skills in brief assessment and treatment of patients seen in the Primary Care Clinic. They provide time-limited individual treatment, including supportive counseling, education, motivational interviewing and cognitive-behavioral interventions. Interns will be available for scheduled appointments, but will also provide Primary Care patients’ with same day access to behavioral healthcare. Interns will review cases with Primary Care team members and encourage the team to use and reinforce effective interventions. Interns will learn clinical and practice management skills, enhance consultation and team performance, and receive instruction in documentation and administrative practices that are needed for successful and effective practice in a Primary Care Clinic setting. Interns will be supervised by a licensed psychologist during this rotation.

**Trauma-Informed Care**
Interns will be given the opportunity to experience two targeted training rotations on Trauma-Informed Care. Primary focus will be Combat PTSD and Military Sexual Trauma (MST).
Specific areas of training will include co-facilitating groups and maintaining a caseload of veterans diagnosed with PTSD and/or with the specifier of MST. The Combat PTSD rotation will allow interns to interact directly with Veterans who suffer from symptoms of PTSD due to their combat experiences. Interns will co-lead PTSD groups and will also provide trauma-focused individual treatment. During the MST rotation, interns gain the knowledge and skills to address the needs of male and female Veterans who have experienced sexual trauma in the military. Interns provide outreach, assessment, treatment planning, and interprofessional consultation, as well as psycho-educational, trauma-focused, and skills-focused interventions. Depending on case assignments and training needs, interns may provide Cognitive Processing Therapy (CPT) and Prolonged Exposure (PE), and will facilitate psychoeducational and skills groups (e.g., STAIR).

**EDUCATIONAL ACTIVITIES**

**Supervision**
The culture within the Psychology Service is supportive and cooperative. Our training approach reflects this collegial environment and values mentorship and intensive supervision. The training faculty provides four hours per week of formal supervision, which encompasses two hours of individual supervision, one hour of group supervision, and an additional hour of interactive supervision. Informal consultation, with or without the patient present, is also encouraged as needed, as supervisors will be available on-site. Training is consistent with a developmental model of transferring knowledge and skills: interns may begin a rotation observing supervisors' clinical work, and then receive feedback based on direct observation of their own clinical work, followed by increasingly independent practice. Interns receive feedback with regard to the direct patient care they provide. Interns are typically required to audiotape sessions for supervision purposes. Supervision may also include conjoint treatment sessions.

Integral to the internship educational experience will also be vertical supervision of extern/practicum students. Interns, under the supervision of a licensed psychologist, will each be assigned a practicum student to whom the intern will provide weekly supervision related to the student’s delivery of clinical services and participation in educational activities.

**Case Conference**
Interns participate in monthly case conferences to sharpen case conceptualization skills. Staff psychologists and interns present patient cases characterized by various challenges in diagnosis or treatment. This learning activity affords interns the opportunity to re-examine their clinical work in a supportive and collegial environment.

**Didactics**
Interns attend weekly didactic seminars which cover a range of clinical topics relevant to the practice of psychology. The didactic series includes seminars on psychological assessment, psychotherapy, ethics, and multicultural issues, among other topics. In recognition of the importance of interdisciplinary care, several didactics are taught by professionals from other disciplines, and trainees from other disciplines are invited to attend didactics together at times to encourage respect for the contributions of other medical professionals within the VA setting.
Arrangements are made for interns to attend some didactics at nearby VA training sites, providing them with an opportunity to socialize with other VA interns as well as receive training from highly regarded experts on the presented topics.

Journal Club
Consistent with the practitioner-scholar training model, interns are expected to present at journal club on a monthly basis. Interns will identify an article from a peer-reviewed journal that will supplement the didactic seminar of the week. The intern will then facilitate a collegial discussion and review of the article. This activity, while structured, is also designed to facilitate learning and socialization within a relaxed and supportive atmosphere.

STIPEND AND BENEFITS
The current interns’ stipend is $25,576. Interns receive a stipend paid in biweekly installments. Interns are eligible for health insurance (for self, spouse, and legal dependents) and for life insurance.

Interns receive paid time off for 10 annual federal holidays and accrue 4 hours of sick leave and 4 hours of annual leave each pay period (approximately 13 days each of annual and sick leaves). Sick and annual leaves accumulate over time, so interns should not plan on taking extended leave early in the training year. Interns may be granted up to 5 days of administrative leave for events related to professional development, such as trainings, conferences, dissertation-related meetings, and post-doctoral interviews.

All other leaves (such a Family Leave or extended healthcare related leaves) will be discussed with the Training Director on an individualized basis and will be consistent with federal leave regulations. This program aims to uphold an accommodating training atmosphere and strives to
collaborate with interns to ensure all training requirements are met in a timely manner. Any extended period of leave arrangements will be accompanied by a written agreement of leave plan, which will be developed in collaboration with the Psychology Training Committee and the Director of Clinical Training from the intern’s doctoral program.

When providing professional services at a VA healthcare facility, VA-sponsored trainees acting within the scope of their roles at the facility are protected from personal liability under the Federal Employees Liability Reform and Tort Compensation Act 28, U.S.C.2679.

APPLICATION & SELECTION PROCEDURES

The Wilmington VAMC Psychology Internship accepts two interns each training year. Applicants must be enrolled in good standing at an APA-accredited clinical or counseling psychology program. Applicants are required to have, at a minimum, 500 hours of assessment and intervention hours.

Applicants are evaluated individually on their clinical experiences, academic performance, letters of recommendation, interests, and dissertation progress. The program seeks applicants who demonstrate an interest in working with a Veteran population, as indicated in their personal statement or evidenced by previous training experience with veterans. As an equal opportunity training program, the internship welcomes and strongly encourages applications from qualified candidates, regardless of gender, age, racial, ethnic, sexual orientation, disability or minority status. The Psychology Training Committee reviews applications to determine goodness-of-fit with our program and interviews qualified applicants. Our site receives applications from all over the country. We adhere strictly to the selection process guidelines established by APPIC and rely on the APPIC website for all application materials; we do not request additional information beyond what is required in the APPIC application.

Eligibility Requirements for VA training are as follows:

1. U.S. citizenship. VA is unable to consider applications from anyone who is not currently a U.S. citizen. Verification of citizenship is required following selection. All interns must complete a Certification of Citizenship in the United States prior to beginning VA training.

2. A male applicant born after 12/31/1959 must have registered for the draft by age 26 to be eligible for any U.S. government employment, including selection as a paid VA trainee. Male applicants must sign a pre-appointment Certification Statement for Selective Service Registration before they can be processed into a training program. Exceptions can be granted only by the U.S. Office of Personnel Management; exceptions are very rarely granted.

3. Interns are subject to fingerprinting and background checks. Match result and selection decisions are contingent on passing these screens.

4. VA conducts drug screening exams on randomly selected personnel as well as new employees.
Interview Process
We follow all selection process guidelines established by APPIC. Selected candidates will be invited for on-site interviews. The interview process will include, at a minimum, interviews with the Training Director and Rotation Supervisors. Further information will be provided to selected candidates at the time of invitation. Should a candidate be unable to attend an on-site interview, accommodations can be made to incorporate tele or video-conferencing. The interview process is an interactive process designed to not only allow us to connect with and appreciate the unique strengths of each candidate, but also allows the candidates to meet us, the facility, and gain a more in depth understanding of our program.

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

ADMINISTRATIVE POLCIES & PROCEDURES

Intern Evaluation and Completion Requirements
Interns will initially meet with the Training Director at the beginning of the year to review their training needs and interests. Training supervisors will provide practical feedback to interns throughout the year to aid the intern in developing competencies. Intern evaluations will be completed at midpoint and end of the internship year. A final summative review of all training activities will also be completed following successful completion of the internship program. All intern evaluations will be based on input from the Psychology Training Committee and will encompass the intern’s proficiency along the above described 9 core competencies. These competences will be linked to specific behavioral competencies on the intern evaluation form. Acceptable progress by the midpoint evaluation is defined as receiving a rating score indicating an "intermediate level of competency" on at least 80% of the items within each competency area. In order to successfully complete the program, interns must receive a rating score indicating an “intermediate to advanced level of competency” on all of the items within each competency area. Interns not meeting the above requirements will meet with the Psychology Training Committee, at which time a remediation plan will be developed and implemented.

Program Evaluation
The Wilmington VA Medical Center Psychology Internship Program is a new program and highly values feedback from interns to help the program identify what is working well and those areas that could be improved. Feedback from interns will be solicited during regularly scheduled meetings with the Training Director. Several mechanisms allow for more formal feedback: interns complete an evaluation form at the completion of each weekly didactic training, and are asked to complete an evaluation for each of their supervisors and rotation training experiences. At the end of the year, interns complete a summary evaluation of the internship as a whole. The Psychology Training Committee meets near the end of the training year to review the feedback and develop a plan to strengthen the program for subsequent interns. The Training Director also
surveys former interns of the program to identify progress toward additional professional development (e.g., licensure, job placement).

Policy on Psychology Trainee Self Disclosure
Consistent with the Ethical Code of the American Psychological Association, psychology trainees are generally not required to self-disclose sensitive topics during application to the program or during the course of training. The only exception is in situations in which an intern’s personal problems or condition could reasonably be judged to put patient care, the intern, or clinical and educational operations at risk.

Intern Right to Due Process
See Appendix A

Intern Grievance Procedures
See Appendix B

FACULTY BIOGRAPHIES

Cori-Ann Feiner-Escoto, Psy.D. – Dr. Feiner-Escoto received her master’s in clinical psychology from Fairleigh Dickinson University and her doctorate in clinical psychology from Nova Southeastern University. She is licensed in the state of New Jersey. She completed her internship at Ulster County Mental Health in NY. Dr. Feiner-Escoto worked for well over a decade in the New Jersey state prison system, first as a staff psychologist at the Adult Diagnostic and Treatment Center and then as the lead psychologist at Wagner Youth Correctional Facility.
She is now a staff psychologist at the Northfield CBOC where she specializes in the treatment of PTSD through individual and group therapy. Her primary orientation is cognitive behavioral.

**Victoria Franz, Ph.D.** – Dr. Franz received her Ph.D. in clinical psychology at The Catholic University of America in Washington, DC and her B.A. in psychology and art history at La Salle University in Philadelphia, PA. She completed her predoctoral internship at the VA New Jersey Healthcare System and postdoctoral training at Sheppard Pratt Trauma Disorders program in Baltimore, MD. Dr. Franz’s clinical and research interests are in trauma-related disorders and psychotherapy integration. She serves the Wilmington VA as a Staff Psychologist and Local Evidence-Based Psychotherapy Coordinator.

**Janice Hong, Ph.D.** - Dr. Janice Hong is the Marriage and Family Therapist/Certified Sex Therapist at the Wilmington VAMC. She received her Masters in Couples and Family Therapy from Drexel University, Masters in Human Sexuality Education from Widener University, as well as her Ph.D. in Human Sexuality from Widener University. Additionally, she has received her Certification in Sex Therapy through AASECT (American Association of Sex Educators, Counselors and Therapists) and is the only Certified Sex Therapist in the VISN. Currently, Dr. Hong treats and specializes in couples/marital, individual, and sex therapy regarding issues with intimacy, relationships, and sexual functioning.

**Joshua Houseman, Psy.D.** – Dr. Houseman received his doctoral degree from LaSalle University, in Philadelphia, PA. He completed her pre-doctoral internship at the Jerry L. Pettis VAMC in Loma Linda, CA. His primary emphasis and training was in health psychology. Since this time Dr. Houseman has worked in various settings, ranging from outpatient primary care to inpatient psychiatric care. Prior to coming to work for the VA he was the Coordinator of a residential substance abuse program in the Federal Prison System. Dr. Houseman is the Program Director for Behavioral Health services in the CBOCS of Southern New Jersey. His training is in CBT with a primary emphasis on Rational Emotive Behavioral Therapy and third wave behavioral treatments. He also has interest in the treatment of addictions.

**Samantha Kane, Ph.D.** - Dr. Kane received her Ph.D. in Clinical Psychology from Virginia Commonwealth University and completed a Postdoctoral Fellowship in Forensic Psychology at the University of Virginia. She is licensed in both Maryland and Virginia. Dr. Kane has worked in a variety of settings, including inpatient and outpatient mental health, as well as corrections. Prior to coming to the VA, she specialized in psychological assessment and completing psychological evaluations for the court system, including assessments of competency to stand trial and criminal responsibility, as well as comprehensive risk assessment and sex offender evaluations. Dr. Kane currently works at the Sussex County CBOC providing outpatient therapy to veterans. In addition to individual therapy, she co-facilitates PTSD groups and CBT for Chronic Pain groups. She is trained in Cognitive Processing Therapy, Prolonged Exposure Therapy, Cognitive Behavioral Therapy for Insomnia, and Cognitive Behavioral Therapy for Chronic Pain. Her theoretical orientation is primarily cognitive behavioral and interpersonal, with an emphasis on providing EBPs for PTSD.

**Jenette Mack-Allen, Psy.D.** - Dr. Mack-Allen received her doctorate of psychology from Widener University in 2005 and completed a Postdoctoral Fellowship in Forensic Psychology at
Northern Virginia Mental Health Institute in 2006. From there she went on to be a Unit Psychologist at that facility, and later the Forensic Coordinator, guiding clients in an inpatient psychiatric unit who had been found not guilty by reason of insanity through the graduated release process. Following a move to Delaware, she worked as the Mental Health Director at James T. Vaughn Correctional Center. She is currently licensed in Delaware and works at the Cumberland County CBOC providing outpatient therapy in addition to offering telehealth psychotherapy services to the Kent County CBOC. She is trained in both Prolonged Exposure and Cognitive Processing Therapy for PTSD and runs a Seeking Safety group for veterans suffering from PTSD and substance use disorders. She also offers assessment and training in Emotional Intelligence skills through the WVAMC Department of Education.

**Susan Needham, Ph.D.** – Dr. Needham has been with the Wilmington VAMC since 2007 and served for 9 years as a psychologist on the home-based primary care team and now serves on the Primary Care-Mental Health Integration team. Her primary theoretical orientation is cognitive-behavioral. Dr. Needham received her doctorate in clinical psychology from Northwestern University Medical School and holds a master’s degree in general/experimental psychology from Villanova University. She completed her internship at the Boston VAMC. With over twenty-five years of experience in clinical practice, health education, and advocacy, Dr. Needham has served on a number of national committees and workgroups developing policy and education related to behavioral health and has served as a mentor to psychologists new to the practice of psychology in home-based primary care.

**Kristin Salber-Black, Ph.D.** – Dr. Salber-Black serves the Wilmington VA as the Military Sexual Trauma (MST) Coordinator and as a staff psychologist on the Recovery Clinic team. Her primary theoretical orientation is cognitive-behavioral. Dr. Salber-Black received her Ph.D. in clinical psychology, with a concentration in health psychology, from Drexel University. She also holds an M.S. in psychology from Drexel and a B.A. in psychology from Villanova University. She completed her predoctoral internship at the Syracuse VA and a postdoctoral fellowship in Primary Care Mental Health Integration at the Philadelphia VA. Dr. Salber-Black’s clinical and research interests include mood and trauma-related disorders, adjustment to chronic illness, the provision of interprofessional care, and the use of evidence-based psychotherapies including Problem Solving Therapy, Cognitive Processing Therapy, Prolonged Exposure, and CBT for depression, insomnia, and chronic pain.

**Jenna Tedesco, Psy.D.** – Dr. Tedesco is a licensed clinical psychologist in DE, NJ and PA. A graduate of both Rutgers and Widener Universities, she was trained in mindfulness practice at the University of Pennsylvania with Michael Baime, M.D., and later completed a Practicum in Teaching at Jefferson University with Diane Reibel, Ph.D. In the practice of psychotherapy, Dr. Tedesco practices from the humanistic school, integrating mindfulness practices into her work. Additionally, case conceptualization is heavily informed from the psychodynamic and psychoanalytic schools of thought. In long-term therapy cases, consideration of transference and countertransference is an aspect of care, as is exploration of armoring per body-centered treatments. Dr. Tedesco’s role at the WVAMC involves developing and implementing programs to improve whole health and wellness for Veterans and employees, both at the WVAMC and nationally throughout the VA system; these programs are often platformed on mindfulness practices and mindfulness-based interventions, as part of the VA’s move toward Patient-
Centered and Evidence-Based treatment. Dr. Tedesco is also an adjunct professor at Widener University and at Delaware Technical and Community College, and is actively involved in GIFT.

**Michelle Washington, Ph.D.** – Dr. Washington received her doctoral degree from Texas A&M University. She completed her pre-doctoral internship at Dutchess County Department of Mental Hygiene. Additionally, she holds a Neuropsychology Postdoctoral Certificate from Fielding Graduate University. She is a licensed psychologist in Virginia and Washington, DC. Dr. Washington specializes in the assessment and treatment of PTSD and is a member of the Polytrauma Team. She is certified in Prolonged Exposure and Cognitive Processing Therapy for the treatment of PTSD. She is also a national trainer/lecturer in Dialectical Behavior Therapy. Prior to working at the VA, Dr. Washington served as a forensic inpatient psychologist and Director of Psychology Services at St. Elizabeth’s Hospital in Washington, DC as well as a clinical research therapist with Yale University studying dual-diagnosis treatments.

**Drew Wallace, Ph.D.** – Dr. Wallace is the Wilmington VA Medical Center’s Local Recovery Coordinator. Dr. Wallace began his VA career at the West Palm Beach VAMC where he served six years as a Home Based Primary Care psychologist and two years as Chief of Psychology. Prior to his VA career, Dr. Wallace was the director of training in child and family services for a community based care center. Past experience includes academics, forensics, and private practice. Areas of expertise include geropsychology, couples and family therapy, behavior health management and medically complex patient care. Currently, Dr. Wallace is interested in matching recovery oriented care to meet the access needs of veterans and how organizational principles can be applied to improve veteran experience. Dr. Wallace received his Ph.D. in clinical-community psychology from the University of South Carolina.

**Joseph Wright, Ph.D.** – Dr. Wright is a licensed psychologist who specializes in evidence-based treatments for mood and anxiety disorders. Prior to joining the staff of the Wilmington VA, Dr. Wright served as a psychologist for 16 years in the Department of Psychiatry at the University of Pennsylvania’s School of Medicine. He holds a Ph.D. in clinical psychology from Virginia Tech and a master’s degree in general/experimental psychology from Villanova University. Dr. Wright completed his pre-doctoral internship training at the University of Virginia’s School of Medicine and a post-doctoral fellowship in cognitive therapy at the University of Pennsylvania. He is a Diplomat in the Academy of Cognitive Therapy (ACT).

**Claire Wu, Psy.D.** – Dr. Wu received her doctoral degree from the Institute of Clinical Psychology at Widener University. She completed her pre-doctoral internship at the Widener University Counseling Center. Prior to arriving at the Wilmington VAMC, Dr. Wu worked for a number of years as a Staff Psychologist within the Federal Bureau of Prisons. She has also worked for Rutgers University’s University Correctional Health Care Division as a Psychologist within the New Jersey Department of Corrections. Areas of clinical interests include Dialectical Behavioral Therapy, Recovery-Oriented evidenced-based practices, suicide risk management, trauma-related disorders, multicultural psychological treatment, and comprehensive psychological assessments. Dr. Wu currently serves as the Acting Director of Training and as a member of the Psychology BHIP team. Dr. Wu is licensed in Delaware.
Appendix A

Wilmington VA Medical Center Psychology Internship Program
Intern Right to Due Process

1. **Purpose:** To provide procedural guidelines when an intern is seen as lacking the ability to provide competent psychological services in this setting due to a serious deficit in skill and knowledge, or due to problematic behaviors that significantly impair their professional functioning. The internship program will help interns identify problematic areas and provide remedial experiences or recommend resources in an effort to improve the intern's professional functioning to a satisfactory degree. In rare cases, the problem identified may be of sufficient seriousness that the intern would be put on probation or terminated. Serious intern impairment will be defined as interference in professional functioning due to, but not limited to, serious emotional/psychological disorders, chemical abuse or dependence, sexual intimacy with patients, conviction of a felony, or negligent, unethical, or unprofessional conduct.

2. **Policy:** When an intern exhibits problematic behaviors that interfere with professional functioning, the Training Director will initiate steps to assess the presence and degree of impairment and to effect remediation when necessary. The intern will be informed of any allegations of such impairment and be given the opportunity to address the allegations. The intern and involved supervisory staff will meet with the Psychology Training Committee to address the concerns. The Director of Clinical Training (DCT) of the intern's graduate program will be notified in writing of the concerns and consulted regarding his/her input about the problem and its remediation.

3. **Procedures:**
   a. An intern identified as having a serious deficit or problem will be placed on probationary status by the Psychology Training Committee, should the Psychology Training Committee determine that the deficit or problem is serious enough that it could prevent the intern from fulfilling the expected learning outcomes and thereby not receive credit for the internship.

   b. The Training Committee may require the intern to complete particular clinical experiences in order to remedy such a deficit.

   c. The intern, the intern's supervisor, the Training Director, and the Psychology Training Committee will produce a remediation plan specifying the kinds of knowledge, skills and/or behavior that are necessary for the intern to develop in order to remedy the identified problem.

   d. The intern and supervisor will report to the Psychology Training Committee on a regular basis, as specified in the plan regarding the intern's progress.

   e. The DCT of the intern's graduate program will be notified of the intern's probationary status and will receive a copy of the remediation plan. It is expected that the
internship Training Director will have regular contact with the academic DCT, in order to solicit input and provide updated reports of the intern's progress. These contacts should be summarized and placed in the intern's file. The intern may request that a representative of the graduate program be invited to attend and participate as a non-voting member in any meetings of the Psychology Training Committee that involve discussion of the intern and his/her status in the internship.

f. The intern may be removed from probationary status by a majority vote of the Psychology Training Committee when the intern's progress in resolving the problem(s) specified in the contract is sufficient. Removal from probationary status indicates that the intern's performance is at the appropriate level to receive credit for the internship.

g. If the intern is not making progress, or if it becomes apparent that it will not be possible for the intern to receive credit for the internship, the Training Committee will inform the intern at the earliest opportunity.

h. The decision for credit or no credit for an intern on probation is made by a majority vote of the Psychology Training Committee. The Psychology Training Committee vote will be based on all available data, with particular attention to the intern's fulfillment of the remediation plan.

i. An intern may appeal the Psychology Training Committee's decision to the Chief of Psychology. The Chief of Psychology will render the appeal decision, which will be communicated to all involved parties including the Psychology Training Committee and the DCT of the intern’s graduate program.

4. **Procedures regarding illegal or unethical behavior:** Illegal or unethical conduct by an intern should be brought to the attention of the Training Director in writing. Any person who observes such behavior, whether staff or intern, has the responsibility to report the incident.

   a. The Training Director, the supervisor, and the intern may address infractions of a minor nature. A written record of the complaint and action become a permanent part of the intern's file.

   b. Any significant infraction or repeated minor infractions must be documented in writing and submitted to the Training Director, who will notify the intern and the DCT of the intern’s graduate program of the complaint. Per the procedures described above, the Training Director will call a meeting of the Psychology Training Committee to review the concerns. All involved parties will be encouraged to submit any relevant information that bears on the issue and may be invited to attend the Psychology Training Committee meeting(s).
c. In the case of illegal or unethical behavior in the performance of patient care duties, the Training Director may seek advisement from appropriate Medical Center resources, including Risk Management and/or District Counsel.

d. Following a careful review of the case, the Psychology Training Committee may recommend either probation or dismissal of the intern. Recommendation of a probationary period or termination shall include the notice, hearing, and appeal procedures described in the above section pertaining to insufficient competence. A violation of the probationary contract would necessitate the termination of the intern's appointment at the Wilmington VAMC.
Appendix B

Wilmington VA Medical Center Psychology Internship Program
Intern Grievance Procedures

1. **Purpose:** To provide procedural guidelines for interns who may have a grievance against supervisors or the internship program's policies and procedures. These guidelines should not be interpreted as a substitute for other applicable policies that have been established by the Wilmington VA to handle grievances. In addition, this policy does not address grievances with more general VA institutional policies.

2. **Definitions:** Grievances covered by this policy include, but are not limited to: challenging a performance rating the intern considers to be inaccurate or unfair; grievance against clinical, teaching, or supervision or other professional behavior of a staff member; or challenging a program policy or procedure.

3. **Procedures:**
   a. **Informal mediation:**
      Many problems can be resolved through face-to-face interaction between interns and supervisors (or other staff), as part of the ongoing working relationship. Interns are encouraged to first discuss any problems or concerns with their direct supervisor. In turn, supervisors are expected to be receptive to complaints, attempt to develop a solution with the intern, and to seek appropriate consultation. If intern-staff discussions do not produce a satisfactory resolution of the concern, a number of additional steps are available to the intern. Either party may request the Training Director to act as a mediator, or to help in selecting a mediator who is agreeable to both the intern and the supervisor. Such mediation may facilitate a satisfactory resolution through continued discussion. Alternatively, mediation may result in recommended changes to the learning environment, or a recommendation that the intern change rotations in order to maximize their learning experience. Interns may also request a change in rotation assignment. Changes in rotation assignments must be reviewed and approved by the Psychology Training Committee.

   b. **Formal grievances:**
      In the event that informal avenues of resolution are not successful, or in the event of a serious grievance, the intern may initiate a formal grievance process by sending a written request for intervention to the Training Director.

      1. The Training Director will notify the Chief of Psychology of the grievance and call a meeting of the Psychology Training Committee to review the complaint. The intern and supervisor will be notified of the date that such a review is occurring and will be given an opportunity to provide information regarding the grievance. The parties may be asked to appear in person before the Psychology Training Committee to provide additional information or clarification. The Director of Clinical Training (DCT) at the intern's graduate school will be informed in writing of the grievance and kept apprised of the review process.
2. Based upon a review of the grievance and any relevant information, the Psychology Training Committee will determine the course of action that best promotes the intern's training experience. This may include but is not limited to: recommended changes within the placement itself; change in supervisory assignment; change in rotation placement; revision of a performance rating; and revision of training policies and procedures.

3. The intern will be informed in writing of the Psychology Training Committee's decision and asked to indicate whether they accept or dispute the decision. If the intern accepts the decision, the recommendations will be implemented and the DCT of the intern's graduate program will be informed of the grievance outcome. If the intern disagrees with the decision, they may appeal to the Chief of Psychology. The Chief of Psychology will render the appeal decision, which will be communicated to all involved parties and to the Psychology Training Committee. The intern's graduate program will be informed of the appeal and appeal decision.

4. In the event that the grievance involves any member of the Psychology Training Committee (including the Training Director), that member will excuse himself or herself from serving on the Psychology Training Committee due to a conflict of interest. A grievance regarding the Training Director may be submitted directly to the Chief of Psychology for review and resolution.

5. Any findings resulting from a review of an intern grievance that involves unethical, inappropriate, or unlawful staff behavior will be submitted to the Chief of Psychology for appropriate personnel action.

6. These procedures are not intended to prevent an intern from pursuing a grievance under any other mechanism available to VA employees, including EEO, or under the mechanism of any relevant professional organization, including APA or APPIC. Interns are also advised that they may pursue any complaint regarding unethical or unlawful conduct on the part of a licensed psychologist by contacting the office of the Examining Board of Psychology.