

VASDHS/UCSD Psychology Clinical Research Postdoctoral Residency Program

VA San Diego Health Care System
3350 La Jolla Village Drive
San Diego, California 92161



2017 - 2018

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Introduction

The purpose of this brochure is to describe the VASDHS/UCSD Psychology Clinical Research Postdoctoral Training Program. Our two-year postdoctoral training program is based on the clinician-scientist model. The primary goal is to train psychologists to become leading clinical researchers in high priority areas of mental health relevant to Veterans. Over the course of the two-year program, fellows are trained in clinical research and advanced clinical service delivery with state-of-the-art program administration and evaluation experiences in an interdisciplinary setting. At the end of the program, Residents are prepared for VA or university medical center careers that integrate research, clinical, training, and leadership activities.

The VASDHS/UCSD Psychology Clinical Research Postdoctoral Training Program consists of four tracks: 1) MIRECC Advanced Fellowship Program in Mental Illness Research and Treatment (focused on schizophrenia and related psychotic disorders); 2) CESAMH Advanced Fellowship Program in Mental Illness Research and Treatment (focused on stress and trauma disorders such as Post Traumatic Stress Disorder (PTSD) and Traumatic Brain Injury (TBI)); 3) Advanced Fellowship in Women's Health with a special focus on interpersonal trauma; and 4) Interprofessional Advanced Fellowship in Addiction Treatment. All four tracks are two-year programs funded through the VA Office of Academic Affiliates. There is one position per year in each of the programs.

Our website is located at: http://www.sandiego.va.gov/careers/psychology_training.asp.

The program emphasizes training in the professional practice of general clinical psychology and clinical research, and it does not offer training in any APA recognized substantive specialty practice areas. We are in the process of submitting this program for accreditation by the APA Commission on Accreditation.

Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
740 1st Street, NE
Washington, DC 20002
Phone: (202) 336-5979
Email: apaaccred@apa.org
Web: www.apa.org/ed/accreditation

Facilities

Postdoctoral Residents are located within the VA San Diego Healthcare System (VASDHS) (<http://www.sandiego.va.gov/>), which is a teaching hospital adjacent to the University of California, San Diego (UCSD) campus. VASDHS provides a full range of patient care services including inpatient and outpatient care, with state-of-the-art technology and high quality educational and research experience. Outpatient services are also available at seven Community Based Outpatient Clinics (CBOC's) located in Mission Valley, Mission Gorge, Oceanside, Escondido, Sorrento Valley, Imperial Valley and Chula Vista. The VASDHS Mental Health Care Line serves Veterans who reside in San Diego and Imperial counties and provides general and specialized inpatient and outpatient psychiatric services. Residents provide a full continuum of evidence based psychological services; including screenings, formal assessments, consultation, individual and group treatment, and psycho-education.

VASDHS has one of the most active research programs in the nation. The VASDHS's Research & Development Service is one of the largest research programs in the Department of Veterans Affairs with over \$50.4 million in research funding in 2013, over 193 principal investigators, and over 500 research projects. It is home to nine special research programs, which include Center of Excellence for Stress & Mental Health (CESAMH); Health Services Research & Development (HR&SD); Mental Illness Rehabilitation, Education, and Clinical Centers (MIRECC); VA Women's Health Practice-Based Research Network (PBRN); and Center on Interoceptive Dysregulation in Addiction. Most faculty in these programs have joint appointments at UCSD. VASDHS's Research & Development Service is also affiliated with the Veterans Medical Research Foundation (VMRF) founded as a non-profit corporation in 1989 to administer additional funds for research studies. VMRF partially funds over 100 VA researchers and is one of the largest of 84 active VA Foundations in the nation.

UCSD is one of ten campuses of the University of California <http://ucsd.edu/>. UCSD curricula and programs have been singled out for top rankings in national surveys at both undergraduate and graduate levels. In terms of Federal research and developmental funding, it is currently in the top six. The UCSD Department of Psychiatry (<http://psychiatry.ucsd.edu/Pages/default.aspx>)

was established in 1970 and has over 130 full-time faculty members. A primary objective of the Department of Psychiatry at UCSD is to offer an eclectic program of training that emphasizes the integration of relevant biological, psychological, family and preventive medicine, and sociological variables in the understanding of human behavior. The UCSD Department of Psychiatry is strongly integrated within the VASDHS, and together they offer a rich clinical and research environment. Many successful joint programs are currently in operation under the umbrella of an inter-agency sharing agreement. Noteworthy among these programs is a four-year Residency in General Psychiatry; a two-year Fellowship in Child

Psychiatry; psychiatric fellowships in Geropsychiatry, an APA-approved Joint Doctoral Program in Clinical Psychology; and an APA-approved Predoctoral Internship in Clinical Psychology. The mission of both the UCSD School of Medicine and the VASDHS include a strong emphasis on clinical care, professional training, and research; and both are nationally renowned for strong clinical, teaching, and research programs.

The Psychology Service at the VASDHS represents one of the most academically oriented staffs in the entire Department of Veterans Affairs hospital system. Currently, fully accessible by the postdoctoral residents are 78 positions assigned to the Psychology Service. These include 53 Ph.D. clinical psychologists (part- and full-time), 5 psychology technicians, 4 vocational rehabilitation specialists, 2 occupational therapists, 2 administrative support staff, 1 program assistant, and 11 peer support specialists. The majority of the Ph.D. clinical psychologists hold joint academic appointments in the UCSD Department of Psychiatry.

As a companion program to the VASDHS/UCSD Psychology Clinical Research Postdoctoral Training Program described in this brochure, another key resource within the VASDHS Mental Health Care Line is the Clinical Psychology Postdoctoral Residency Program, which offered 19 postdoctoral positions for the 2015-2016 training year. The latter program consists of 1-year clinical positions in two APA accredited tracks: (1) Evidence-Based Psychotherapies (EBP) and (2) Psychosocial Rehabilitation (PSR). Some of the clinical services include Anxiety; Geropsychology and Home-based Care; Mood Disorders and Suicidality; Lesbian, Gay, Bisexual, and Transgender (LGBT) Mental Health; PTSD Clinical Teams (PCTs); PTSD/Traumatic Brain Injury (TBI); Family Mental Health; and Psychosomatic Medicine.

Qualifications, Funding, and Benefits

Requirements for consideration of admittance to the VASDHS/UCSD Psychology Clinical Research Postdoctoral Training Program include: 1) completion of an APA-accredited doctorate in clinical or counseling psychology and an APA-accredited internship in clinical psychology; 2) US citizenship (as required by VA); and 3) males born after December 31, 1959 must have registered for the draft by age 26 years (as required by VA). Desirable qualifications include experience using evidence-based interventions, and career goals involving clinical-research, clinical care, and leadership and dissemination activities involving evidence-based practices in university-affiliated or VA or other medical center setting. Recruitment of men and women from diverse demographic groups (e.g. social, economic, and cultural) is a high priority.

All Residents are funded through postdoctoral stipends from the Office of Academic Affiliations (OAA) Department of Veterans Affairs. Stipends are currently \$46,150 (for first year fellows) with health benefits. Funds from VASDHS Psychology, Psychiatry, and Education Service

budgets are often used to cover program needs (e.g., office and testing supplies, computers, copying educational materials, publication of program brochures, etc).

Training Program Structure

Training focuses on clinical research in high priority mental health issues relevant to Veteran populations. Residents in the VASDHS/UCSD Psychology Clinical Research Postdoctoral Training Program have a shared responsibility in designing and planning their residency experience in collaboration with their supervisors, and they will receive training in clinical research and provision of evidence-based clinical services and have the opportunity to develop teaching, supervision, administration and leadership skills in interdisciplinary settings. The emphasis in this Residency program is training in academic, clinical, and health systems research and program development that build on the interests of the Resident and the particular strengths of our faculty and department.

Our program is unique in that residents devote effort both to direct clinical research and direct provision of clinical services. The expectation for the program is that Residents will spend 55-75% of their time in clinical research and 25% in direct clinical service, such as providing assessments or conducting therapy in VA clinics or research programs. In addition, part of their designated clinical research time must include other clinically related activities, including, but not limited to, conducting literature reviews on clinical topics and participating in clinically focused educational activities, such that a majority of their total time (>50%) is spent in clinically related activities or provision of services. Requirements may vary among tracks. One strength of the clinical research approach is that there is time allotted for the following clinical research-specific activities:

- Developing awareness of pressing clinical /research priorities within the VA.
- Developing skills in grant writing.
- Learning to navigate the landscape of career development awards.
- Developing advanced skills in mental health research methodology and statistical analyses; scientific writing and presentation; and research ethics in mental health research; in order to understand the best evidence-based approach to clinical research and treatment.
- Participating didactics that address an array of topics ranging from advanced research methodologies, professional writing, and research ethics.
- Giving formal presentations of their clinical research findings.

The VASDHS/UCSD Psychology Clinical Research Postdoctoral Training Program requires a two-year commitment from September 1 of the first year to August 31 of the second year.

Residents work a 40-hour week thereby completing 2,080 hours of supervised training per year, which is well above the minimum of 1,500 postdoctoral Supervised Professional Experience (SPE) hours required for Psychology licensure in California. The VASDHS is a Business and Professions Code (BPC) Section 2910 exempt setting whereby all hours related to clinical care including clinical research can be counted as SPE for licensure in California. General office hours are 8:30 a.m. 5:00 p.m. Monday through Friday; any deviation from this schedule must be approved by the primary supervisor and Director of Training. There are 10 federal holidays, 13 sick leave days, and 13 annual leave days per year. There are no part-time Residents.

Each Resident is assigned to work with a primary clinical-research mentor who will work with the Resident, the Program Training Director, specific track Director, and delegated clinical supervisor(s) in developing, implementing, and overseeing of the Resident's training plan. If the primary research mentor is not a clinical psychologist, the Resident will also be assigned a Clinical Psychologist mentor.

The training program begins with an orientation week in which Residents are oriented to the VASDHS and receive an introduction to their clinical practice and clinical research placements. Orientation includes overview of policy and procedures, competency objectives and evaluation procedures. VASDHS requires Residents to participate in New Employee Orientation (NEO). Trainees must also complete a 90-minute online training that is intended to take the place of all the hospital annual mandatory training modules. The site can be accessed through the VA Intranet at: <http://vaww.va.gov/oaa/mandatory.asp>.

During the orientation period, the supervisors/mentors and Residents evaluate the trainee's strengths and weaknesses and develop an individualized training plan for the residency year. This plan outlines the Resident's responsibilities, including the proportion of time devoted to each training activity. Every Resident must have a training plan approved by the Program Training Director by the end of the first month of training.

The VASDHS/UCSD Psychology Clinical Research Postdoctoral Training Program also allows an opportunity for "supervised supervision" of psychology interns, practicum students and graduate and undergraduate students; formal presentations and lectures to academic, medical, and community audiences; and program administration and leadership training.

All Residents are expected to:

- Conduct clinical research
- Directly provide services to people with mental illness which include evidence-based assessments and treatments
- Participate in program administration and organizational and education projects

Most Residents who successfully complete our program also have met the following requirements:

- Minimum of 1 publications by completion of program
- Presentations of research at professional conferences (suggested 1 per year)
- Successful completion (via formal evaluation with supervisor) of clinical service placements
- Completion of requisite hours
- Scores of “W” (Progressing Well) or higher on all General Clinical Competency and Emphasis Area skills evaluated in year 1; Scores of “C” (Competency Achieved) on most skills in each domain evaluated by completion of year 2.
- Successful completion (via formal evaluation with research mentor) of clinical research
- Successful completion of required didactics (via formal evaluation of preceptor / supervisor)
- Maintenance of consistently professional and ethical conduct in professional setting throughout duration of training (via formal evaluation with research mentors and clinical supervisors)

A developmental training approach will be used for training in clinical research and practice in which learning objectives are accomplished primarily through experiential learning under supervision and mentoring by the Resident’s mentor/supervisors. A Resident’s clinical training follows a progression from observing supervisor modeling, to participating in activities with direct observation by the supervisor, to increasingly autonomous, albeit monitored and supervised, clinical service delivery. Thus, in the beginning of the training program, clinical cases are less complex and increase in amount and complexity as the training programs progresses. Similarly, clinical research training progresses from more closely supervised, structured activities to independently (but supervised) conduct of all aspects of the research enterprise.

Specific Programs

The overall structure of each of the four tracks of the VASDHS/UCSD Psychology Clinical Research Postdoctoral Training Program is the same, but each has a different content focus. The focus of each clinical research fellowship is described below:

Women’s Mental Health Fellowship (Carolyn Allard, PhD, Director): The overall goal of the Advanced Fellowship in Women’s Health is to provide interdisciplinary training to Clinical Psychology Residents to prepare them for careers as independent women’s healthcare specialists. Through a combination of clinical, research, and teaching experiences, cross-disciplinary training opportunities, and supervision from women’s health specialists, Residents will be prepared for a career in the VASDHS that integrates clinical, research, and leadership

activities related to women's health, with a focus on interpersonal trauma. Specifically, the fellowship provides clinical and clinical research training that: 1) Prepares Residents to provide coordinated, comprehensive, and evidence-based clinical care for women Veterans; 2) Teaches Residents how to translate the scientific literature into sound, evidenced-based practice for women Veterans, 3) Instructs Residents in the evaluation and dissemination of evidence-based practices; and 4) Provides mentored teaching and leadership experiences to impart skills and knowledge that will allow the Residents to ultimately serve as advanced clinicians and clinical researchers, advocates, educators, and mentors in the field of women's mental health within the VA system.

MIRECC (Barton W. Palmer, PhD, Director Psychology Training): The VASDHS MIRECC Psychology Residency track is part of the mission of the MIRECC at VASDHS (in partnership with the Greater Los Angeles VA and the Long Beach VA) is to improve the long-term functional outcome of patients with chronic psychotic mental disorders, including schizophrenia, schizoaffective disorder and psychotic mood disorders. We approach this mission through an integrated program of research, education, and clinical programs aimed at translating findings from the research laboratory into improved clinical care. A primary goal of the MIRECC-sponsored Psychology Residency track position is to train psychologists to become leading clinical researchers in psychosis and other major mental illnesses. The fellowship combines individual mentored research and clinical training with state-of-the-art educational experiences.

CESAMH (Laurie Lindamer, PhD, Director Psychology Training): The goal of the CESAMH Advanced Fellowship Program in Mental Illness Research and Treatment is to launch the careers of Residents to be independent academic researchers and clinical leaders in the understanding, prevention, and treatment of stress-related disorders, including Post-Traumatic Stress Disorder (PTSD) and Traumatic Brain Injury (TBI), both of which are high priority areas of mental health care for Veterans. CESAMH's scope of research ranges from basic science, psychophysiology, and genetics through pharmacological and psychosocial interventions and their implementation. With this strength in multidisciplinary, translational research, CESAMH provides an ideal setting in which to train psychologists to become highly productive clinical researchers and leaders.

Interprofessional Advanced Fellowship in Addiction Treatment (Tamara Wall, PhD, Track Co-Director): The over goal of the Interprofessional Advanced Fellowship in Addiction Treatment is to develop leaders with vision, knowledge, and commitment to develop, implement, teach, and evaluate addiction treatments to improve healthcare for Veterans and the nation. VASDHS, with UCSD as our affiliate, is one of seven VA facilities/systems that was selected by the VA Office of Academic Affiliations (OAA) based on having excellent clinical programs and a commitment to interprofessional training in substance abuse and addiction treatment. The Addiction Treatment Coordinating Center (ATCC) for the VA's Interprofessional Advanced Fellowship in

Addiction Treatment is located at the VA Pittsburgh Healthcare System. The ATCC, is the education, coordination, and dissemination resource for all seven fellowship sites. Residents participate in local addiction-related curriculum as well a unique two-year seminar curriculum in interdisciplinary addictions research developed by the ATCC.

Supervision

Residents receive at least four hours of supervision per week, and at least two of these hours are individual supervision with a qualified psychologist. At least one hour of weekly individual supervision comes from the primary clinical supervisor, and one from the primary clinical research mentor. Additional individual supervision comes from secondary supervisors, who may be selected for individual cases or projects or to provide regular supervision throughout the year, and may include group supervision. Individual supervision involves direct observation of clinical care or use of video/audio recording. Supervision assignments are documented in each resident's individualized training plan.

Residents also have an opportunity for training in providing supervision by spending one hour per week supervising the clinical work of a psychiatry resident, clinical psychology intern, clinical psychology practicum student or other trainee, in order to gain experience supervising others. The clinical psychology resident's primary supervisor will supervise this supervision experience. We offer 6 hours of training in "Supervision in Clinical Psychology" that will meets the California, Board of Psychology requirement for training in supervision.

Seminars

All Residents are required to attend the **Postdoctoral Residency Seminar** in their 1st year. This is a joint seminar that includes the one-year clinical postdoctoral Residents and the two-year clinical research Residents. It meets monthly on the first Wednesday for 60 minutes (Wednesdays from 2-3pm) for the entire training year and has a series of rotating forums, including discussions and presentations relevant to Professional Development and preparation for the Examination for Professional Practice in Psychology (EPPP) and licensure. It is led by Drs. Buzzella and Lindamer.

All Residents are required to attend a **Track Specific Seminar**. This seminar meets monthly (3th week of the month) for 60 minutes for the entire training year and focuses on track-specific issues and is organized by Drs. Lindamer, Palmer, Allard, and Wall.

All Residents are required to attend a **Cultural Diversity Seminar** on the 2nd and 4th Wednesdays of the month for 60 minutes for the most of training year (Seminar Series ends in May). It incorporates didactic presentations with case presentations by Residents. Potential topics are decided by the seminar leader with input from the Residents and include: cultural competence in psychotherapy, assessment and treatment of lesbian, bisexual, gay, transsexual (LBGT) clients, assessment and treatment of persons with disabilities, acculturation models for various ethnic minority groups, and diversity issues in the supervisory relationship. The Cultural Diversity Seminar is led by Dr. Backhaus.

All Residents are required to attend the **Laws and Ethics** portion of the UCSD/VA Clinical Psychology Internship Seminar (which is offered each fall). The 2-hour ethics portion of the seminar covers: 1) code of conduct, 2) avoiding ethical complaints, 3) patient-therapist relationship issues, 4) record keeping guidelines, 5) forensic issues, and 6) research ethics. The 2-hour legal portion of the seminar covers: 1) informed consent, 2) HIPPA, 3) confidentiality, 4) reporting laws, and 5) an individual's access to their own medical record. It is organized by the VA psychology training directors, including Sandra Brown, Ph.D., ABPP, Amy Jak, Ph.D., ABPP, Brian Buzzella, Ph.D., ABPP, Autumn Backhaus, Ph.D., and Laurie Lindamer, Ph.D.

Residents are expected to achieve competence in multiple domains of research and clinical training. The following seminars are offered to assist in building competence in several of these domains and can be incorporated as needed into each Resident's individualized training plan. Note that some seminars also fulfill CA licensing requirements.

In addition, there are 2 optional seminars that rotate through the training year and were developed to meet the California Board of Psychology licensure requirements:

The **Supervision in Clinical Psychology Seminar** meets for 6 hours during the month of February. The content of the seminar covers the required areas to meet the California Board of Psychology licensure requirement supervision and is required for Residents who participate in supervised supervision. Topics include: 1) models of supervision, 2) clinical competency, 3) goals of supervision, 4) reducing anxiety in supervision, 5) silence, 6) countertransference, 7) supervision and ethics, 8) risk management, 9) self-care for the therapist and supervisor, and 10) diversity awareness. It is organized by the VA psychology postdoctoral training directors, including Brian Buzzella, Ph.D., ABPP, Autumn Backhaus, Ph.D., and Laurie Lindamer, Ph.D.

Substance Use Disorders Seminar (15 weeks, **Wednesdays @ 1pm**) This seminar meets weekly for 60 minutes for a total of 15 meetings. The content of the seminar covers the required areas to meet the California Board of Psychology licensure requirement on the evaluation and treatment of alcohol and other substance use disorders. It is organized by Ryan Trim, Ph.D.

Fellows are expected to achieve competence in multiple domains of clinical and research training. The following seminars are offered to assist in building competence in several of these domains and can be incorporated as needed into each fellow's individual training plan. Note that some seminars also fulfill CA licensing requirements.

V-Tel Core Didactic Series Seminar (1st & 3rd Wednesdays from 10am-12pm): This seminar serves as the primary seminar for the MIRECC and CESAMH fellows. Fellows are linked to other sites participating in the VA Advanced Fellowship Program in Mental Illness Research and Treatment by means of a monthly Video Teleconference (V-Tel) seminar hosted by the Fellowship Hub Site (Palo Alto VA). This seminar provides an in-depth overview of key topics in mental health research and clinical practice by experts in the field. Each site contributes to one or more of the V-Tel seminars, and the associated modules, in which they have significant expertise. *This seminar is mandatory for MIRECC, CESAMH, and Women's Health Fellows*; it is optional for all other residents. Additional supplemental V-Tel seminars are also offered by the Advanced Fellowship Program in Mental Illness Research and Treatment in biostatistics, grant preparation, and manuscript writing, which are optional for all residents.

Addiction Treatment Coordinating Center Fellows' Curriculum Call (1st Wednesday @ 11am-12:30pm): This is a monthly teleconference call that includes presentations on state-of-the-art research and practice in addictions for all interprofessional fellows from the seven Addictions Fellowship fellowship sites. This seminar provides an in-depth overview of key topics in addictions research and clinical practice by experts in the field. This seminar is ***mandatory for Residents in the Advanced Fellowship in Addictions*** and is open to all other Residents. It is organized by the Addiction Treatment Coordinating Center (ATCC) located at the VA Pittsburgh Healthcare System.

Women's Mental Health Teleconference Training Series (2nd Thursday @ 3pm): This is a monthly teleconference call that includes presentations on state of the art research and practice in women's health by each of the Women's Health fellowship sites. Topics include, but are not limited to interpersonal trauma sequelae and treatment issues; sexual dysfunction; lesbian, bisexual and transgender issues in mental and medical care; behavioral medicine for eating disorders; obesity; chronic pain; homelessness in women Veterans; and postpartum depression and chronobiological basis of mood disorders specific to women. This seminar is ***required for residents in the Advanced Fellowship in Women's Health*** and is open to all other residents.

VASDHS PTSD Seminar (Fridays @ noon): This seminar is jointly run by the VAHSDC PTSD clinics (MST&IPT, PCTs) and includes training in evidenced based assessment and treatment of posttraumatic distress; research presentations on trauma risk, outcomes and treatment issues; and case discussions and consultations. This seminar is ***required for residents in the Advanced Fellowship in Women's Health*** and is open to all other residents.

In addition, the following seminars are optionally available to all fellows:

UCSD/VASDHS Biobehavioral Addictions Research Seminar (2nd & 4th Wednesday @ 4pm): Professional development and research presentations facilitated by addictions research faculty.

UCSD Psychiatry Department Grand Rounds (4th Tuesday @ 8am): Range of topics from molecular biological approaches for psychiatric disorders to public policy implications of psychiatry.

UCSD Biological Psychiatry and Neuroscience Fellowship Seminar (Thursdays @ 1pm): Recent advances in biological psychiatry and neurosciences and professional development topics.

Core Competencies

Core competencies are those skill sets that are essential to all practicing academic psychologists. Residents are expected to develop expertise in the core competencies by the end of the program. The core competencies address the professional psychological competencies, skills, abilities, proficiencies and knowledge in the content areas outlined in the APA *Guidelines and Principles for Accreditation (G&P)*. The core competencies are the same in all four programs, and are listed below:

Goal 1: Assessment, Diagnosis, and Intervention: Residents will develop advanced competencies in the use of empirically derived treatments and systemic means of psycho-diagnostic and neuropsychological evaluation of patients.

Goal 2: Consultation, Supervision, and Teaching: Residents will gain advanced skills in delivering consultation to inter-professional teams, develop advanced skills in the supervision of psychology trainees including interns and practicum students; gain experience providing psycho-education to patients, family members and providers; and gain experience presenting clinical research findings.

Goal 3: Scholarly Inquiry: Residents will acquire competencies in several aspects of clinical research and scholarships. Key competency areas are discussed below.

a) *Integration of Science and Practice*: Residents will learn to utilize the scientific literature to guide their clinical practice, and will use “lessons learned” from clinical practice to foster and shape their scientific hypotheses. Residents will learn to use their emerging competencies in clinical science to identify solutions to emerging clinical problems they encounter in practice and will systematically evaluate the effectiveness of their clinical work (e.g., monitoring patient outcomes).

b) *Conducting Clinically Informed Research*: Residents will gain advanced skills in conducting clinical- research pertinent to the mental health needs of today’s veterans.

Goal 4: Organization, Management, Administration, and Program Evaluation: Residents will gain experience pertinent to organizational management and administration pertinent to the career development of clinical psychologists and scientists. Residents may choose additional training experiences that facilitate the development of advanced competencies in program evaluation.

Goal 5: Professional, Ethical, and Legal Issues: Residents will become competent (as appropriate for an entry level professional) in professional and collegial conduct, knowledge of the ethical guidelines of clinical psychology, and those ethical guidelines that govern the appropriate conduct of human subjects research. They will also become appropriately familiar with the wide array of legal issues pertinent to the proper conduct of clinical psychology and human subjects related research.

Goal 6: Cultural and Individual Diversity Issues: Residents will further develop their awareness and appreciation of cultural and individual differences and will attain cultural competence regarding the delivery of mental health services to a diverse cadre of veterans.

Goal 7: Confidence and Professional Identity: Residents will develop a strong professional identity and confidence and professional demeanor commensurate with their entry-level status in the profession.

Opportunities for Working with Diverse Patient Populations and for Developing Multicultural Competence

The program is organized and administered in such a way that respect for and understanding of cultural and individual diversity of faculty, staff, residents and consumers is fundamental and a core part of training at the VASDHS. According to the 2008 US Census, 43% of adults in San Diego County are minorities, and veterans with mental illness in San Diego County are from diverse backgrounds.

Each resident will receive training regarding sensitivity to issues of cultural and individual diversity, through the 10-12-week seminar dedicated to such topics, as they are discussed when appropriate in other seminars, and through ongoing consultation with research mentors and clinical supervisors. Supervisors are encouraged to make discussion of such issues an integral part of case conceptualization and treatment strategy development, and this competence is part of the formal evaluation of residents and supervisors. Prior to graduation, each resident is required to write about an important cultural diversity experience during the year including what they learned and how they benefited from supervision. Each resident also completes the California Brief Multicultural Competence Scale at the beginning and the end of the training period to assess the change in their level of cultural competence.

Evaluation Process

Supervisors and Residents are expected to exchange feedback routinely as a part of the supervisory process; the evaluation procedures are meant to formalize this continuous information flow. It is the responsibility of the Program Directors and supervisors to ensure that evaluation occurs in a timely and constructive fashion, but Residents are encouraged and expected to take an active role. To that end, it is essential that Residents understand the philosophy and logistics of evaluation as they begin training. The Program Directors review the overall evaluation process with each Resident and each individual supervisor reviews exit competencies for the specific track at the beginning of the training period.

Residents complete a self-assessment of their own skills and knowledge for each core competency at the beginning of the training year. Strengths and weaknesses that emerge from this self-assessment, as well as the Resident's application materials, are discussed with supervisors and are considered in the development of the Resident's individualized training plan. Residents complete additional self-assessments and supervisors complete competency-based evaluations of Residents at mid-year and end-of-year for each of the two years. The mid-point evaluations are intended to serve as a progress report for Residents to increase self-awareness and awareness of supervisor's perceptions, discrepancies between self-ratings and supervisor ratings, and to help Residents focus on specific goals and areas of needed improvement as training progresses. We use a developmental rating scale to evaluate resident competencies. The minimum threshold expected of residents in order to graduate from the program is a rating of "competent" by the end of the training program. In the event that a supervisor suspects that a Resident is not meeting critical competencies, Due Process procedures are in place to work towards resolution of the problem. The Due Process procedure is reviewed in detail with Residents at the beginning of the Fellowship.

Residents will also be asked to provide a written evaluation of each supervisor (including primary clinical supervisor, research mentor, and other supervisors when applicable) at the end of the program.

As part of a continual quality improvement plan, the Program Directors conduct a self-study with Residents at mid-year and at the conclusion of each training year. The areas reviewed are balance of activities (clinical, teaching, research), amount and quality of supervision, adequacy of facility resources, and professional relationships between the Residents and other healthcare professionals. The findings and minutes are distributed to the entire faculty for review and action when appropriate.

Application and Selection Process

Each applicant is asked to submit the following materials via the APPA CAS portal:

1. A brief statement of interest (maximum 2 pages), with the following: i) the special emphasis program you are applying to and why; ii) a brief summary of educational, clinical and research experiences relevant to the specific area of interest; iii) a summary of your training needs and goals for the residency; and iv) a statement of your career goals. **If you are applying to more than one track, please submit a separate letter of interest for each area**
2. A current curriculum vitae or resume.
3. Three letters of reference, including at least one from a past clinical supervisor and at least one from a past research supervisor.

Materials should be submitted via the APPA CAS portal by **7:00 am on December 19, 2016**. Applicants should be available for interview on Monday, January 30, 2017. Other interview dates and phone interviews may also be possible.

Selection of residents is done by our Postdoctoral Selection Committee (consisting of the training director, programs directors, and supervisors for each emphasis area) with input from other psychologists in each emphasis area using the following criteria (not in order of priority): 1) quality and scope of scholarship, as indicated partially by research, conference presentations, and publications; 2) breadth and quality of previous general clinical training experience; 3) breadth, depth, and quality of training experience in the specific area of emphasis; 4) relationship between clinical and research interests/experience of the applicant, 5) evidence of accomplishments, 6) thoughtfulness of information provided in the cover letter, 7) goodness of fit between the applicant's stated objectives and the training program and medical center's resources, 8) strength of letters of recommendation from professionals who know the applicant well. The top three applicants in each emphasis area are invited to interview with the track director, program directors, primary supervisor, and other faculty. The applicants are reassessed based on their interviews using similar criteria to those stated above, with the opportunity to obtain further and clarifying information as needed, as well as an assessment of interpersonal skills. Final admission and hiring of residents is dependent on VASDHS Human Resources Service approval, which includes a federal background check, physical examination, and education/credential verification.

The program is an Equal Opportunity Employer. Our commitment to diversity includes attempting to ensure an appropriate representation of individuals along many dimensions, including (but not limited to) gender, sexual orientation, age, ethnic/racial minorities, and persons with disabilities. We provide a supportive and encouraging learning environment for

students, regardless of ethnic background or physical needs, and applicants from diverse backgrounds are encouraged to apply.

The program has nondiscriminatory policies and operating conditions and avoids any actions that would restrict program access and participation. In recent years, California state law and University of California policy have prohibited the specific inclusion of race/ethnicity factors in the recruitment of staff and faculty. More recently, however, the University has initiated an Equal Opportunity/Affirmative Action Program to increase faculty and staff diversity with some success. There is no discrimination in faculty hiring and retention practices, resident recruitment and selection processes, or patient eligibility criteria concerning access to the various evaluation and treatment programs.

Contacting Psychology Service

The VASDHS Psychology Service is open for business Monday through Friday, 8AM-4:30PM Pacific Standard Time, except on Federal holidays. The Psychology Training Program can be reached at the following address and contact information:

Psychology Postdoctoral Residency Program (116B)
VA San Diego Healthcare System
3350 La Jolla Village Dr
San Diego, CA 92161
Telephone: (858) 552-8585 x3944
Fax: (858) 552-7414
Email: vafellowship@ucsd.edu

Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
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