



Psychology Internship Program

Alaska VA Healthcare System

Daniel S. Gonzales, Ph.D., Training Director

1201 North Muldoon Road

Anchorage, AK 99504

(907) 257-6939

Daniel.gonzales2@va.gov

http://www.alaska.va.gov/Docs/Anchorage_psych_intern.pdf

Application deadline: November 15, 2017

APPIC Program Number: 2067

NMS Match Number: 206711

Internship start date: August 20, 2018

Accreditation Status

The predoctoral internship at the **Alaska VA Healthcare System** is accredited by the Commission on Accreditation of the American Psychological Association. The next site visit is scheduled for April-August, 2018.

Application & Selection Procedures

Our internship seeks applicants who are graduate students in good standing in a clinical or counseling psychology program approved by APA (Ph.D. or Psy.D.). We are seeking applicants who are interested in obtaining a generalist training with an emphasis on cultural diversity and service delivery in urban, rural, and frontier healthcare environments. As an equal opportunity training program, the internship welcomes and strongly encourages applications from all qualified candidates, regardless of gender, gender identity, age, religion, racial, ethnic, culture, nationality, socioeconomic status, sexual orientation, disability or other minority status.

To apply, submit the following materials electronically through the on-line APPIC Application for Psychology Internships :

- [APPIC Application for Psychology Internships](#), which includes a detailed vita describing background training, experience, and scholarly activity and research, three letters of recommendation, one of which is from your university's director of clinical training, and official transcripts of your graduate work sent directly by your university.

This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept or use any ranking-related information from any intern applicant.

Deadline for completed applications is **November 15, 2017 for the fall of 2018.**

Applicants will be notified of invitation for phone interviews December 15, 2017. The internship Open House (entirely optional for applicants) will be held on Friday, January 26, 2018.

Note: A CERTIFICATION OF REGISTRATION STATUS, CERTIFICATION OF U.S. CITIZENSHIP, and DRUG SCREENING are required to become a VA intern. The Federal Government requires that male applicants to VA positions who were born after 12/31/59 must sign a Pre-appointment Certification Statement for Selective Service Registration before they are employed. It is not necessary to submit this form with the application, but if you are

selected for this internship and fit the above criteria, you will have to sign it. All interns will have to complete a Certification of Citizenship in the United States prior to beginning the internship. We will not consider applications from anyone who is not currently a U.S. citizen. The VA conducts drug screening exams on randomly selected personnel as well as new employees. Interns are not required to be tested prior to beginning work, but once on staff they are subject to random selection as are other staff.

Psychology Setting

Psychologist positions are found in diverse settings and capacities throughout the Alaska VA Healthcare System. Alaska VA psychologists provide a broad array of clinical services in military sexual trauma, PTSD, addictions, health psychology and behavioral medicine, neuropsychology, disability evaluations, and psychosocial rehabilitation. Psychologists serve in leadership positions at the Alaska VA and several have had faculty appointments at the University of Alaska Anchorage. In addition to the Doctoral Psychology Internship, the Alaska VA also provides training for second-year Master's in Social Work Interns, Physician Assistant Clerkships, and Psychiatric Nurse Practitioner clinical rotations.

Training Model and Program Philosophy

Our training program is committed to the scholar-practitioner model of clinical education and practice. We expect interns to be able to critically evaluate research in published studies and papers and apply research findings in their clinical practices. There are three foundations or strategies to our training. First, a strong emphasis is placed on developing the intern's ability to approach clinical phenomena from the perspective of a scholar-practitioner. Second, an equally important foundational component of our training program is a strong emphasis on the psychosocial model of recovery that focuses upon actively involving clients in determining the goals and processes of their own recovery and (re)discovering their strengths. Interns will have an excellent opportunity to incorporate the recovery model into their professional practice at the beginning of their careers. Third, we emphasize the development of skills in implementing specific EBPs including: Motivational Interviewing, Seeking Safety, Prolonged Exposure Therapy, Cognitive Processing Therapy, Cognitive Behavior Therapy, Acceptance and Commitment Therapy, Integrative Behavioral Couples Therapy, Social Skills Training, Cognitive Behavioral Therapy for Substance Use Disorders, Cognitive Behavioral Therapy – Insomnia, and their application as appropriate in different cultural contexts. Fourth, we encourage exploration and consolidation of theoretical orientation through weekly didactic/consultative seminars with the psychology faculty, both here and in concert with online seminars with other VA Medical Centers.

Program Goals & Objectives

Our internship is a generalist program that focuses upon preparing interns on broadening and extending their clinical and professional skills to become competent and effective professional psychologists working in culturally diverse urban, rural, and frontier healthcare environments. While some objectives are specific to each rotation, all training experiences focus on developing the following competencies:

Assessment:

- Diagnostic interviewing skills
- Differential diagnostic skills and knowledge of DSM-V
- Completes interview within a reasonable time frame
- Selection of appropriate assessment approaches
- Administration/scoring of psychological tests
- Interpretation of psychological tests
- Neuropsychological assessment and test interpretation
- Evaluates suicidal concerns and potential for violence when appropriate
- Understands effects of medical conditions and medications on psychological functioning
- Clarity and conciseness of report writing
- Integration of behavioral observations, historical data, medical records, and other non-test based information
- Formulates well conceptualized recommendations

- Communication of results to clients/family members
- Reliably manages expected work load
- Awareness of, and adherence to APA ethical guidelines and ethics in assessments

Intervention:

- Discusses issues of confidentiality and informed consent
- Establishes and documents therapy goals and development of a treatment plan
- Formulates a useful case conceptualization from a theoretical perspective
- Establishment and maintenance of therapeutic alliance
- Recognizes and responds appropriately to client crises
- Selects and implements appropriate cognitive rehabilitation techniques
- Effective and flexible application of therapeutic strategies
- Awareness of personal issues interfering with therapy
- Maintenance of professional boundaries
- Monitors and documents patient progress during therapy and toward goals
- Planning for, and management of, therapy termination
- Coordination of care with other providers
- Reliably manages expected work load
- Awareness of, and adherence to APA ethical guidelines and ethics in treatment

Consultation and Supervision:

- Determines and clarifies referral issues
- Provides colleagues and other trainees with feedback and guidance (group supervision)
- Communication of assessment and intervention results to team, referral source, client, and/or family.
- Rapidly and effectively translates complex biopsychosocial issues to other professionals
- Provides others with appropriate feedback in group supervision
- Provides a safe atmosphere in supervision
- Provides constructive feedback/guidance to supervisees
- Effectively deals with resistance in supervisee
- Effectively deals with ethical issues in supervision
- Effectively deals with boundary issues in supervisory relationship

Scholarly Inquiry:

- Seeks out professional writings regarding assessment and treatment cases
- Awareness and use of current literature, research, and theory in assessments
- Awareness and use of current literature, research and theory in interventions
- Provides quality oral presentations in case conferences, and seminars
- Proposes realistic goals for scholarly activities for the year
- Generates independent scholarly questions/hypotheses
- Demonstrates independent, critical thinking in scholarly endeavors
- Time management and discipline in the use of allotted scholarly/research time
- Works towards communicating findings of scholarly endeavors through poster presentations, professional papers, local or national presentations

Professional Issues:

- Aware of need for and has receptivity to supervision
- Seeks consultation/supervision as needed and uses it productively
- Well prepared for supervisory meetings and effectively presents clinical material in supervision
- Responds to consultation/supervision with constructive action or changes
- Recognizes how personal characteristics impact clinical work
- Awareness of own competence and limitations as a clinician
- Aware of continuing developmental professional goals

- Possesses an appropriate level of confidence in clinical abilities
- Develops a sense of self as a "Psychologist"
- Interacts effectively with other staff
- Accountability, dependability, responsibility
- Initiative
- Exercises good judgment as professional
- Actively participates in seminars/didactics
- Possess realistic career plans

Ethics and Sensitivity to Diversity:

- Overall awareness of APA ethical guidelines and ethics issues that arise in professional activities
- General ability to think critically about ethics issues
- Overall behavior is consistent with ethical guidelines
- Awareness of, and adherence to APA ethical guidelines relevant to assessment, treatment, consultation, providing supervision, and scholarly inquiry
- Sensitive to issues of ethnic, cultural, gender, or sexual diversity relevant in assessment, treatment, consultation, providing supervision, and scholarly inquiry

Program Structure

The Alaska VA Psychology Internship Program is structured to provide training in core competency areas while maintaining the flexibility to provide individualized and developmentally-oriented training experiences for Psychology Interns. Training will take place in four primary contexts: 1) the Outpatient Mental Health PTSD Specialization with Dr. Camilla Madden 2) Health Psychology with Dr. Jill Duke; 3) VA Domiciliary with Drs. Cale Palmer and Jayson Hsieh; 4) a minor rotation in Compensation and Pension Examinations with Dr. Daniel Gonzales.

Outpatient Mental Health – PTSD Specialization

This rotation, under the supervision of Dr. Camilla Madden, provides the intern a training opportunity in developing clinical competencies and experience in a broad array of clinical and clinical administrative activities in the context of an interdisciplinary outpatient mental health and substance abuse treatment program (Social and Behavioral Health Service; SBHS). SBHS is a full-service outpatient clinic that serves individuals with a wide range of emotional, social, and psychiatric problems. Clients represent a full diagnostic range with a number of clients presenting with co-morbid substance abuse/dependence diagnoses and histories of complex trauma. A significant number of our clients are returning veterans from Operation Iraqi Freedom (OIF), Operation Enduring Freedom (OEF), and Operation New Dawn (OND). Given the complexities of living and traveling (i.e., planes, boats, snow machines) in Alaska, interns will have the opportunity to provide mental health services through tele-mental health.

Interns on this rotation will enhance their ability to deliver recovery-oriented services to this full range of clinical presentations with specialized experience in PTSD. Rotation training experiences in PTSD treatment include evidence-based individual therapies (Cognitive Processing therapy or CPT and Prolonged Exposure or PE) and psychoeducational group therapies as well as evidence based group therapy (CPT). Interns will also get the chance to learn and implement Acceptance and Commitment Based Therapy (ACT) for veterans with PTSD. Additional experiences include co-facilitating or facilitating psychotherapy groups, providing triage for clients in acute distress, intake evaluations and treatment planning, psychological assessment and testing, and consultation to primary care providers and to other interdisciplinary clinicians. Additional experience is available for program development to enhance the PTSD program described above.

Training in Evidence-Based Therapies (EBTs):

Our program emphasizes training in clinical skills and recognizes that clinical work is informed by well-designed research. As part of our commitment to this model, training in EBTs is a strong focus of our program. All of the psychologists in the Social and Behavioral Health clinic have training in EBTs, and

most are certified through the VA. The interns will receive both didactic training and in vivo experience providing these therapies as they move through the various rotations. Each intern will select an EBT in which he/she wants to gain in-depth training and will be paired with a clinician certified in that specific treatment modality. The clinician will serve as a mentor and will train the intern in conceptualization and techniques inherent to the chosen EBT. Particular emphasis is provided in Cognitive Processing Therapy (CPT) and Acceptance and Commitment Therapy (ACT).

In addition to PTSD-related treatment modalities, interns will have the opportunity to work with our Transgender Veterans Support Group, and participate in discussions related to numerous aspects of the transition process. We are committed to supporting and promoting the full spectrum of services to our LGBT Veteran community.

This rotation also offers training opportunities for family and couples therapies, including the REACH program (group therapy for couples in which one member suffers from a chronic mental illness), Emotion-Focused Therapy, and Integrated Behavioral Couples Therapy.

Health Psychology

Under the supervision of Dr. Jill Duke, interns provide an array of brief, focused psychological services for both primary care and specialty mental health patients. Additionally, interns will have the opportunity to work with a multidisciplinary staff involved in primary care, chronic disease management, and health promotion / disease prevention. In this setting, an intern will function as the mental health and behavioral change expert. Interventions include cognitive behavioral therapy for insomnia, pain management, motivational interviewing with a health related focus, and consultation/supervision. Also, interns on this rotation participate in motivational enhancement group therapy, smoking cessation groups, weight loss support through MOVE!, and chronic and infectious disease support. Assessment activities include, but are not limited to, pre-treatment for bariatric surgery, mental health evaluations for solid organ transplant candidates, pain / spinal surgery pre-evaluations. Interns are allowed the opportunity to gain experience in a number of areas while also pursuing individualized goals. Opportunities to participate in telemental health are abundant during the intern's rotation as well.

VA Domiciliary

The Alaska VA Domiciliary is a mental health residential rehabilitation treatment program that consists of a 50-bed facility coupled with several transitional residences that incorporate efforts to address housing, employment, and health care for veterans within a recovery-based model. Residents often stay for several months and work toward addressing unemployment, homelessness, and mental health problems such as substance use, trauma, and depression. Accordingly, an emphasis on this rotation is for interns to expand their clinical skills to effectively deliver empirically-based interventions for veterans' mental health needs. Opportunities exist for individual assessment and therapy, a variety of group therapies, and participation in multidisciplinary treatment teams. Interventions are typically cognitive-behavioral in nature, as well as including elements of motivational interviewing, mindfulness-based stress reduction, and integrated efforts to address comorbid conditions. Depending on training needs and interest, there is also the opportunity to develop and implement short-term groups during the rotation. Supervision for domiciliary activities will be provided by Drs. Cale Palmer and Jayson Hsieh.

Compensation and Pension

The intern on the Compensation and Pension (C&P) rotation will be in the role of forensic examiner for those active duty service members and veterans who are engaged in the process of applying for disability benefits through the Veterans Benefits Administration (VBA). Interns who successfully complete this rotation will be able to perform evaluations to diagnose Post-traumatic Stress Disorder and/or other psychological conditions, evaluate the claimed condition's relationship to active duty military service, and

assess for the level of social and occupational impairment that may result from active duty service. The intern will also be providing “medical opinion” on service connected benefits.

The intern on this rotation will be expected to produce timely reports using a “best practices” model, that incorporates evidence-based assessment, psychological testing, specific and detailed forensic interviewing techniques and strategies, and comprehensive review of the service member’s or veteran’s claims file. Interns will be able to effectively incorporate these multiple sources of data into a valid, comprehensive, coherent and clear and promptly completed evaluation that fully responds to the questions of diagnosis, causation, and level of impairment from military service.

Other Training Opportunities

In addition to the standard clinical rotations, other training opportunities include: (a) multi-session focused trainings to develop competencies in specific Evidence-Based Psychotherapies and intervention modalities (e.g. cognitive processing therapy and tele-mental health, respectively), (b) topic-specific symposia (e.g., cultural sensitivity from an indigenous perspective, psychopharmacology, fetal alcohol spectrum disorder, mental health service delivery in Bush Alaska, LGBT Healthcare, etc.), (c) long term therapy case supervision, (d) intern case presentations, and (e) special projects or program development (e.g. clinical research arranged through our affiliation with the Psychology Department at the University of Alaska Anchorage, state or national posters/presentations with faculty or with clinicians in the community). In the spirit of optimizing an intern’s training experience, our program is committed to flexibility in the content and structure of an intern’s yearlong training, as provided by the collective skills and experience of our faculty.

Requirements for Completion

It is expected that each intern will attend all scheduled didactic presentations and actively engage in the training rotations for the full duration of the assignment unless there is prior approval for the absence. The intern will be responsible for assuring attendance at a minimum of 80% of all scheduled presentations including, but not limited to Seminars and Psychology Clinical Case Presentations. Where feasible, attendance will be monitored via sign-in sheets. Where applicable, attendance criteria include completion of evaluation forms.

Program completion requires 2080 hours of internship training activities under clinical supervision (two hours of individual supervision, two hours of group supervision). Performance evaluation of and feedback to interns by clinical supervisors and other internship faculty is continuous; however, more formal evaluations are completed at the end of each rotation, as well as at the mid-point and end of the internship year. Maintaining good standing and completing the internship requires receiving satisfactory ratings in the clinical competencies listed above under Program Goals and Objectives.

Facility and Training Resources

Each intern will have a dedicated office with computers and phones; digital recording equipment will be available to support clinical supervision and training activities. In addition to the support from psychology internship faculty and clinical staff, each intern will have administrative and program support for training and consultation with electronic medical record management, telemental health, and other clinical applications; and data management related to clinical workload, and program and facility performance improvement programs. Video-teleconferencing, “Live Meeting,” and “Smart Board” technologies are available to support seminars, clinical case conferences, and other trainings as well as clinical applications. The Alaska VA Healthcare System also has made a considerable investment in telehealth technology, which will support intern experiences in telemental health applications.

The Alaska VA Healthcare System Medical Library offers access to all major psychology, medicine, and public health journals. The capacity for database searches of the card catalog, Medline, ERIC, CINAHL,

HEALTH, New England Journal of Medicine, PsychLit (Psychological Abstracts), and many others is available on-site and remotely. There is an excellent electronic inter-library loan system for periodicals that are not available through the library.

The Ph.D. program in Community/Clinical Psychology at the University of Alaska Anchorage includes internship faculty and interns in seminar and other educational offerings, and options to participate in NIH-funded clinical research.

Administrative Policies & Procedures

NOTE: Our privacy policy is clear: we will collect no personal information about you when you visit our website.

Our internship policy and procedure manual covers all domains applicable to our trainees, including, but not limited to (a) Administrative (e.g., training committee structure and function, intern's involvement in faculty meetings, intern selection, evaluations of interns, faculty, rotation, etc.); (b) Training (e.g., compliance with training and ethical requirements, outside placements, moonlighting, supervisor qualifications, rotation placement changes, etc.); and (c) Other (e.g., grievance procedures, disciplinary procedures.)

Of particular note:

- Leave Policy: Our authorized leave policy is the same that applies to all VA Psychology Training Programs.
- Due Process: A specific policy is established to ensure and guide due process for all interns. Grievances covered by this policy include, but are not limited to (a) challenging a performance rating, (b) grievance against clinical, teaching, supervision, or other professional behavior of faculty member(s); or (c) challenging a program policy or procedure. (This policy does not deny the intern's right to grieve directly to the Chief of Staff or the Human Resources Management Service.)
- Our internship program does not require self-disclosure.

Training Staff

We have 11 doctoral psychologists representing diverse theoretical orientations, clinical specialties, and interests. Some have academic appointments at the University of Alaska Anchorage. The staff is experienced and highly committed to clinical service and professional training.

Training Director:

Name: Daniel S. Gonzales

Degree: Ph.D., Counseling Psychology

Date of Degree: 1988

University: University of Missouri-Columbia

Primary Clinical and Research Interests and Expertise: Assessment and treatment of Post Traumatic Stress Disorder; Prolonged Exposure Therapy; Forensic Psychology, Behavioral Sleep Medicine, Animal-assisted Therapy.

Personal Interests: Bicycling, Cross-Country Skiing, Fine food/wine, astronomy/stargazing (only in winter!), American history.

Faculty:

Name: D. Rush McQueen, Chief, Psychology

Degree: Ph.D., Clinical Psychology

Date of Degree: 2004

University: Auburn University

Primary Clinical and Research Interests: PTSD, Telemental health, Psychology training Personal interests: Traditional archery, camping, bushcraft, gardening, and time with my family.

Name: Camilla A. Madden

Degree: Ph.D., Counseling Psychology

Date of Degree: 1990

University: University of Miami

Primary Clinical and Research Interests and Expertise: Cultural Diversity, Psychosocial Rehabilitation Recovery Model, Homeless Veterans Services, VA Therapeutic and Supported Employment Services, Acceptance and Commitment Therapy, Mental Health Consumer Advocacy and Lesbian, Gay, Transgender and Intersex Issues, Family/Couples Therapy

Personal Interests: To relax, I love cooking, reading, gardening, hiking, tennis, and boating in Prince William Sound. I enjoy attending theatrical productions and cultural fairs and being part of conservation and environmental causes such as the time I spend with the Friends of the Alaska National Wildlife Refuge participating in beluga counts and sand hill crane observations.

Name: Deborah A. Gideon

Degree: Ph.D.

Date of Degree: 1984

University: Auburn University

Primary Clinical and Research Interests and Expertise: Neuroscience of emotion and social cognition; neuropathology in psychiatric disorders; the use of neuropsychological information to guide psychotherapy and rehabilitation; neurotoxins and brain function; health psychology.

Personal Interests: Hiking, canoeing, playwriting, photography, gardening, piano, interior design.

Name: Alisa L. Niehuser

Degree: Psy.D.

Date of Degree: 2013

University: Pacific University

Primary Clinical and Research Interests and Expertise: Evidence-Based Psychotherapies, PTSD treatment.

Personal Interests: Travel, hiking, biking, rock climbing, fishing, and most things outdoors.

Name: Cale Palmer

Degree: Ph.D., Clinical Psychology

Date of Degree: 2009

University: University of Hawaii at Manoa

Primary Clinical and Research Interests and Expertise: Motivational interviewing and cognitive behavioral therapies, evidence-based practices, military psychology, health psychology, cognitive functioning, and the development and utilization of technology within psychology.

Name: Ann G. Hutcheson

Degree: Psy.D., CADC1

Date of Degree: 2011

University: Pacific University

Primary Clinical and Research Interests and Expertise: Evidence-Based Psychotherapies, PTSD/SUD treatment, Complex trauma, VA certified in Acceptance and Commitment Therapy, VA certified in Cognitive Processing Therapy

Personal Interests: Spending time with my family hiking, fishing, boating, and hunting.

Name: Jill M. Duke

Degree: Ph.D., Clinical Psychology
Date of Degree: 2012
University: Washington State University
Primary Clinical and Research Interests and Expertise: Behavioral Medicine, Geropsychology, Motivational Interviewing, Home-based Primary Care, Psycho-oncology, Chronic Pain, Rehabilitation psychology, Self-regulation Model of Illness.
Personal Interests: Mountain biking, snowboarding, cross-country skiing, hiking, traveling, brewing, attending concerts, mycology.

Name: Kun-Yueh (Jayson) Hsieh
Degree: Ph.D
Date of Degree: 2014
University: Palo Alto University
Primary Clinical and Research Interests and Expertise: Rural Mental healthcare service delivery in Bush Alaska, PTSD and severe mental illness in adult populations. Areas of specialty include EMDR for individuals with traumatic history, and Mindfulness-based intervention as applied to a broad range of psychopathology.
Personal Interests: Biking, Cooking, and Meditation

Name: Jared Mull
Degree: Psy.D.
Date of Degree: 2015
University: Pacific University
Primary Clinical and Research Interests and Expertise: Acceptance and Commitment Therapy, Motivational Interviewing, Evidence-based psychotherapies.
Personal Interests: Hiking, Biking, Skiing and raising an infant.

Name: Carlan Gordon
Degree: Psy.D.
Date of Degree: 2016
University: Chicago School of Professional Psychology
Primary Clinical and Research Interests and Expertise: trauma, working with refugees and survivors of torture, military psychology, crisis intervention, intergenerational trauma, multiculturalism and diversity, psychology and spirituality, and international disaster psychology.

Trainees

Graduate Programs of Interns:

2011 – 2012

- Regent University, Psy.D. Clinical Psychology
- Seattle Pacific University, Ph.D. Clinical Psychology
- Pacific University, Psy.D. Clinical Psychology

2012 – 2013

- Massachusetts School of Professional Psychology, Psy.D. Clinical Psychology
- California School of Professional Psychology, Ph.D. Clinical Psychology
- George Fox University, Psy.D. Clinical Psychology

2013 – 2014

- Florida State University, Ph.D. Counseling Psychology
- Pacific University, Psy.D. Clinical Psychology
- Ponce School of Medicine, Psy.D. Clinical Psychology

2014 – 2015

- Pacific University, Psy.D. Clinical Psychology
- Central Michigan University, Ph.D. Clinical Psychology
- California School of Professional Psychology, Ph.D. Clinical Psychology

2015 – 2016

- Chicago School of Professional Psychology
- Chicago School of Professional Psychology
- Adler School of Professional Psychology

2016 – 2017

- University of Alaska Anchorage/Fairbanks
- Florida Institute of Technology
- Fielding Graduate University

2017 - 2018

- Florida Institute of Technology
- University of Denver
- New Mexico State University

Local Information

Anchorage is a young and thriving metropolis – a four-time All-American City, rich in culture and the arts. Locals are quick to point out that perhaps its greatest virtue is that it is "only minutes away from Alaska!" Beyond the foothills at Anchorage's edge lies the third largest state park in America – a half-million acres of some of the most accessible hiking, skiing, camping, wildlife viewing, snowmachining, rafting, and rock and ice climbing in Alaska. The mountainous backdrop to Anchorage reminds us that, although we live in an urban setting, we really reside in the middle of a vast wilderness.

Anchorage is a city of tremendous diversity, including the three most diverse US Census tracts in the country. The Anchorage School District includes 96 different languages among its student population, including numerous Native Alaskan languages. One of the most surprising aspects about Anchorage to newcomers is the amazing diversity of cultures and cultural influences in this community. There is an active and vibrant arts community, which reflects the diversity of its people. The restaurant scene in town is a dynamic one, sure to satisfy any discerning "foodie"!

For additional information about our locale:

www.anchorageconcertassociation.com

www.anchoragepress.com

www.alaskapublic.org

www.whistlingswan.net

www.anchorageopera.org

<http://www.anchorage.net/ak/arts-culture>

<http://anchoragechamber.org/our-city>

www.anchoragesymphony.org

www.adn.com