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A BIT OF HISTORY
VA Boston Psychology Postdoctoral Fellowship Program

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Welcome to the VA Boston Psychology Postdoctoral Fellowship Training Program!

The structure of the VA Boston Psychology Postdoctoral Fellowship Program follows a multiple practice format as defined by APA. The Fellowship Program is organized into two separate areas:

1. the specialty practice area of Clinical Neuropsychology, and
2. the substantive traditional practice area of Clinical Psychology.

This Brochure describes the training opportunities available in the Clinical Neuropsychology Program. The VA Boston Psychology Postdoctoral Fellowship Program anticipates it will **recruit 2 full-time Fellows in the specialty area of Clinical Neuropsychology**.

All Fellowship Programs are accredited by [APA](https://www.apa.org). Our next Site Visit will be in 2022.

For many in the psychology community, “Boston VA” and “Neuropsychology” go hand in hand. Since the earliest days of the Boston VA, Neuropsychology has held a preeminent place as Harold Goodglass, Ph.D. served as the Chief of Psychology. Through his drive and vision, he fused psychological and neurological science with innovative, boundary expanding assessments and clinical services to neurologically impaired patients. As a natural outgrowth, psychologists were drawn to this new field of clinical neuropsychology and over time, a training program emerged through the talents, wisdom, and dynamic leadership of faculty. Many renowned neuropsychologists have shaped neuropsychology at VA Boston, including Edith Kaplan, Laird Cermak, Nelson Butters, Howard Gardner, Marlene Oscar Berman, Dean Delis, Edgar Zurif, William Milberg, and Meike Verfaellie. VA Boston has many funded research centers, including the former Harold Goodglass Aphasia Research Center, BU Memory Disorders Center, and the Translational Research Center for Traumatic Brain Injury and Stress Disorders. Some well-known instruments have had Boston VA faculty involved in their development, including the Boston Naming Test, the Boston Diagnostic Aphasia Examination, the Delis-Kaplan Executive Function System, the California Verbal Learning Test, and revisions to the WAIS and WISC. If you are seeking a career as a Clinical Neuropsychologist as a practitioner, a researcher, or a blend of the two, you will find VA Boston to be an extraordinary teaching environment to achieve your goals.

Broadly speaking, postdoctoral training has shifted considerably over the years; the purpose of postdoctoral training is to gain advanced competency development in either a recognized specialty area of practice (i.e., our accredited Clinical Neuropsychology program) or in a specific focus area (i.e., VA Boston’s “Tracks” within our accredited Clinical Psychology program). We strongly believe that formal training at an accredited postdoctoral training program does offer many benefits, particularly for those who aspire to be clinical neuropsychologists. Specifically, formal training builds confidence and professional identity, the development of advanced competence across all domains of practice within Clinical Neuropsychology, and the facilitation of short- and long-term career goals, including licensure and board certification. APPIC’s journal, *Training and Education in Professional Psychology*, published a special edition on postdoctoral training in 2018. We include a link here to an article (by Dr. Silberbogen and colleagues) that reviews the purpose of postdoctoral training in the sequence of training, and outlines considerations when making decisions about postdoctoral training:

Welcome to Clinical Neuropsychology Training at VA Boston!

Philosophy and Model of Training

The VA Boston Psychology Postdoctoral Fellowship model for training entails four broad, core components. Training is:

1. **Individualized, graduated, and primary:** Training is individualized, such that we aim to build professional identity and responsibility through involvement in the training process. In other words, we ask that Fellows collaborate with their faculty mentors and supervisors to develop a training plan that meets their specific training and career goals based on a needs assessment and discussions with faculty. Training is structured around those specific goals and increases in complexity and responsibility over the course of the training year. Service delivery is the means by which training and enrichment occur; however, **service delivery is secondary to the broader mission of training.**

2. **Based on a scientist-practitioner model:** We employ and model a scientist-practitioner approach to clinical neuropsychology, wherein empirically supported knowledge informs neuropsychological assessment and intervention, and wherein questions arising from clinical practice drives research endeavors. Training involves empirically supported treatments and assessment methods, and ensures that Fellows utilize critical thinking skills to develop their own clinical research questions and/or program development/evaluation projects. This goal is greatly facilitated by the rich and diverse clinical research setting offered by the training sites. VA Boston is home to numerous National Research Centers and Centers of Excellence, with over thirty federally funded grants in the field of Mental Health and Substance Abuse. This wealth of research resources creates an atmosphere that embodies the scientist-practitioner model.

3. **Sensitive to individual differences:** We work to identify, respect, and nurture the unique personal attributes that the Fellow brings. The training environment is supportive and guided through close collaboration with supervising faculty. Our training program is sensitive to individual differences and diversity, and values the enriched educational environment that occurs within a diverse group of trainees and staff. Training involves self-awareness related to cultural factors, as well as appreciating those social and cultural factors that influence patient centered care.

4. **Collaborative:** We utilize a “junior colleague” model of training. Our commitment to the Fellows’ professional growth and scholastic development is conveyed in a supportive training atmosphere emphasizing individual strengths. Our major resource in this endeavor is the significant investment of enthusiasm, energy, and time of our training staff, including psychologists and non-psychology supervisors. Fellows are challenged to think critically, and constructive criticism is offered in a non-threatening manner to encourage the Fellow’s full participation in all endeavors, scientific and clinical. We provide training in multidisciplinary and interdisciplinary care environments in which the Fellow develops confidence as a local mental health expert who collaborates effectively with a range of providers in the context of a large
medical system. Fellows will learn to work effectively with a variety of other disciplines, as well as collaborate with other mental health practitioners in clinical and research domains.

**Teaching Methods**

*Supervised Service Delivery* in direct contact with service recipients. Year 1 Neuropsychology Fellows will spend a minimum of 25% (10 hours) of their week engaged in direct, face-to-face clinical care. As appropriate for training, face-to-face patient encounters are but one component of service delivery, and delivery of patient care is secondary to the educational mission of the training. In addition, there are numerous activities that the Fellow will engage in that are in support of face-to-face clinical care. The *combination* of face-to-face clinical care and all supportive clinical functions (e.g., consultation with other providers, report writing, medical record review, supervision, and provision of supervision) will comprise approximately 75% of a Fellows’ training.

The primary training method for Year 2 Neuropsychology Fellows is also supervised service delivery in direct contact with service recipients. However, as appropriate for neuropsychology education and training, and depending on the specific goals of the Fellow, Year 2 may allow for additional research time. During Year 2, Neuropsychology Fellows will spend a minimum of 60% of their time engaged in supervised service delivery (a minimum of 6 face-to-face hours per week and a minimum of 18 hours in supportive clinical functions, as described above).

**Supervision:** Fellows receive at least two hours of individual, face-to-face, scheduled supervision with a licensed psychologist who has expertise in the activities being supervised. Fellows may also receive group supervision, with a maximum of three trainees. Fellows receive supervision from a minimum of two licensed psychologists during the training year, one of whom is identified as the “primary” mentor. A minimum of 2.5 hours of supervision per week (individual supervision comprising at least two hours) is required throughout the training year.

**Other Structured Learning Activities:** Fellows participate in a minimum of 1.5 additional hours of other structured learning activities, including program-wide and track specific didactics, team meetings, rounds, and case conferences. On average, Fellows participate in approximately 2 – 4 hours of other structured learning activities.

**Scholarly Mentorship:** While the primary focus of the fellowship training program is the development of clinical skills, we provide an array of clinical research and other scholarly inquiry opportunities. All fellows will select a research mentor who will supervise these activities. First year Clinical Neuropsychology Fellows are expected to have a minimum of four (4) hours of protected time within their regular schedules to be devoted to research and scholarly activities. These four hours are seen as a base, but fellows can avail themselves of research opportunities beyond these dedicated hours (up to 10 hours per week) through discussion with their supervisors and research mentor. Second year Neuropsychology Fellows may increase their protected research time (up to 14 hours per week) if this is consistent with their training plan and outlined goals. Fellows may collaborate with faculty on ongoing research or a program evaluation project, participate in research lab meetings and other team collaborations, or design and implement an independent research project under the mentorship of a
faculty member. Activities may include reading and literature searches, consulting on and participating in some of the daily tasks of data collection and coding, data entry, and data analysis, as well as developing posters or presentations, and manuscript presentation. Fellows are encouraged to present their work in local, regional, and/or national educational settings, or submit work for publication as appropriate. Additionally, Fellows present their research progress during Fellowship wide didactics towards the end of their training year.

Orientation to the Fellowship

All Fellows in the Clinical Neuropsychology Training Program are supported from Sunday August 18, 2019 through Saturday August 14, 2021. The Orientation to the Fellowship begins on Monday August 19, 2019. The organization of the Fellowship Program provides Fellows access to different populations and an opportunity to assume a variety of roles. The Fellowship includes clinical, research, and educational components, described below.
The Clinical Neuropsychology Training Program is independently accredited by APA but functions within the structure and administration of the VA Boston Psychology Postdoctoral Fellowship Program. Laura Grande, Ph.D., ABPP/cn is the Director of the Clinical Neuropsychology Postdoctoral Fellowship Program and Susan McGlynn, Ph.D., ABPP/cn is the Associate Director. While not the focus of this Training Brochure, please note that the separate Clinical Psychology Training Program provides opportunities for training in nine areas of emphasis. These include: Addictions and Co-Occurring Disorders, Behavioral Medicine, Dual Diagnosis, Geropsychology, Interprofessional General Mental Health, LGBT Health Care, Posttraumatic Stress Disorder, and Post-Deployment Readjustment.

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**Training Locations:** Jamaica Plain Campus, West Roxbury Campus, and Brockton Campus

**Number of Fellows:** Two full-time Fellows are admitted each year.
Program Aims

The aim of the VA Boston Psychology Clinical Neuropsychology Fellowship Program is to train clinical neuropsychologists who meet advanced practice competencies (see below) in the specialty practice area of clinical neuropsychology and who can function effectively as professional neuropsychologists in a broad range of roles and settings, including clinical services, research, and education.

The structure of the VA Boston Psychology Clinical Neuropsychology Fellowship Program fosters development across competencies consistent with the specialty area of Neuropsychology. The program adheres to the Houston Conference standards (*Archives of Clinical Neuropsychology*, 1998, 13, 160-166) for specialty training in clinical neuropsychology, as described by Division 40 of the American Psychological Association (APA), and meets requirements for board certification, as specified by the American Board of Clinical Neuropsychology.

All programmatic guidelines are met by our program, including:

- The presence of a board-certified neuropsychologists and other professional psychologists on staff;
- Two years of full-time training;
- Provision of training at formally affiliated and geographically proximate training sites with on-site supervision;
- Access to clinical services and training programs in allied health and medical specialties;
- Interactions with other fellows in clinical neuropsychology as well as other specialties;
- Spending significant time in clinical services, research, and educational activities as appropriate to the individual fellow’s training needs.

All specific content areas identified in the Houston Conference Guidelines are met by our program. Below are the Core Competencies to be developed through a structured, coherent, and integrated training experience that is graded, sequential and cumulative.

1. **Science and Practice:** Fellows will demonstrate the ability to critically evaluate and disseminate brain-behavior research or other scholarly activities at the local (including host institution), regional, or national level. Fellows will demonstrate the ability to think critically about existing neuropsychological literature and apply scientific knowledge to the clinical practice of neuropsychology, as well as allow clinical practice to inform research questions. Fellows will develop skills in critical thinking, curiosity, and hypothesis testing and will play an active role in developing their own research and/or program development and evaluation goals.

   Neuropsychology Fellows are required to contribute to broader neuropsychological research through one or more of the following: submission or publication of a first-author publication, presentation at a conference, a review paper, or as a principal investigator on a submitted research grant. Fellows meet with mentors on a regular basis to develop a plan for their research productivity, particularly during Year 2 when they have the option to have additional time (up to 35%) devoted to research. Fellows will also receive supervision through relationships with research mentors on legal and ethical safeguards required by VA, APA, and IRB.
2. **Ethical and Legal Standards:** Fellows will demonstrate the ability to respond professionally in increasingly complex situations with a greater degree of independence in accordance with the APA Ethical Principles of Psychologists and Code of Conduct and relevant laws, regulations, rules, policies, standards, and guidelines. In addition to the ethical and legal issues that arise in all areas of training, including confidentiality, legal obligation to warn of danger or report abuse, competency assessments, the right to refuse treatment, assessments of dangerousness, informed consent, and publication credit, Fellows will receive training regarding the ethical issues common within neuropsychology (e.g., test security, dual roles, third-party observers, appropriateness of normative data). Fellows receive supervision and didactic training related to these issues and learn to recognize ethical dilemmas as they arise, apply ethical decision-making processes in order to resolve the dilemmas, and conduct themselves in an ethical manner in all professional activities.

3. **Individual and Cultural Diversity:** Fellows will demonstrate the ability to conduct all professional activities with sensitivity to human diversity, including the ability to deliver high quality services to an increasingly diverse population. Fellows will demonstrate knowledge, awareness, sensitivity, and skills when working with diverse individuals and communities who embody a variety of cultural and personal background and characteristics. Specific emphasis is placed on assessment of cultural and ethnic minorities, identification of appropriate normative data (if possible), and appreciation of the cultural factors affecting performance on standardized neuropsychological measures. Fellows will demonstrate sensitivity to cultural diversity, including race, ethnicity, religion, country of birth, gender, social class, age, sexual orientation, disability and health status, as well as other individual differences, integrating awareness and sensitivity into all professional roles. Additionally, Fellows will demonstrate a continued willingness to explore one’s own cultural background and how this influence one’s personal attitudes, beliefs, and biases. Issues related to diversity are discussed during supervision as well as incorporated into all program wide and neuropsychology-specific lectures and didactics.

4. **Professional Values and Attitudes:** Fellows are exposed to professional role models who embrace the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others. Fellows are expected to demonstrate these values as they also engage in self-reflection regarding one’s personal and professional functioning, and engage in activities to maintain and improve performance, well-being, and professional effectiveness. Fellows are expected to actively seek and demonstrate openness and responsiveness to feedback and supervision. Fellows will demonstrate an increasing ability to respond professionally in increasingly complex situations with a greater degree of independence and autonomy as they progress through the training years. Fellows will demonstrate maturing professional identities and a sense of themselves as a "Neuropsychologist."

5. **Communication and Interpersonal Skills:** Communication and interpersonal skills are the foundations of education, training, and practice in health service psychology. Fellows are expected to develop and maintain effective professional relationships, deal with conflict, negotiate differences, and understand and maintain appropriate professional boundaries with
patients, colleagues, supervisors, and other health professionals. Fellows are expected to foster communication, both written and verbal, with other providers and patients in an open manner that promotes understanding of brain and behavior (e.g., use of non-jargon language), and the value and limitations of neuropsychological assessment.

6. **Assessment:** Functional skills in assessment, diagnosis, and feedback are critical to the professional practice of clinical neuropsychology. Fellows will develop competence in diagnostic interviewing, and will be able to appropriately evaluate, and conceptualize a broad range of patients, including those with complex presentations and/or comorbidities. Fellows will receive training on the selection and use of evidence-based assessment tools and/or clinical interviews (including consideration of relevant diversity characteristics of the patient) required for Clinical Neuropsychology, as well as skills related to medical record review, risk assessment, and provision of feedback in a manner that is clear and understandable to the patient. In addition to the use of standardized assessment measures, Fellows will acquire skills in the interpretation of qualitative aspects of test performance, and the appropriate use of non-standardized assessment (e.g., testing the limits). Fellows will develop an advanced understanding of brain-behavior relationships, obtained through clinical work in various clinics and patient populations. Clinical supervision includes discussion of the neuroanatomical regions and networks underlying cognitive, behavioral, sensory, and motor functioning salient for that specific assessment. Journal articles and case studies regarding functional neuroanatomy are discussed. Fellows are expected to interpret and synthesize assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, and to communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner.

7. **Intervention:** Fellows will develop advanced case conceptualization skills that draw on theoretical and empirical knowledge of effective interventions with cognitively compromised individuals, and formulate effective treatment plans. Fellows will demonstrate skills in implementing interventions that are evidence-based, in individual and group formats, as well as managing risk issues. Treatments will include modification, as needed, for use with cognitively compromised patients who may require additional assistance in understanding/appreciating difficulties or in acquiring new skills. Fellows are expected to choose and implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. Treatments should promote use of cognitive strengths as well as strategies for compensating for cognitive difficulties. Fellows will demonstrate the ability to apply the relevant research literature to clinical decision making. Fellows are also expected to develop appropriate treatment goals and plans, evaluate intervention effectiveness, and adapt intervention goals and methods consistent with the ongoing evaluation.

8. **Supervision:** Fellows will demonstrate knowledge of evidence-based supervision models and practices and apply this knowledge in direct or simulated practice. Fellows will have the opportunity to provide supervision to more junior neuropsychology trainees by working closely together on several assessments. Fellows will provide specific instruction regarding the clinical interview, selection and administration of appropriate objective measures, test scoring and
interpretation, and report generation. Additionally, the fellow will provide supervision regarding the provision of feedback to patients and families. The fellows will demonstrate advanced understanding of the complexity of the supervisor role including ethical, legal, and contextual issues. They will demonstrate an awareness of the current needs of supervised trainees, and on how to provide developmentally appropriate feedback to them. The fellows will receive close supervision and didactics on developing this formative skill, and specific didactics for Neuropsychology Fellows offer frequent opportunity to discuss supervision experiences.

9. **Consultation and Interprofessional Skills:** Fellows will develop advanced competence in the collaboration with other professionals in health service psychology. Fellows function as the neuropsychologist on a team with providers of other specialties within Geriatrics, Inpatient Rehabilitation, Inpatient Psychiatry, Epilepsy/Seizure, and ALS clinics. Fellows receive supervised experiential learning and didactics with these teams and will demonstrate skill in understanding the role of a neuropsychologist and communicating and collaborating with other providers. These clinical experiences are essential for neuropsychologists and comprise a major feature of fellowship training at VABHS. This is demonstrated by contributing to team meetings, case presentations, being sensitive to and responding appropriately to the needs of other team members, and using skills as a neuropsychologist to facilitate team functioning.

**Program Overview**

The first year of the Clinical Neuropsychology Fellowship Program will focus on general training in advanced skills needed for professional practice in Clinical Neuropsychology. In the second year, the Fellow will have the opportunity to work with faculty to develop a more tailored training plan that best fits their training needs, and may request additional training within an area of focus or specialty clinic. This may include a focus in research, a specific clinical interest (e.g., seizure, dementia), or program development/evaluation. Fellows will work with a variety of neuropsychology supervisors during the course of their fellowship. Currently ten (10) neuropsychology faculty members contribute to supervision.

The Fellow will learn to translate referral questions into testable hypotheses that can be addressed on the basis of objective data and information gathered from the interview. Fellows use a flexible battery approach that matches assessment measures to the identified referral question and patient characteristics. Tests drawn from a wide variety of neuropsychology measures are selected based on their psychometric properties, demonstrated validity, and appropriateness of available normative data. Each evaluation simulates application of the scientific method applied at the individual level; hypotheses are identified and tested with objective measures and related to findings based in the empirical literature, thus integrating research with clinical practice.

Our approach to assessment integrates contemporary research and theory from cognitive neuroscience and psychometrics, with classic methods of clinical observation, and thorough medical record review in the service of making rational and empirical clinical predictions about the impact of brain dysfunction on
cognition and adaptive behavior. In keeping with the “Boston Process Approach,” in addition to the strong emphasis placed on the development of assessment skills through the use of standardized measures of cognition, Fellows also gain an understanding and appreciation for empirically-demonstrated qualitative aspects of test performance (e.g., error types), and the unique insights these observations offer in understanding brain-behavior relationships. Our training also places a strong emphasis on the importance of providing detailed recommendations for referral sources, the patient and the patient’s family/caregivers. We aim to translate findings of objective cognitive measures into tailored recommendations focused on compensation for deficits and accentuation of strengths. Fellows learn to integrate research literature and psychometric theory to make logical, empirically derived clinical predictions. Additionally, we assist patients and providers in implementing these recommendations, providing evidenced-based psychoeducational interventions, as appropriate.

This fellowship provides experience in a number of clinical settings, allowing the Fellow to obtain a unique array of training experiences. While the specific clinical settings vary, the underlying goal and training emphasis remains consistent. In each setting, Fellows will be involved in the clinical interview, test administration, data scoring, report writing, patient feedback, and multidisciplinary team consultation/collaboration. Fellows will provide clinical services within most of the settings described below; duration of time dedicated to each clinic/program varies.

Training Components

- **Neuropsychology Consult Service (NCS):** (Jamaica Plain and Brockton campuses) Fellows serve as consultants and provide assessments as part of the neuropsychology consult service at VA Boston Healthcare System. Patients are referred to this service from a variety of sources; referrals typically include traumatic brain injury, dementia, epilepsy/seizure, ADHD, stroke, and cognitive dysfunction secondary to a medical or psychiatric condition. Neuropsychology consults involve a clinical interview, test administration, scoring of test data, test interpretation, written report, and in-person feedback to patients.

- **Seizure Clinic and Long-Term Epilepsy Monitoring Unit:** (West Roxbury and Jamaica Plain campuses.) The Fellows will serve as part of the clinical Seizure/Epilepsy interprofessional team. Fellows will conduct assessments with veterans admitted for long-term video EEG monitoring (LTM), and serve as part of the LTM team. They will develop basic skills in understanding EEG, and gain expertise with the impact of repetitive seizures on brain and cognitive dysfunction. Fellows will also serve as part of the outpatient Seizure clinical team, providing input regarding cognitive functioning alongside medical students, neurology fellows and EEG technicians. The Fellows will work closely with the attending medical provider and observe neurological examinations, review EEG results, conduct screening measures, and provide input to the team regarding cognitive and emotional/psychological functioning of the patients. The fellow will also serve as the neuropsychologist for the Psychogenic Non-epileptic Seizure (PNES) clinic.

- **Memory Disorders Clinic:** (Jamaica Plain campus.) Fellows will attend and represent neuropsychology at weekly Case Conference Meetings within the Memory Disorders Clinic. The Fellows present the assessment findings and recommendations for a veteran who is scheduled to be seen that day, while neurology (staff and trainees) present medical and neuroimaging
data. Discussion of the salient issues provides the Fellows an opportunity to share essential information regarding the veteran’s functioning with the team, and allows the Fellows to teach trainees of other disciplines the value in neuropsychological assessments. Veterans are provided with feedback, with specific emphasis on patient and family concerns. Frequent interactions with the Dementia Care Coordinators are typical and provide another opportunity for the Fellows to engage in interprofessional patient care. The Fellows may also join the Memory Disorders Clinic team for clinic where he/she will provide input and oversee the cognitive screenings, and work closely with the clinical team to learn about structural and functional neuroimaging techniques often employed in that clinic [e.g., FDG-PET, Florbetapir (18F)-PET, MRI].

- **Geriatrics Clinic (formerly the GRECC clinic):** (Jamaica Plain, Brockton and West Roxbury campuses.) The fellow functions as part of a multidisciplinary team that includes a geriatrician, nurse practitioner, social worker, pharmacist, and geriatric medicine fellows. The neuropsychological assessment of elderly patients, who are often frail as well as physically and cognitively compromised, requires an alternative to the time consuming, multiple hour test batteries often used in clinical assessments. Most Geriatrics assessments involve 1-2 hours of testing. The trainee is responsible for the clinical interview, testing, scoring of test data, test interpretation, and written report of the neuropsychological evaluation, as well as feedback to the patient and the team.

- **Inpatient Rehabilitation:** (West Roxbury campus.) The Fellows will complete brief neuropsychological evaluations as a team member on the CARF accredited acute inpatient unit through the Physical Medicine and Rehabilitation service. The Fellows complete all aspects of the neuropsychological assessment and become adept in adapting tests when assessing patients with significant physical and cognitive limitations (e.g., hemiplegia, aphasia). In this setting, the Fellows work efficiently to provide same-day feedback to the rehabilitation team (physiatrist, OT/PT/SLP, social worker), with a focus on safety concerns, intervention, and discharge recommendations. Follow-up feedback to the patient and family members is also an important role for the Fellows. Fellows may also interact with, and educate, trainees in other disciplines who observe these brief assessments, and may gain additional information that can assist with case conceptualization.

- **Inpatient Psychiatry:** (Brockton campus.) The Fellows will complete inpatient evaluations with veterans admitted to the severe mental illness unit. This rotation will provide clinical experiences with veterans who are often marginalized and who may have frequent VA inpatient admissions. The Fellows, working closely with the interprofessional clinical care team (psychiatry, social work, nursing, pharmacy), will provide neuropsychological evaluations that will assist the team in treatment and discharge planning, ensuring other care providers are aware of the cognitive issues that may be negatively impacting the veteran’s ability to function independently. Fellows will acquire skills necessary to evaluate capacity, such as medical decision making and financial decision making. Formal rounds provide an opportunity for Fellows to interact with trainees from other disciplines (e.g., psychiatry residents, nursing students) and to learn from one another in case conceptualization and treatment.
• **Amyotrophic Lateral Sclerosis:** (Jamaica Plain campus.) The Fellows will serve as the part of the ALS clinical team. The Fellow completes a brief neuropsychological assessment and provides the clinic team with test results immediately following the evaluation. A brief report is added to the medical record following clinic. Cases screening positive for significant cognitive impairment may be referred for more extensive assessment. This clinical experience provides Fellows with the opportunity to evaluate veterans with varied levels of disease severity and, as such, offers a clinical experience that places considerable emphasis on qualitative assessment and use of non-standardized test administration. The Fellows work closely with the multidisciplinary clinical care team (neurologist, social worker, nutritionist/dietician, occupational therapist, speech pathologist, pharmacist, nurse practitioner/palliative care, nurse, prosthetics manager and neuropsychologist). The Fellow will also have opportunities to shadow other members of the multidisciplinary team.

• **Psychoeducational Groups:** (Jamaica Plain and Brockton campuses.) Fellows will participate in at least one of four 12-week psychoeducational evidence-based group treatments for veterans. Through these groups, we aim to reduce isolation and stigmatization that is common in patients with seizures, ADHD, stroke, and memory difficulties, while providing psychoeducation, strategies, and support. Current groups include: Memory and Aging, Seizure Support, PNES (see Telemental Health below), and Stroke Support. Each group, while targeting a different patient population, seeks to provide education regarding the identified disorder, detailed instruction and repeated practice of strategies for managing cognitive difficulties, and a supportive setting to discuss challenges associated with cognitive dysfunction and neurological illness. Emphasis is also placed on helping veterans become advocates for their care and for their goals.

• **Telemental Health:** In partnership with the Seizure Clinic, we will be offering a Seizure Support Group using Telemental Health technology. Given the frequent transportation difficulties of seizure patients and many veterans living in rural areas, this group will offer veterans who are unable to attend in-person groups the opportunity to participate. Fellows will be invited to co-lead this group with a staff provider.

• **Individual Treatment:** Fellows will be asked to provide individual psychotherapy/ treatment to veterans with compromised cognitive function and/or neurological illness. Fellows will provide strategies for helping their patients manage both the cognitive and emotional, aspects of their deficits. Strategies for compensating for deficits coupled with utilization of cognitive strengths will be highlighted and incorporated using empirically based treatment.

**Didactic Seminars for Clinical Psychology Fellows and Neuropsychology Fellows**

All Fellows attend a biweekly seminar chaired by David Topor, Ph.D., Curriculum Coordinator. During didactics, we develop a sense of professional community and peer support during the Fellowship training year. Topics are scheduled based on a Needs Assessment completed by Fellows at the start of their training. Speakers are invited to present didactics on professional development issues, leadership, ethics, supervision, diversity and ethnicity, and professional identity. Several didactics that are directed at teaching specific evidenced based psychotherapy are shared with clinical psychology interns.
In addition to program wide didactics, many elective seminars are announced throughout the training year. Risa Weisberg, Ph.D., and Suzanne Pineles, Ph.D., coordinate a weekly Grant Writing Seminar throughout the training year. Additionally, Fellows are invited to attend the one hour bimonthly Research Fellows’ seminar series developed by Suzanne Pineles, Ph.D. (e.g., Grant Mechanisms, Understanding VA Funding, Transitioning out of the Role of a Fellow).

Finally, Fellows are expected to attend the Psychology Service’s annual Psychology Education Day (a training day for staff and trainees geared toward particular themes). Recent themes for past Training Days included interprofessional training, positive psychology, DSM-V, ethics, mentorship and supervision issues, multicultural issues in clinical treatment, patient advocacy, and returning veterans.

Additionally, each clinical program has developed training experiences that are intended to focus on gaining knowledge and skills in emerging areas of specialization. These training experiences include didactic seminars, colloquia, symposia, co-therapy, role modeling, observation, case conferences, rounds, group supervision, and journal clubs. Also, Fellows across the different specialty areas are given the opportunity to attend various seminars conducted in other programs, grand rounds, departmental symposia, etc.

**NEUROPSYCHOLOGY Didactics**

In addition to participation in a biweekly general seminar attended by all Fellows, neuropsychology offers a number of specialty specific didactics.

- **Required Didactics**
  - **Neuropsychology Seminar:** During Year 2, Fellows help to organize this weekly series with clinical and research presentations by in-house neuropsychology staff, neuropsychology interns and Fellows, and VA neurologists. In addition, brain cutting didactics are offered to review functional neuroanatomy.
  - **Neuroimaging and Neuropsychology Lecture Series:** Well-known local and visiting scholars representing a variety of backgrounds and disciplines present at this lecture series. For a listing of previous lectures please visit: [http://sites.bu.edu/vabhs_neuroimaging/events/](http://sites.bu.edu/vabhs_neuroimaging/events/)
  - **Professional Development:** A monthly series focused on preparation for board certification, supervision of practicum students and interns, and other topics selected by Fellows to promote professional development within neuropsychology.
  - **Fact-Finding:** As part of the professional development series, each Fellow will complete three Fact Finding cases. These exercises are modeled after the Fact-Finding portion of the examination for American Board of Professional Psychology – Clinical Neuropsychology specialty (ABPP-CN) to prepare fellows for the ABPP-CN examination process.
  - **Neurobehavior/Aphasia Rounds:** A monthly multidisciplinary meeting that provides exposure to classical ‘bed-side’ testing, informal interviewing, and the traditional Boston Process Approach. A volunteer veteran patient with neurological symptoms and compromised neuropsychological functioning is presented and interviewed by a staff
The Fellows participate by presenting background and test data, contributing to the group discussion, and providing feedback with the discussant to the veteran and family.

- **Additional Optional Lectures/Meetings:**
  - **The Neuroimaging Research for Veterans Center (NeRVe):** is a state-of-the-art neuroimaging center that serves a large community within VABHS. The primary mission of the NeRVe Center is to advance the understanding of normative and pathological conditions that impact Veterans’ well-being, with an aim toward improving clinical care and optimizing cognitive and neural health. The NeRVe also provides extensive research opportunities for Fellows.
  - **Geriatric Capacity and Neuropsychological Assessment Series:** The Geriatric Mental Health Service holds a monthly meeting that includes case presentations, lectures, and discussions related to aging and capacity. The Fellows are invited to attend and may be asked to present a clinical case.
  - **Brain Cuttings:** Twice monthly Dr. Bertrand Huber hosts a neuroanatomy and neuropathology series that involves gross brain dissection at the Jamaica Plain campus. This involves a small group of individuals meeting with Dr. Huber in the pathology laboratory. Fellows are welcome to attend any and all sessions.

**Diversity Focus**

Clinical Neuropsychology considers various racial, cultural and sociodemographic factors in the clinical assessment of cognitive functions in our Veteran patients. Many of these are essential factors when considering the Veteran’s cognitive functioning. Neuropsychology strives to utilize racially and ethnically appropriate test measures and, whenever possible, conduct clinical assessments in Veterans’ native language. Additionally, we utilize normative data that is appropriate to the Veteran’s age, education, race, language and gender. When necessary, modifications are made to the standardized administration of test measures (e.g., veterans with hemiplegia or sensory/perceptual deficits). An approach utilizing both quantitative and qualitative data is employed to best capture the Veteran’s cognitive functioning. Consideration is also given both to trainee and Veteran cultural and ethnic factors and how these impact examiner/patient interactions, data interpretation and case conceptualization. These issues also play a significant role when discussing how feedback is provided to Veterans and their families/caregivers. Our service also provides weekly Neuropsychology-specific didactics throughout the training year. This series includes trainee presentations of cases and research and trainees are encouraged to include issues of diversity in terms of case selection and information presented. We also include a Diversity Debate each year in which neuropsychology trainees are assigned to argue/debate a salient diversity topic within this specialized field. The topic of this debate is typically related to the use of cultural/racial/ethnic normative data, with opposing sides providing support in favor/against the use of such norms.
Research

Fellows have an abundance of funded projects (10 grants currently) from which to choose that represent diverse aspects of research relevant to neuropsychology (e.g., PTSD, TBI, aging and cerebrovascular risk factors, MCI, memory disorders, delirium, test development). We have a strong group of 15+ research mentors, many of whom have nationally and internationally visible research programs. Available settings include several laboratories and multi-project research centers: VA Center of Excellence - Translational Research Center for TBI and Stress Disorders (TRACTS), Geriatric Neuropsychology Laboratory, Neuropsychology of PTSD Laboratory, Memory Disorders Research Center (MDRC) and the VA Boston Healthcare System Neuroimaging Center. Ongoing research programs provide Fellows with diverse research experiences (e.g., manuscript preparation, invited chapters, participation in weekly lab meetings/research discussions, one-on-one research mentoring, journal peer reviews, archival data analysis, study design, and grant preparation).

During Year 1, under faculty mentorship, Fellows identify a research project and develop a tailored research plan outlining the specifics and expectations of the fellow’s study role. Fellows typically spend 4 hours per week devoted to research activities during the first year of Fellowship. During the second year, more time (up to 14 hours for those choosing a research focus) may be dedicated to research activities. Year 2 requires a tailored/approved research plan that may be a continuation or expansion of the Year 1 project, or a new project. A research product (e.g., grant proposal, submitted manuscript, poster/paper presentation) is to be completed by the conclusion of Year 2 by all Fellows regardless of whether they select a research focus.

Exit Criteria

At the completion of the Fellowship, Fellows are expected to demonstrate the following exit criteria (consistent with Houston Conference Guidelines for specialty practice in Clinical Neuropsychology).

- Development of advanced skill in the neuropsychological evaluation, treatment and consultation with patients and professionals sufficient to practice on an independent basis;
- Development of advanced understanding of brain-behavior relationships;
- Scholarly activity, e.g., submission of a study or literature review for publication, presentation at local or national conferences, submission of a grant proposal or outcome assessment;
- Formal evaluation of competencies I-III. Evaluations assess whether Fellows are progressing towards Advanced Skill across the Specialty and Profession Wide Competencies, including criteria 1-3 above.
- Fulfillment of eligibility for state or provincial licensure or certification for the independent practice of psychology. Fellows are eligible to apply for licensure, depending on individual state requirements. Even if a fellow attains licensure prior to completing their Neuropsychology Fellowship, their status within VABHS does not change (i.e., they will continue to be non-credentialed and all of their work will be under the supervision and license of a credentialed psychologist).
• Fulfillment of eligibility requirements for board certification in clinical neuropsychology by the American Board of Professional Psychology. Fellows are eligible for American Board of Professional Psychology Specialty certification in clinical neuropsychology upon successfully completing the training program.

Staff

Clinical Supervisors:

- Laura Grande, Ph.D., ABPP/cn
- Susan McGlynn, Ph.D., ABPP/cn
- Colleen Jackson, Ph.D., ABPP/cn
- Deepa Acharya, Ph.D., ABPP/cn
- Elizabeth Leritz, Ph.D., ABPP/cn
- Scott Fish, Ph.D., ABPP/cn
- William Milberg, Ph.D., ABPP/cn
- Christopher Brady, Ph.D.
- Cate Fortier, Ph.D.
- Jennifer Vasterling, Ph.D.

Research Supervisors:

- Regina McGlinchey, Ph.D.
- Melissa Amick, Ph.D.
- Michael Esterman, Ph.D.
- Joseph DeGutis, Ph.D.
- Mieke Verfaellie, Ph.D.
Program Wide Review and Remediation Procedures

**Evaluation Methods**

Postdoctoral Fellows receive a formal written evaluation of their progress by their primary supervisor four times per year. Fellows provide written evaluations of their supervisors on a semi-annual basis. Additionally, each Fellow meets with the Training Director twice per year to provide feedback on their experience. Evaluation methods are explained in detail in the Postdoctoral Training Orientation Manual that Fellows receive upon arrival.

**Due Process Policy**

In the event of a grievance around the evaluation process, the Fellowship Program has a due process policy that outlines both remediation procedures and procedures for Fellows to follow if they have a concern about the review process. The Due Process Policy is incorporated within “Remediation Procedures” that are detailed in the Postdoctoral Training Orientation Manual that Fellows receive upon arrival.

**Training Environment**

The VA Boston Healthcare System encompasses eight campuses within a 40-mile radius of the greater Boston area. The consolidated facility consists of the Jamaica Plain campus, located in Boston’s Longwood Medical Community; the West Roxbury campus, located on the Dedham line; and the Brockton campus, located 20 miles south of Boston in the City of Brockton. In addition to the three main medical centers, five Community Based Outpatient Clinics (CBOCs) located in Framingham, Lowell, Quincy, Dorchester, and Causeway Street (Boston) make up the VA Boston Healthcare System (VA BHCS).
**JAMAICA PLAIN CAMPUS**

The Jamaica Plain Campus offers state-of-the-art ambulatory care and primary care services. The Ambulatory Care Center serves as a hub for tertiary ambulatory services. This center’s specialized services include state-of-the-art audiology services, ambulatory day surgery, CAT scanning, MRI, specialized aphasia treatment, an eye center providing argon laser therapy of retinovascular diseases, CO2 and YAG laser treatment of cancer and Argon and YAG laser treatment of eye diseases, and vitrectomy. A model Veterans Industries/Transitional Living program for patients with Substance Abuse problems has recently been accredited by the Committee for Accreditation of Rehabilitation Facilities (CARF). Medical services located at this campus also include substance abuse, nuclear medicine, and a Center for Excellence for oncology/hematology, which includes high voltage radiation therapy/linear accelerator. Two National Centers for Posttraumatic Stress Disorder (also named Centers for Excellence) include the Behavioral Science Division and the Women’s Health Sciences Division. Additional programs available at Jamaica Plain are a Comprehensive Women’s Health Center and mammography, an Operation Enduring Freedom/Operation Iraqi Freedom/Operation New Dawn program, a Polytrauma Center, and many other special programs to meet gender specific needs as well as other special needs of veterans due to environmental causes such as radiation, Persian Gulf, or Agent Orange exposure. Finally, The Translational Research Center for TBI and Stress Disorders (TRACTS) is a VA Research and Development Center of Excellence mandated to advance the diagnosis and treatment of the commonly co-occurring conditions of PTSD and Mild Traumatic Brain Injury in OEF/OIF Veterans.

**WEST ROXBURY CAMPUS**

The West Roxbury Campus serves as the tertiary inpatient medical center for the VA Boston Healthcare System and the other VA medical centers in the region. Recently named a Center for Excellence in Cardiac Surgery this facility offers cardiac catheterization, CCU, and a renowned Open Heart Surgery Program. The West Roxbury campus also has a nationally recognized acute Spinal Cord Injury program, and is one of few VA facilities that have a CARF-accredited acute medical rehabilitation program and spinal cord injury program,
supported by a swimming pool that is located in the hospital proper. This campus supports an interventional cardiology program with electrophysiology. In addition, West Roxbury serves as the referral center for intensive inpatient surgery and provides such unique and high-risk surgeries as, vascular surgery, specialized general and cancer related surgery, orthopedics, hand and joint replacement surgery, neurosurgery, plastic surgery, and urology. The spinal cord injury program operates within a “hub and spokes” model for the Northeast VA region to provide consistent care excellence. West Roxbury maintains a 24-hour emergency department.

**Brockton Campus**

The Brockton Campus offers veterans a wide range of health care options including comprehensive primary care, outpatient mental health services (including specialized geriatric mental health, PTSD, substance abuse, and psychosocial rehabilitation services), inpatient psychiatry (including acute, transitional, and intensive substance abuse care), and long term care. Long term care services include the Community Living Center (nursing home and rehabilitation care) and a chronic Spinal Cord Injury (SCI) unit. A Center for Excellence in Health Care for Homeless Veterans, this campus houses a 60 bed Domiciliary for Homeless Veterans. Also available in Brockton is an inpatient psychiatric unit for women, one of only four such units available in the entire VA system. This unit, in conjunction with an outpatient Women’s Health Center, offers women veterans a complete spectrum of health care services. Both the Homeless Veterans program and the Women’s Program are regional referral centers for veterans throughout New England. The Chronic Spinal Cord Injury Unit offers specialized programs and respite care for veterans with spinal cord injuries and disabilities. The Community Living Center similarly offers respite care programs to veterans throughout New England.

**Support Services**

There are a wide variety of support services available to the Fellow. The Medical Center’s excellent Medical Library has branches in two of the campuses. In addition to extensive journal and reference collections, the library provides the capacity for computer generated literature searches and is able to obtain materials from regional university libraries, the Harvard Medical School Library and other VA Medical Centers. The Medical Library is also able to locate and borrow video training materials.

The Fellow has access to personal computers at all three Divisions.

If needed, childcare is available at the Tyke Site at the Brockton Division, Small World at the Jamaica Plain Division, and Small World Too at the West Roxbury Division. These are nondiscriminatory,
nonprofit, on-site childcare facilities licensed to serve children between the ages of 3 months to 6 years of age.

**RESEARCH ACTIVITIES**

Research is an integral part of the overall VA Boston Healthcare System’s mission and plays a key role in enhancing the healthcare services provided to our veteran population. The total Research and Development Program for the three campuses, Brockton, West Roxbury and Jamaica Plain, is one of the largest and most active in the VA system. In recent years, total intramural VA funding has been in the range of $15 million. Extramural research funding from other federal agencies, such as NIH and DOD, private proprietary companies, voluntary agencies and foundations have added another $10 – 12 million per year. As a referral center for neuro-psychiatric disorders, the Brockton campus has major research efforts in the neurophysiology of mental illnesses, problems in alcoholism and sleep problems associated with many mental disorders. The research interests at the West Roxbury campus, as the acute tertiary care division, spans several fields, with a strong focus on gastrointestinal disorders, cardiology and cardiovascular diseases, hematology, pulmonary medicine, urology, neurology, and spinal cord injury. At the Jamaica Plain campus in conjunction with the Boston Outpatient Clinic, there are significant research projects on substance abuse, hemostasis, aphasia, language and memory disorders, PTSD, and infectious diseases, among others. Investigators at both the Brockton campus and the Jamaica Plain campus have been participating in a major VA cooperative studies trial on the National Health Survey of Persian Gulf War Veterans and their families. There are several special emphasis programs and research centers at the VA Boston Healthcare System, including the Massachusetts Epidemiology Research and Information Center, the Normative Aging Study, the Dental Longitudinal Study, NIDA/VA Medication Development Center, and two National Centers for PTSD. As mentioned above, The Translational Research Center for TBI and Stress Disorders (TRACTS) is a VA Research and Development Center of Excellence mandated to advance the diagnosis and treatment of the commonly co-occurring conditions of PTSD and Mild Traumatic Brain Injury in OEF/OIF Veterans. There are also several programs in the area of Rehabilitation Research and Development and Health Services Research and Development, with the VA’s HSR&D Management Decision and Research Center, located at the Jamaica Plain Campus.

**STATEMENT OF NONDISCRIMINATION**

The VA Boston Psychology Postdoctoral Fellowship Training Program is committed to a policy of nondiscrimination on the basis of race, sex, age, religion, color, national origin, ancestry, handicap, marital status, arrest and court record, sexual orientation, and veteran status. Our policy covers admission and access to, and participation, treatment, and employment in, all programs and activities.

**VA BOSTON PSYCHOLOGY SERVICE COMMITTEE ON DIVERSITY AND INCLUSION**

The VA Boston Psychology Service Committee on Diversity and Inclusion was developed in 2006 by staff and trainees devoted to increased focus on diversity and inclusion. The mission of this committee is to promote sensitivity toward, and respect for, all individuals from diverse backgrounds in the VA Boston Psychology Service by pursuing the following activities: provide a voice for all departmental trainees, staff, and faculty; promote professional growth opportunities for research and clinical practice; promote
the expansion of the psychology service to include more diverse members; provide a forum to discuss diversity and inclusion; advocate for expanding the focus on diversity and inclusion; and provide educational resources and opportunities related to diversity and inclusion. The committee is involved with multiple projects related to this mission, and the involvement of trainees is valued highly since they provide a unique perspective on training. The committee meets monthly via teleconference so that staff and trainees from all campuses can attend. For more information, please contact the current committee co-Chairs, Colleen Sloan, Ph.D. and Scott Litwack, Ph.D. at colleen.sloan2@va.gov and scott.litwack@va.gov.

ALANA

VA Boston training programs have a formal relationship with the Harvard Medical School Department of Psychiatry’s African-American, Latino, Asian, and Native American (ALANA) Peer Mentoring Program. The ALANA program is led by Treniece Lewis Harris, Ph.D. and involves psychology trainees from all of the Harvard training sites in the Boston area. Participation in the program is voluntary and provides a unique opportunity for persons of color to meet for personal and professional growth. Dr. Harris’ contact information is included:

Treniece Lewis Harris, Ph.D.
Chairperson, Department of Psychiatry Diversity Council
Assistant Professor of Psychology in the Department of Psychiatry
Harvard Medical School/Cambridge Health Alliance
1493 Cambridge Street Cambridge, MA 02139
(617) 665-2414 voicemail (617) 665-1973 fax
tharris@challiance.org

LIVING ENVIRONMENT /COST OF LIVING

The nature of the Greater Boston area and the location of the different Medical Centers provide the Fellow the opportunity to choose from a variety of settings. The West Roxbury and Jamaica Plain divisions, several miles apart from one another, are within the city of Boston. The Brockton division is south of Boston along Route 24. The City of Providence, located less than an hour’s drive, is accessible via major highways from either division. There is a shuttle service between the three Divisions that operates throughout the working day. It is possible for the Fellow to live in or close to Boston and be part of an urban lifestyle.

No matter which setting the Fellow chooses, the cultural, educational, and recreational activities of Boston and New England are easily accessible. Boston, known for its arts, history, and educational institutions, is little more than a half-hour from Brockton by car at non-peak hours. There are also many forms of public transportation available into the city. The commuter rail makes it easy to get in and out of Boston to see a play, visit a museum, or experience the flavor of the city’s diverse ethnic groups. The New England region is attractive, varied, and readily accessible by car. The Berkshires, Cape Cod, Rhode Island, southern Maine, New Hampshire, and Vermont are all easily visited as day trips. A trip to the beach, the mountains, Gillette Stadium (New England Revolution and New England Patriots),
Fenway Park (Boston Red Sox), the TD Garden (Boston Celtics and Boston Bruins), or Boston’s many museums offers the Fellow an opportunity for a change of pace while staying close to home.

Fellowship often means relocation not only for the Fellow but also for a partner. A wide range of educational opportunities are available at the many colleges and universities in the Greater Boston area, including Harvard University, Boston University, M.I.T., College of the Holy Cross, Boston College, Northeastern University, Clark University, Brown University, University of Rhode Island, and University of Massachusetts Boston. In addition to full-time study at the main campuses, there are many satellite, evening or part-time programs available. The job market is relatively good for significant others who may be looking for employment during the Fellowship year.

We do understand that housing costs in or near Boston are quite high and that this is a significant consideration when applying to or considering a training year in the Boston area, particularly given the trainee salary. However, we do have trainees who make it work every year through various means. This includes choosing to live in neighborhoods that are relatively less costly (e.g., Allston/Brighton, Medford, Quincy) and/or finding a roommate(s). In particular, trainees who have moved here on their own frequently live with roommates and have found this is a great way to cut costs and make friends in the area. It may also be possible to share an apartment with other incoming trainee(s) moving to the area from another place. Other trainees have received help from partners/spouses and/or family or used personal savings. It is also very easy to navigate Boston without a car given the extensive MBTA system (particularly for JP based trainees), which allows you to save on insurance and gas. All of our trainees who use public transportation to commute to and from work are eligible for the federal transit benefit program, which subsidizes the cost of purchasing an MBTA pass often up to the full cost of commuting. Finally, our facility offers on-site parking at all of our locations at no extra charge. We understand that cost of living is a significant factor in determining where to complete a training year, and we are happy to answer questions and/or discuss this further with you during the interview day. Additionally, our trainees are more than happy to discuss their experiences living in Boston on a trainee salary.

**Hours, Stipend, and Benefits**

- All Fellows receive a full stipend – no Fellow is accepted on a Without Compensation (WOC) status.
- All Fellows are admitted into the full-time training programs (August 21, 2019 through August 14, 2021).
- The Postdoctoral Fellowship requires that Clinical Neuropsychology Fellows must complete 2080 training hours annually for each of the two years for a total of 4160 hours.
- The current stipend for a first-year postdoctoral Fellow is **$50,941** before taxes. The current stipend for a second-year Fellow is **$53,695** before taxes.
- Fellows are eligible for health insurance at a reduced cost.
- No funds are available for relocation.
• It is anticipated that Fellows will receive faculty appointments at Boston University School of Medicine and at Harvard Medical School during the training year.

• Benefits include 10 paid holidays, 13 days of annual leave (vacation) and, if needed, 13 days of sick leave. Finally, Fellows are given up to 64 hours of paid educational leave to attend conferences, major professional meetings, and symposia. Upon completion of the year of training, Fellows are eligible to enter Federal Service at the grade of GS-12.

• The Federal Tort Claims Act applies to Fellows regarding the practice of psychological services and their own personal injuries that occur while on the job at the VA.

APA ACCREDITATION

Both training programs of the VA Boston Psychology Postdoctoral Fellowship Training Program are accredited by APA. Our next Site Visit will be in 2022.

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
750 1st Street NE
Washington, DC 20002
Phone: 202-336-5979
E-mail: apaacccred@apa.org
Web: www.apa.org/ed/accreditation

Eligibility

ELIGIBILITY REQUIREMENTS FOR CLINICAL FELLOWSHIP PROGRAM

1. All information about VA eligibility requirements is available at:
   http://www.psychologytraining.va.gov/eligibility.asp

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

3. Have received a Doctorate from an APA or CPA accredited graduate program in Clinical, Counseling, or Combined Psychology or PCSAS accredited Clinical Science Program. Persons with a doctorate in another area of psychology who meet the APA or CPA criteria for respecialization training in Clinical, Counseling, or Combined Psychology are also eligible.

4. Have completed an internship program accredited by the APA or CPA. The only exception regarding accreditation is for those who complete a new VA internship that is not yet accredited.
5. A male applicant born after 12/31/1959 must have registered for the draft by age 26 to be eligible for any US government employment, including selection as a paid VA trainee. Male applicants must sign a pre-appointment Certification Statement for Selective Service Registration before they can be processed into a training program. Exceptions can be granted only by the US Office of Personnel Management; exceptions are very rarely granted.

6. Fellows are subject to fingerprinting and background checks. Appointment decisions are contingent on passing these screens.

7. VA conducts drug screening exams on randomly selected personnel as well as new employees. Fellows are not required to be tested prior to beginning work, but once on staff they are subject to random selection for testing as are other employees.

Application Process

The VA Boston Healthcare System in which our training program resides is an Equal Opportunity Employer; we are committed to ensuring a range of diversity among our training classes, and we select candidates representing different kinds of programs and theoretical orientations, geographic areas, ages, racial and ethnic backgrounds, sexual orientations, disabilities, and life experiences. All things being equal, consideration is given to applicants who identify themselves as Veterans or as members of historically underrepresented groups on the basis of racial or ethnic status; as representing diversity on the basis of sexual orientation; or as representing diversity on the basis of disability status. Applicants are invited to indicate these factors on their applications, though disclosing this information is completely voluntary.

The VA Boston Psychology Postdoctoral Fellowship Program evaluates the following criteria when selecting applicants to the Clinical Neuropsychology Program:

- Breadth and quality of prior general clinical or counseling training;
- Quality of previous neuropsychology experience;
- Quality of experience with a diverse patient population and provision of care from a culturally competent framework;
- Quality and scope of research productivity;
- Evidence of personal maturity and accomplishments;
- A clear, thoughtful, and meaningful writing style in application materials;
- Goodness of fit between the applicant’s professional goals and program training objectives;
- Strength of letters of recommendation;

In keeping with our program orientation, we strongly prefer applicants from university based graduate programs that have a scientist-practitioner or clinical scientist orientation.

Applications are reviewed for eligibility after all materials are received. Applications are then distributed to Dr. Grande and supervising faculty for review and evaluation. Telephone or in-person interviews are offered to select candidates. We prefer in-person interviews, so that you can tour the site, meet face-
to-face with prospective supervisors, learn about the program from current fellows, and experience Boston. However, we do understand that in-person interviews may be too costly or difficult to arrange with short notice; this may be especially true for those traveling from afar or for those who already have knowledge of VA Boston through internship interviews. We can certainly arrange for telephone or video interviews for anyone who is unable to schedule an in-person interview. Each year we conduct telephone interviews, and we regularly accept Fellows who choose to do telephone interviews.

Applicants are extended offers based on their written application materials and interview presentation.

**Application Materials**

*Application materials are due by midnight EST on Monday, December 17th.* All applications must be submitted via APPA CAS, except under unusual circumstances and with consultation from Dr. Silberbogen. VA Boston has two portals through APPA CAS: one in Clinical Psychology and one in Clinical Neuropsychology. If you are applying to both programs (i.e., an interest in Geropsychology and Neuropsychology), you will apply through both portals and be charged two application fees.

Please read and follow instructions carefully and prepare the following:

1. A personal statement, containing the following information:
   - The history of your interest;
   - Any relevant educational, clinical, and/or research experiences;
   - A description of how you integrate diversity and culture in your clinical practice, scholarly efforts, or other professional domains.
   - A self-assessment of your training needs and goals for the fellowship;
   - A statement of your career goals.

2. A detailed Curriculum Vita.

3. An official transcript of graduate work. We do not require transcripts from your undergraduate school. Please work to ensure that your official transcripts are mailed directly from your graduate program to APPA CAS with enough time that your application is complete by the deadline.

4. Three letters of recommendation - one from a faculty member personally familiar with your graduate school performance and at least one from a primary clinical supervisor during the pre-doctoral internship.

5. **Two de-identified neuropsychological assessments.** These should be uploaded under the Document Section. Please make sure that the report is de-identified according to HIPAA standards: [Click here](#).
Interview Days

We will be organizing formal Interview Days for all applicants who visit us in-person. We hope that the structure will allow for increased communication and orientation about our program and relieve some of the anxiety that many applicants experience. In addition to a general orientation/question and answer session, you will also hear a presentation by our Diversity Committee, meet with current fellows, and interview with multiple faculty. We will make some aspects of the formal interview day open to those who are limited to phone interviews (i.e., calling into a question and answer session with Dr. Silberbogen, etc.). Interview Days are tentatively scheduled as follows, with three days taking place at the Jamaica Plain Campus, and two days at the Brockton Campus (additional details on scheduling/arranging interviews will be provided to those who are offered an interview). Please note that we anticipate that all Neuropsychology interviews will take place on the first two dates (January 23 and January 25):

- Wednesday, January 23, 2019 (Jamaica Plain)
- Friday, January 25, 2019 (Jamaica Plain)
- Monday, January 28, 2019 (Brockton)
- Friday, February 1, 2019 (Brockton)
- Monday, February 4, 2019 (Jamaica Plain)

Process

We make every effort to keep our review process timely and to keep candidates well informed of their status throughout the selection period. VA Boston is not participating in the APPCN match and anticipates making offers when we have completed interviews. If an offer is extended to you, you can hold an offer for up to 24 hours.

We encourage you to be in contact with us if you have questions about your status or receive an offer from a less preferred program; unlike internship recruitment (where expressing interest or asking for information about status is disallowed), we would like for you to inquire about your status so that you have all the information you need in order to make a decision about the next step in your professional career. We understand that accepting a fellowship is a significant decision in one’s professional development and will make every effort to support applicants in making decisions about their candidacy at VA Boston. We will notify applicants when they are no longer under consideration or when all positions they have applied to have been filled.

If An Offer Is Extended:

- **Doctoral Degree Requirement:** All offers of acceptance for a postdoctoral position within the VA Boston Psychology Postdoctoral Fellowship Program are strictly contingent upon applicants having completed all requirements (clinical, academic, and administrative) for the doctoral
degree. In other words, you cannot start a Postdoctoral Fellowship if you are not “postdoctoral”.

- If an offer is extended, you will be informed that you must provide evidence that you have completed all academic requirements no later than July 1, 2019. This can take the form of a copy of the diploma or a written attestation of such from your University Department Chair. If you have not defended your dissertation by July 1, 2019, we will also accept documentation from your Department Chair or Dissertation Advisor confirming your defense date prior to the fellowship program start date.

- If you have not completed all your requirements by July 1, you may request an extension. If, at the end of the extension you have not received the doctoral degree, or if the Fellowship does not initially agree to the extension, the offer of acceptance is withdrawn and considered null and void. At such time, the search process may be re-opened and you may re-apply without prejudice. The search will continue until such time as the position is filled or is cancelled.

- One exception to this policy is in the case of an applicant who has completed all the requirements (academic and administrative, including dissertation) for the doctoral degree with the exception of an internship ending between July 1 and the fellowship start date. In such case, an extension will be granted.

- Fellows have raised the issue of a graduation date that occurs after the start of the Fellowship year. OAA policy is that the completion of all academic (including university acceptance of dissertation), clinical (including internship), and administrative (departmental chair approval) qualifies the candidate to begin the Fellowship. In other words, it is fine if your graduation date occurs after August 19, 2019 as long as you can provide documentation that you have completed all academic, clinical, and administrative responsibilities. The fellow is responsible for looking into how this intersects with state specific licensing board regulations.

- **Acceptance of a position is binding:** Acceptance of a postdoctoral position is considered a binding professional commitment. It is expected that if you accept a postdoctoral position, you will no longer be pursuing other employment or training opportunities. There are very few circumstances which would release you from this binding agreement, given the significant consequences for programs, other applicants, and yourself.

Please contact Amy Silberbogen, Ph.D., ABPP, (Amy.Silberbogen@va.gov) or Laura Grande, Ph.D., ABPP/cn (laura.grande@va.gov) if you have any questions about postdoctoral training at VA Boston. We would be happy to hear from you!
Current Postdoctoral Fellows

Amanda Brunette, Ph.D.
University of Iowa
Class of 2018 - 2020
First Year Neuropsychology Postdoctoral Fellow

Nicole Hegberg, Ph.D.
Georgia State University
Class of 2017 - 2019
Second Year Neuropsychology Postdoctoral Fellow

Ginger Mills, Psy.D.
University of Hartford
Class of 2018 - 2020
First Year Neuropsychology Postdoctoral Fellow

Sarah Rycroft, Ph.D.
Temple University
Class of 2017 - 2019
First Year Neuropsychology Postdoctoral Fellow

Recent Fellows First Post- Fellowship Position

Shawna Jacob, Ph.D.
Class of 2016 - 2018
Assistant Professor
University of Cincinnati - Cincinnati, OH

Vanessa D’Orio, Ph.D.
Class of 2015 - 2017
Clinical Neuropsychologist
North Shore Medical Center - Beverly, MA
Sports Concussion New England - Brookline, MA

Deborah Green, Ph.D.
Class of 2014 - 2016
Clinical Neuropsychologist
Brigham and Women’s Hospital - Boston, MA

Matthew Grilli, Ph.D.
Class of 2013 - 2015
Assistant Professor
University of Arizona - Tempe, AZ
Graduation Day – July 25, 2018

Back Row: – Amy Silberbogen, Ph.D., ABPP (Fellowship Director) – Christina Goodwin, Ph.D. – Bruna Martins, Ph.D. – Claire Burgess, Ph.D. – Toni Maraldo, Ph.D. – Amanda Roxbury Cooney, Ph.D. – Kelly O’Malley, Ph.D. Shawnna Jacob, Ph.D. – Nicole Hegberg, Ph.D. – Sarah Rycroft, Ph.D.

Front Row: Kathleen Holmes, Ph.D. – Hannah King, Ph.D. – Lauren Gibson, Ph.D. – Victoria Choate Hasler, Ph.D. – Laura Grande, Ph.D., ABPP/cn (Neuropsychology Fellowship Director)

Absent: Laina Rosebrock, Ph.D.