

Function Statement for Director of Training

I have been in my current position of Training Director for the past six years. For the eight years prior to that I served as a staff psychologist and met the requirements for the GS-13 level.

1. **Administrative (Program Management) Responsibilities:** (60% average time)

1. I have broad program management responsibilities for the Psychology Training Programs, which include the operation and management of a large key training program within the medical center. These programs consist of an APA (American Psychological Association) accredited pre-doctoral internship (7 interns), and APA accredited postdoctoral fellowship program (3 postdoctoral fellows), and the training of other pre-doctoral level graduate students completing practicum (averaging 10 per year).
2. I have oversight of administrative and programmatic resources of the Psychology Training Programs which are highly specialized and complex, offering 12 fully developed internship rotations and a fellowship program in clinical psychology offering four special emphasis areas (neuropsychology, rehabilitation psychology, health psychology, and serious mental illness). The trainees and clinical supervisors that participate in the programs significantly impact the delivery of health care service to veterans in a wide range of settings across a large academically affiliated medical center.
3. I organize, direct, administer and manage all aspects of the program including comprehensive planning, developing and implementing policies and procedures, determining needs of the program, overseeing the quality and quantity of training, and establishing program initiatives and direction with the limitation of available staff and budget. Some of the core duties include:
 - The national recruitment and selection process of interns and postdoctoral fellows and the local recruitment and selection of practicum students
 - Maintaining a comprehensive quarterly evaluation system of these trainees that is consistent with APA guidelines
 - Incorporate feedback from trainees, supervisors, and other sources to continuously assess and improve the quality of the training programs
 - Develop program self-studies and coordinate site visits as needed to maintain national accreditation
 - Orientation of trainees to the medical center, mental health services, and their respective training programs
 - Mentoring interns and postdoctoral fellows
 - Chair monthly Training Preceptors Committee Meeting and annually established Selection Committee meetings and process
 - Develop and maintain three informational/recruiting websites for Psychology and the training programs
 - Coordinating training with other discipline specific training programs in the medical center
4. I coordinate programming within the training program with managers of other programs in Mental Health as well as with discipline supervisors of affected staff assigned to my program. Decisions made in this position significantly affect staff and other resources associated with the Training Programs, other training programs in the medical center, and the wide range of programs that the 30 clinical supervisors support with clinical services. These decisions,

although made in consultation with those affected, have wide latitude and independent judgment.

5. I manage the work of the program and its staff, ensuring that work is assigned in a systematic way and meets facility and VA guidelines/standards.
6. I have administrative supervisory responsibility for the 7 (full-time) interns and 3 (full-time) postdocs and broad programmatic responsibility directing the training activities of the 30 doctoral level psychologist clinical preceptors that participate in the program.

KSAO's

1. Ability to organize work, set priorities, delegate tasks, and meet multiple deadlines.

I have broad program management responsibilities for the psychology training programs that consist of seven pre-doctoral intern's, three postdoctoral fellows, and 10 psychology graduate practicum students. Managing these programs involves comprehensive planning, developing and implementing policies and procedures, and coordinating these efforts among trainees, 33 psychology staff supervisors, and various departments and administrative officials in the larger medical center. This involved setting priorities and balancing of the need to of trainees in the training programs in the larger medical center. Managing this large programming involves managing many projects and processes throughout the year which I frequently delegate to individuals or committees. Multiple deadlines exists throughout the year including the recruitment, selection, and orientation of con interns, postdocs, and practicum students, the quarterly evaluation of trainees, as well as coordinating program self-studies and site visits as needed to maintain national accreditation of these programs.

2. * Skill in managing and directing the work of others to accomplish program goals and objectives, and ability to devise ways to adapt work operations to new and changing programs, staffing, and budget requirements, etc.

I organize, direct, administer and manage all aspects of the program including comprehensive planning, developing and implementing policies and procedures, determining needs of the program, overseeing the quality and quantity of training, and establishing program initiatives and direction with the limitation of available staff and budget. These tasks involve the managing and directing the training work of others including 33 training supervisors, seven pre-doctoral interns, three postdoctoral fellows, and 10 practicum students. This occurs within the context of considering the needs of the program's training goals, maintaining their accredited status, and the needs of the larger medical center. Management of the psychology training programs clearly involves adapting the training program within the context of changing accreditation guidelines, changes in the professional psychology, changing availability of staff and supervisors, and budget requirements/availability.

3. * Ability to translate management goals and objectives into well-coordinated and controlled work operations.

The goals and objectives of the psychology training program are translated into well coordinated and controlled work operations through the monthly training committee meeting which I coordinate. This is also accomplished through

individual meetings with supervisors and committees/workgroups as well as through e-mail.

4. * Ability to establish and monitor production and performance priorities and standards.

The performance of trainees, supervisors and the programs objectives are monitored proximally through a comprehensive quarterly evaluation system which I developed through a network-based MS Access program that is consistent with APA guidelines. The goals of the training program are also monitored distally through surveying graduates of the program and periodic self-study which is required to maintain national accreditation.

5. Knowledge of, and ability to appropriately utilize, evidence based practices and clinical practice guidelines and ability to guide staff in using these tools.

The training programs which I coordinate incorporate evidence-based practices with regard to psychological intervention and assessment. With regard to my own clinical practice, I utilize evidence based approaches to psychological assessment and intervention.

6. Ability to deal effectively with individuals or groups representing widely divergent backgrounds, interests, and points of view.

The numerous trainees and supervisors that make up the psychology training programs are quite diverse in terms of their background in training, age, years of experience, ethnic origins, gender orientations and gender, and theoretical orientations. The training program places a strong emphasis on creating an environment where these differences are valued and can be freely expressed.

7. Ability to analyze organizational and operational problems and to develop and implement solutions that result in sound operation of the program.

These skills are essential in coordinating the psychology training programs due to ongoing changes within the field the psychology, changing guidelines regarding national accreditation of these programs, and changes within the large academically affiliate medical Center in which these programs reside. These processes involved maintaining strong communication with the program's trainees and supervisors, clinicians and leaders within the larger medical Center, other directors of nationally accredited training programs, and our accrediting body.

2. **Clinical Responsibilities:** (up to 40% time on average)

1. Provide a full range of psycho-diagnostic services including the use of psychological testing
2. Perform psychological evaluations for individuals with substance use disorders and comorbid severe Axis I disorders for purposes of diagnostic clarification and treatment planning recommendations. These evaluation employ a comprehensive diagnostic interview, review of available records, collateral contact when available, and objective, projective and cognitive tests when indicated
3. Perform forensics psychological assessment of veterans seeking service connected disability for Post-traumas Stress Disorder utilizing a comprehensive diagnostic interview, review of available clinical and administrative (C-File) records, and objective personality instruments (MMPI-2 and the Mississippi Scale for Combat Related PTSD)

4. Perform psychological evaluation of VA police officers utilizing a structured interview and review of available records
5. Provide consultation services to inpatient psychiatry for psychological assessment. The primary referral question typically is diagnostic clarification and treatment recommendations
6. Provide a range of therapeutic interventions primarily with individuals with substance use disorders and comorbid severe Axis I disorders utilizing empirically supported cognitive behavioral modalities when indicated. I also have training in and utilize interpersonal, existential and psychodynamic modalities and work within these frameworks when CBT base interventions are not indicated or have not been effective
7. Consult with and serve as a resource for other professional personnel concerning the need for and development of psychological services

3. Academic/teaching/training: (up to 10% time)

1. Adjunct Associate Professor, University of MN, Department of Psychology
2. Adjunct Associated Professor, University of St. Thomas, Program in Professional Psychology
3. Clinical supervisor preceptor for pre-doctoral interns, postdoc fellows, and doctoral level practicum students
4. Teach in house Seminars on Ethics, Diagnostic Interviewing, Diversity, Efficiency in Managing Clinical Work, Dealing With Aggressive Patients
5. Provide leadership, guidance, and consultation on staff education and development.

4. Program Evaluation: (part of 60% administrative time as Training Director)

1. I developed a network based MS Access data base for completing VA trainee evaluations which has been adopted by other VA Psychology Training Programs nationally
2. I utilize this data base to analyze evaluations of trainees, supervisors, didactic presentations, and the training program itself.
3. I administer and analyze survey data of previous trainees for the purpose of evaluating the training program.

5. Other Significant Responsibilities: VISN, or VAMC Assignments (up to 5 % time)
(Examples of the kinds of responsibilities or functions taken on)

1. Served on VISN Committee to implement voice recognition/dictation software
2. Served on the Committee responsible for developing a hospital wide intranet site
3. Participating in VISN xx's LEAD (leadership Development) Program
4. Served on the planning committee for the Psychology Professional Community retreat
5. Served on the Psychology Professional Community Implementation Committee
 - Does not sum to 100% since the balance of element shifts within these parameters