



INTERN BROCHURE

2019-2020

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OVERVIEW

The mission of the intern program is to prepare doctoral psychology students to practice ethically and competently as clinical psychologists, providing services in ways that respect and preserve the rights and dignity of all in society. We seek to prepare interns to practice particularly in private settings and forensic psychology. Additionally, the training program helps interns to provide effective, clinically appropriate services to at-risk clients of diverse backgrounds.

The program emphasizes professionalism as an outcome goal of the training experience for all interns. Interns are expected to demonstrate openness to constructive feedback and learning in order to facilitate professional growth. Consideration and respect for others in the workplace is expected so that interns and others can enjoy productive working relationships. Interns are assisted in forging an important balance between confidence and humility, and in gracefully and productively managing the many technical and time-intensive demands of the program.

Desert Psychological

Licensed in 1997, Dr. Stephanie Holland, Ltd., began as a small private practitioner offering quality mental health services. Through the efforts of dedicated employees, it has grown into a large, practice offering comprehensive mental health services including psychological testing, psychotherapy, and rehabilitative services. It also serves as a training site for professionals at various levels of education and/or licensure; and is a research affiliate of the University of Nevada Las Vegas.

We collaborate with community partners including the Department of Children and Family Services, Caliente Youth Center, Family Court, and other stakeholders who strive to serve at-risk children and their families in the greater Las Vegas community. We are an approved Medicaid provider for Fee for Service and Anthem Medicaid; and, have contracts with the State of NV and the VA to provide various types of assessments.

Desert Psychological Mission Statement

Through comprehensive therapeutic services, our clients develop personal responsibility; and, consequently, are able to make positive changes in their lives.

Our Core Values

*To value a multi-disciplinary approach
To inspire adaptability and independence
To encourage community involvement*

DOCTORAL INTERNSHIP TRAINING PROGRAM

APPIC Status

Desert Psychological was approved for APPIC membership in 2016. Our initial group of interns, 2015-2016, received a Certificate of Completion from Desert Psychological as a site that meets the APPIC membership requirements.

Doctoral Internship Training Program

The training of professionals in psychology and other disciplines has been an integral part of Desert Psychological since its inception. The practice's Psychology Internship Training Program offers services to at-risk populations from various backgrounds and with a wide range of challenges, where sensitivity to cultural and individual differences is highly regarded. The objective of Desert Psychological's training opportunity is to cultivate ethically and culturally competent professionals, from varying theoretical orientations, who are capable of providing evidenced-based services while meeting the standards of their specific licensing board(s).

Interns will be provided with a broad range of professional experiences to cultivate their professional careers including didactic instructions on a range of competency domains. Applied experiences that bring learned concepts to life in meaningful ways are offered to simultaneously promote personal and professional growth.

Intern Compensation and Benefits

- Accept 2 Interns
- 12 months starting August 31, 2019 and ending August 31, 2020
- 2,000 hours (40+ hours per week)
- \$20,400 stipend with
- 50% of cost for medical and dental benefits up to \$75 are included
- 5 floating holidays / 5 agency holidays

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.

IMPLEMENTATION

The interns' training experience throughout the year includes a multitude of opportunities. Caseloads and other training opportunities change throughout the year depending on the practice's needs, opportunities, and interns individualized training plans. At the beginning of the year, interns collaborate with the Director of Training and their supervisors to develop their own individualized training plans. Training activities are organized in a sequential manner, requiring interns to assume increasingly complex responsibilities over the course of the year.

- **Individual/Family/Group Therapy** - Trainees will provide therapeutic services for clients from a broad spectrum of backgrounds through a variety of therapeutic interventions and in diverse settings.
- **Psychological Testing/Assessments** - Trainees will administer a range of psychological batteries and complete a comprehensive report under close supervision at least once per month.
- **Forensic Psychology** - Trainees will be exposed to aspects of Forensic Psychology including but not limited to, clinical services with adjudicated youth, court custody evaluations, child interviews, sexual abuse evaluations, as well as parental fitness, relocation and risk assessments. Each trainee will assist with all aspects of the case.
- **Program Development** - Trainees are expected to spend a certain amount of hours per week on program development as assigned by the primary supervisor. Each trainee will be expected to assist in the area of program development on a consistent basis over the course of his/her training. At least 3 hours a week is to be devoted to program development as assigned and are available in both internal (i.e. quality assurance) and external (i.e. program development) areas.
- **Research Project** – Topics to explore as part of a research project will be discussed at the start of internship. Each trainee will be expected to complete one research project which involves the development of a hypothesis, data collection, results, and conclusions. Information gathered from the research may be presented to key members of Desert Psychological staff and supervisors, as well as community stakeholders. At least 2-4 hours a week is to be devoted to the research project assigned and will be agreed upon by the trainee and supervisor.
- **Video Recording** – Each trainee will be expected to video tape a minimum of one therapy session to learn how clinicians verbal and nonverbal communication affect treatment.

Recordings will be reviewed with supervisors and be presented to the other trainees accompanied with a presentation regarding the theoretical orientation being utilized and interventions incorporated.

- **Community Outreach** – Trainees will work collaboratively with community partners. Each trainee will be involved in community outreach activities. Trainees may conduct presentations in the community, volunteer for non-profit organizations, and/or suggest additional opportunities to advocate for mental health services.
- **Mentoring/ Supervisor-in-Training** – Trainees may be assigned a mentee, Psychology Practicum student, as part of the learning experience to assist in developing supervisory skills.

TRAINING OPPORTUNITIES

Forensic Practice

Desert Psychological is viewed by the Clark County Family Court as a premier provider of child custody evaluations. A child custody evaluation is designed to assess the parenting skills and suitability of each respective parent in the best interests of the child(ren). Most parenting evaluations occur within the context of divorce proceedings and are initiated by at least one of the parents, though usually requested by the parent's lawyer. However, parenting evaluations can also be ordered by the court regardless of whether the divorcing parties view such an assessment as necessary. Most often, either one or both of the respective lawyers put forth a motion asking the court to order parents to undergo an evaluation.

Additionally, anyone who will have regular contact and the possibility of care for a child may be subject to assessment also, including romantic partners, grandparents, and other extended family members. Parents' current psychological functioning and parenting abilities are the primary focus of the custody evaluation. However, given that the best determinant of future behavior is past behavior, the parents' history also plays a large role.

Parents must pay the entire cost of a custody and access evaluation prior to the commencement of the assessment. The assessment will not begin until both parties have submitted payment. Parenting evaluations are also conducted within the context of child welfare and guardianship cases, with similar questions regarding parenting skills and suitability of the parent(s). In such cases, the referring party is often the one that foots the bill (e.g., Child and Family Services).

Unlike other types of psychological assessments, the presence of a mental disorder is not the primary issue. However, each caregiver's psychological functioning remains an important part of a custody evaluation. It should be noted that a diagnosis of a mental disorder does not mean that the person is unfit to be a parent. In most cases, a parent is simply encouraged to seek appropriate treatment and support. Psychological functioning is considered an issue only when it impacts the individual's ability to engage in appropriate parenting that is in the best interests of the child(ren).

Bureau of Disability Adjudication (BDA)

This is a statewide program funded by the Social Security Administration. It is designed to evaluate applications from individuals with permanent disabilities to determine if they are eligible for federal Supplemental Security Income (SSI) or Social Security Disability Insurance (SSDI). Referrals are made to Desert Psychological for mental health evaluations. We provide those evaluations on a referral basis.

Caliente Youth Correctional Facility (CYC)

While completing your training at Desert Psychological, you may have the opportunity to work with adjudicated youths. DP has a contract (40 hours per month) with Caliente Youth Center (CYC), a staff-secure facility located in Caliente serving youth ages of 12-18 (males and females) that have been committed to the State of Nevada for correctional care. CYC provides access to a comprehensive mental health program designed to examine, evaluate/assess, diagnose, and develop individualized treatment plans for the youth committed to the facility. For youth in need of intensive and/or specialized services, psychological diagnosis and recommended treatment may be required. Psychological testing, evaluations, and assessments may be for the purpose of the provision of appropriate services, in

response to court recommendations, or for specific case planning, which may include identifying alternative or transitional placement.

There are three (3) mental health providers on site, serving approximately 140 youths. When working at CYC, you will travel to Caliente (twice per month) and be involved in a monthly Youth and Parole meeting (to discuss your current case load). While on site, your individual therapy caseload will vary depending on the needs of the facility, however will usually remain between 6-10 court-ordered youths. There may be opportunities for group work as well (depending on the needs of the facility).

Furthermore, you will have the opportunity to work as part of a multidisciplinary team (i.e., superintendent, cottage staff, school staff, parole officer, nurse, and mental health staff), in order to assist each youth successfully complete the Caliente Program and prepare them for parole. Additionally, there are many opportunities for you to continue working with the youths once they are released from Caliente through Youth and Parole.

CCSD (Clark County School District)

Parents of students from CCSD have the right, at any time, to obtain an evaluation of their child by qualified persons who are not employed by the school district if they disagree with the results from the school. Such an evaluation is called an Independent Educational Evaluation ("IEE"). School personnel must consider the information obtained through an IEE in any decision made with respect to the provision of a free appropriate education for a child and when being placed in Special Education.

VA Assessments

Post deployment assessments for Veterans regarding trauma related diagnoses. This screening is to review each deployers' current health, mental health or psychosocial issues commonly associated with deployments, special medications taken during the deployment, possible deployment-related occupational/environmental exposures, and to discuss deployment-related health concerns. Positive responses require use of supplemental assessment tools and/or referrals for medical consultation. The provider will document concerns and referral needs and discuss resources available to help resolve any post-deployment issues.

Public Safety Evaluations

Conduct Police and Public Safety Evaluations:

- Pre-employment psychological evaluations for the Henderson, Nevada Police Department.
- Psychological assessments of detectives and dispatchers in high risk positions of the Henderson, Nevada Police Department.

TYPICAL INTERN WEEK

EXAMPLE: Exact hours will vary with the different programs of assignment, but the internship structure and requirements will typically result in a weekly (full-time) 40+ hour schedule such as the following:

- 8 hrs. treatment
- 4 hrs. intake
- 8 hrs. testing, scoring, and/or report writing
- 2 hrs. individual supervision
- 2 hrs. group supervision by Coordinator

- 2 hrs. didactic seminar
- 1 hr. intern process/counter-transference group
- 4 hrs. clinical records and documentation
- 9 hrs. program development, case management, research, community outreach, mentoring, in-service training, etc.

TRAINING GOALS AND EXPECTED COMPETENCIES

Desert Psychological has **11 goals**. Seven goals address foundational competencies. Four goals address functional competencies. Each goal has objectives (the specific ways in which goals are defined), processes (the training methods by which goals and objectives are met), outcomes, and exit criteria. An evaluation of these goals and objectives occurs at the onset of the year to establish a behavioral benchmark, and progress made on these goals and objectives is formally measured three additional times per year via written feedback that is discussed between the primary supervisor and the intern.

Processes include experiential practice, direct observation, individual and group supervision, and participation in training seminars. Interns learn to develop and strengthen therapy and assessment skills not only by practicing those skills, but also by observing other psychologists and by being observed themselves. It is expected that interns will present their work to their supervisors on a regular basis. Interns are required to present didactic and case conceptualization presentations on a rotating basis at staff training meetings. Interns spend 3 hours per week in supervision, of which at least 2 hours are individual supervision, focused around a developmental model with emphasis on multicultural issues. In addition to the required training seminars, interns are encouraged and often required to participate in additional seminars, workshops, conferences, and other professional activities.

Assessment of skills is calculated in many different ways in the internship training model. Interns are formally evaluated in writing four times per year, and the training program is assessed throughout the year. In order for an intern to successfully graduate from the training program, they must fulfill the areas described in the exit criteria. The primary individual supervisor for each intern assesses the intern's progress toward exit criteria, with input from additional supervisors as well as from the intern. The evaluation is based on observing the intern's work directly (e.g., via tapes or in co-therapy), by reading case notes, by listening to self-reports, by participating in trainings, and by soliciting input from supervisees and other staff members.

Exit Criteria must be fulfilled in order for the intern to successfully graduate from DP. Each exit criteria has been specifically developed for each training goal.

Competency Areas

The program's educational and training objectives span eleven domains, which are defined as the program's "Core Competencies." These competencies mirror the APA's Competency Benchmarks in Professional Psychology and include:

Foundational Competencies:

Goal #1: Professionalism

Objective: Interns will demonstrate professional values and ethics as evidenced in behavior and comportsment that reflects the values and ethics of psychology, integrity, and responsibility.

Processes: Interns will receive orientation to their site, including the expectations of professional conduct. Interns will receive ongoing feedback through individual and group supervision. In service of keeping students up with advances in the profession, interns will have access to didactic training seminars, professional journals, and be involved in professional associations/activities.

Assessment: Intern will be formally evaluated, in writing, 2 times per year. This evaluation is made by the primary individual supervisor with input from the intern, secondary supervisor and the rest of the training staff on site.

Exit Criteria: Satisfactory ratings on competencies related to Professionalism.

Goal #2: Reflective Practice-Self-Assessment

Objective: Interns will demonstrate an accurate appraisal of the boundaries of their competencies, commitment to life-long learning, engagement with scholarship, critical thinking, and commitment to the development of the profession.

Processes: Interns will receive feedback through weekly individual and group supervision and review of client and professional interactions. Interns will complete and receive feedback on their self-evaluations. Additionally, information from peer evaluations will be included.

Assessment: Interns will be formally evaluated, in writing, four times per year. This evaluation is made by the primary individual supervisor with input from the intern, secondary supervisor and the rest of the training staff on site.

Exit Criteria: Satisfactory ratings on competencies related to Reflective Practice-Self-Assessment.

Goal #3: Scientific Knowledge-Methods

Objective: Interns will demonstrate the ability to understand research, research methodology and a respect for scientifically derived knowledge, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and lifespan human development.

Processes: Interns will achieve these objectives by accessing and applying scientific knowledge and skills to the solutions of problems. Interns will present work for the scrutiny of others and will be asked to incorporate relevant science to practice. Interns will review scholarly literature related to clinical work and show sophisticated application and integration. Interns will be asked to apply evidenced-based practice concepts to practice. Interns will be asked to compare and contrast evidence-based practice approaches with other theoretical perspectives and interventions in the context of case conceptualization and treatment planning. Each intern will be expected to present their research at a didactic seminar.

Assessment: Individual and group supervisors will assess interns on an ongoing basis during supervision and provide ongoing feedback and remediation as necessary. Supervisors will review and provide feedback to interns on written documentation. Interns will also be assessed on their research presentation.

Exit Criteria: Satisfactory ratings on competencies related to Scientific knowledge and methods.

Goal #4: Relationships

Objective: Interns will demonstrate the capacity to effectively and meaningfully relate with individuals, groups, and/or communities.

Processes: Interns will be involved in various interpersonal interactions with clients, supervisors, peers, institutions, and government agencies, forming effective working relationships with these various individuals and agencies. Interns will effectively resolve conflicts that arise by displaying effective communication and problem solving skills.

Assessment: Interns will be formally evaluated in writing on their relational skills four times each year. The evaluation will be completed by the primary supervisor with input from the intern and other supervisors and peers.

Exit Criteria: Satisfactory ratings on the competencies related to Relationships.

Goal #5: Ethical-Legal Standards Policy

Objective: Interns will demonstrate a routine command and application of the APA Ethical Principles and Code of Conduct, as well as other relevant ethical, legal, and professional standards and guidelines of the profession. Interns will demonstrate a commitment to the integration of ethical practices into their professional work.

Processes: Interns will receive feedback through weekly individual and group supervision. Interns will participate in ethics and legal seminars. Interns will develop proficient knowledge of the ethics code and appropriate guidelines through reading and studying the relevant codes and guidelines.

Assessment: Interns will be formally evaluated, in writing, four times per year. This evaluation is made by the primary individual supervisor with input from the intern, secondary supervisor and the rest of the training staff on site. Interns will implement ethical behaviors and decision making in their professional activities.

Exit Criteria: Satisfactory ratings on the Evaluation of Intern Competencies form related to Ethics and Legal standards.

Goal #6: Individual-Cultural Diversity

Objective: Interns will demonstrate awareness and sensitivity in working professionally with diverse individuals, groups and communities who represent various cultural and personal backgrounds and characteristics.

Processes: Interns will receive feedback through individual and group supervision and review of client and professional interactions. The supervised and training experiences will include training in individual, cultural, ethnic, and group processes as social bases of behavior, or providing treatment to culturally diverse or underserved populations. Interns will complete and receive feedback on their self-evaluations. Input from peers will be included.

Assessment: Interns will be formally evaluated, in writing, four times per year. This evaluation is made by the primary individual supervisor with input from the intern, secondary supervisor and the rest of the training staff on site.

Exit Criteria: Satisfactory ratings on competencies related to Individual-Cultural Diversity.

Goal #7: Interdisciplinary Systems

Objective: Interns will demonstrate knowledge of key issues and concepts in related disciplines and demonstrate the ability to interact with professionals in them. Interns will demonstrate professional identification and involvement with colleagues and peers.

Processes: Interns will achieve these objectives through practice in case management and, when feasible, participation in multidisciplinary team meetings or interdisciplinary contacts; through feedback gained during individual and group supervision; and didactic training experiences

Assessment: Interns will be formally evaluated, in writing, four times per year. This evaluation is made by the primary individual supervisor with input from the intern, secondary supervisor and the rest of the training staff on site.

Exit Criteria: Satisfactory ratings on competencies related to Interdisciplinary Systems

Functional Competencies:

Goal #8: Assessment-diagnosis-case conceptualization

Objectives: Interns will demonstrate accurate assessment and diagnosis of problems and issues associated with individuals, groups, and/or organizations.

Processes: Interns will achieve these objectives by engaging in direct experiential practice in intake assessments, ongoing therapy, and psychological testing and report writing. This will also be achieved through feedback gained during individual and group supervision, didactic training experiences, and case presentations.

Assessment: Individual and group supervisors will assess interns on an ongoing basis during supervision and provide ongoing feedback and remediation as necessary. Supervisors will review and provide feedback to interns on all written reports, treatment plans, and progress notes. Interns will also be assessed during case presentations given in training seminars.

Exit Criteria: Satisfactory ratings on competencies related to Assessment-diagnosis-case conceptualization.

Goal #9: Intervention

Objective: Interns will demonstrate the ability to apply knowledge of evidence-based practice, including empirical bases of intervention strategies, clinical expertise, and client preferences. Interns will be able to develop independent intervention plans, including conceptualization and intervention plans specific to the case and context. Interns will implement and evaluate the effectiveness of their intervention plans.

Processes: Interns will participate in seminars that provide training in various intervention methods. Interns will receive individual and group supervision and will receive feedback on developing and applying intervention plans. Supervisors will review and provide feedback to interns on all written reports, treatment plans, and progress notes.

Assessment: Interns will be formally evaluated, in writing, four times per year. This evaluation is made by the primary individual supervisor with input from the intern, secondary supervisor and the rest of the training staff on site.

Exit Criteria: Satisfactory ratings on competencies related to Intervention skills.

Goal # 10: Consultation

Objective: Interns will demonstrate the ability to provide expert guidance or professional assistance in response to a client's needs or goals.

Processes: Interns will achieve this objective by engaging in direct experiential practice in intake assessments, ongoing therapy, and psychological testing and report writing. Interns will communicate recommendations in a clear and concise manner to all appropriate parties given the context of service provision. This will also be achieved through feedback gained during individual and group supervision and didactic training experiences.

Assessment: Individual and group supervisors will assess interns on an ongoing basis during supervision and provide ongoing feedback. Supervisors will review and provide feedback to interns on all consultations. Interns will also be assessed during case presentations given in training seminars. When appropriate, feedback from consultees will be included.

Exit Criteria: Satisfactory ratings on competencies related to Consultation.

Goal #11: Management-Administration

Objective: Interns will demonstrate leadership skills and abilities, business knowledge, management and supervisory skills necessary to the effective establishment of a private practice and/or the managing of direct delivery of mental health services.

Process: Interns will observe the supervisor's administration of programs and business and develop skills in administration and communication. These skills will include the supervision of employees, development and monitoring of a business plan, and the development of quality assurance measures in the provision of services.

Assessment: Intern will be formally evaluated, in writing, four times per year. This evaluation is made by the primary individual supervisor with input from the intern, secondary supervisor and the rest of the training staff on site.

Exit Criteria: Satisfactory ratings on competencies related to Management-Administration.

SEMINARS

The following is a partial list of seminary offered throughout the training year.

- **Psychology Intern Didactic Seminar:**

This year-long seminar series is weekly, covering a wide range of topics in professional psychology, including diversity issues, empirically-supported treatment models, private practice, ethical and legal concerns, psychological assessment methods, test measurements and administration, forensic psychology, supervision, and other special topics.

To the extent possible, the seminar series is tailored to the interests and experiences of the current intern cohort. Staff who are experts in various aspects of professional psychology may be invited as speakers.

STAFF

TRAINING SUPERVISORS

Stephanie Holland, Psy.D., Licensed Psychologist, Clinical Director, Director of Training

Interests: Forensics, expert testimony and mentoring young professionals.

Sarah Ahmad, Psy.D., Licensed Psychologist, Secondary Supervisor

Interests: Empirically-based treatment; forensic psychology; testing and assessment of children; children and adolescent mental health; psychology training.

Ariana Mora, Psy.D., Licensed Psychologist, Secondary Supervisor

APPLICATION INFORMATION

APPLICATION INFORMATION

- Applications for the 2019-2020 training year are due by Friday, December 14, 2018.
- Desert Psychological follows APPIC guidelines for internship selection, including use of the APPIC Uniform Application (AAPI) online and the Internship Match Program. 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.
- The online application form is available via the APPIC website: www.appic.org
- Instructions and forms to register for the Internship Match can be obtained via the National Matching Service (NMS) website: www.natmatch.com/psychint

The following steps should be taken to apply to the internship program.

1. Complete the AAPI Online at www.appic.org and designate Desert Psychological
2. **Important:** In your cover letter, please be sure to specify
 - a) Your reasons for applying to Desert Psychological and
 - b) How your previous experience and/or interests match our training program and agency mission.
3. Supplementary materials: Include a de-identified comprehensive psychological testing report, or case conceptualization as a writing sample.

Applicants will be notified of their interview status by email no later than December 28, 2018. In-person interviews are preferred; however, Skype interviews may be scheduled. Interviews will be conducted on or around January 16, 2019. If an applicant cannot be reached by email, she/he should indicate in the cover letter how she/he wishes to be contacted.

REQUIREMENTS

- Only applicants from APA or CPA-accredited programs or APPIC membership in Clinical Psychology will be considered.
- Applicants must be U.S. Citizens, or be able to obtain an F-1 Visa and authorization to participate in Curricular Practicum Training from their university. Desert Psychological does not sponsor students for visas.
- Applicants must have completed ALL coursework.
- Applicants must have a minimum of three years pre-internship training and 1000 practicum hours (inclusive of direct service, supervision, and support activities) before the application deadline. Of these hours, 500 must be in direct service (assessment and intervention) to clients.
- Applicants must have some experience in psychological testing and have strong writing skills by the start of internship.
- Applicants must be able to pass a background check.

Though not required, desirable applicants will have:

- ✓ Experience in empirically supported treatments with at risk populations
- ✓ Experience in community mental health settings and/or with similar clinical populations
- ✓ Experience in the area of forensic psychology

- ✓ Experience in advanced psychological testing and assessment skills
- ✓ Experience in quality and effective clinical and technical report writing techniques

POST MATCH REQUIREMENTS

- ✓ Register with the Board of Psychological Examiners for the State of Nevada
- ✓ Child Abuse and Neglect Screening (CANS)
- ✓ Fingerprinted for Criminal Background Check

For further information please contact Stephanie Holland, Psy.D. EMail: drholland@desertpsychnv.com

Please feel free to go to our website: www.desertpsychological.com

LIVING and WORKING IN LAS VEGAS

Our Office



Our Desert Psychological office is located in the Green Valley area of the Las Vegas valley on the border of Henderson. We are in a professional plaza business park with easy access from the 215 Beltway. Parking is free for both employees and clients. There is a secure lobby and receptionist area, private therapy rooms, a conference room and a kitchen as well as restrooms. All outside walls have large windows for natural light and all offices have a glass wall onto the hallway.

Living in Las Vegas



The **Las Vegas Metro Chamber of Commerce** website lists information in a number of categories to help you plan a lifestyle and take advantage of all the activities this area offers.

<http://www.lvchamber.com/living-las-vegas>

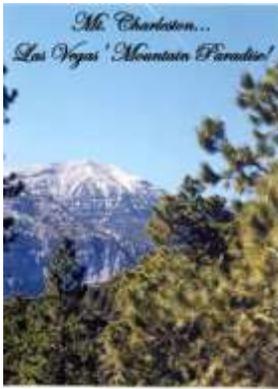
Las Vegas now boasts 2 million residents, making us a major city in terms of population and services. It is a "destination city" for the many events that take place here year round and your friends and family will no doubt want to visit you!

The cost of living in Las Vegas is very favorable compared to most other large cities and is considerably more affordable than cities such as Los Angeles and New York. We have no state income tax and there are comparisons that rate Las Vegas anywhere from 17% to 22% lower than Los Angeles.



Living in Las Vegas is different from being a tourist and just visiting Las Vegas. In fact, it is a lot more fun and interesting. Because you live here, you have year round access to all the wonderful restaurants, clubs, shows, and events that tourists have to make travel plans to come and see.

But more than that, you have time to appreciate your neighborhood, make friends, and take day trips to see some of the most beautiful desert and mountain areas in the country.



We believe in visiting our snow rather than living with it. **Mt. Charleston** is a 45 minute drive from Las Vegas and offers skiing and snowboarding all winter long with hiking and backpacking trails the rest of the year.

Valley of Fire is Nevada's oldest and largest state park, dedicated 1935. The park is located six miles from Lake Mead and 55 miles northeast of Las Vegas. The park derives its name from the red sandstone formations and the stark beauty of the Mojave Desert.



Ancient trees and early man are represented throughout the park by areas of petrified wood and 3,000 - 4,000 year-old Indian petroglyphs. Popular activities include camping, hiking, picnicking and photography.

CIRQUE DU SOLEIL

INSPIRING THE IMAGINATION

Las Vegas offers world class entertainment and sporting events. From the latest Broadway plays, Jazz and Opera to the amazing shows at the Strip hotels, there is something for everyone.

Sports is a big deal in Las Vegas and not just sports betting. We have The Golden Knights Hockey, UNLV Basketball and Football, the Monster Truck Finals, NHRA Drag Races, NASCAR races as well as local teams such as our baseball team the 51's, and, finally, the Raiders!

Las Vegas boasts 36 golf courses, many of them expertly designed and all of them green and beautifully maintained year round.



Fashion Show Mall is a shopping mall located on the Las Vegas Strip (across from the Wynn).

With 1,888,151 sq ft of space, this is one of the largest enclosed malls in the world. Over 250 stores, 10 Restaurants, a food court plus an elevated stage and live fashion runway shows make this mall a destination unto itself.



No Need to Pay Retail

Located just south of Mandalay Bay, **Las Vegas South Premium Outlets** is home to 140 stores. Shoppers can save anywhere from 25 to 65 percent daily, making this a popular shopping destination with both tourists and locals alike. This is an indoor mall - summer or winter you can "shop till you drop".



Las Vegas North Premium Outlets is one of the best shopping bets in Las Vegas. Downtown has a reputation for being the more affordable side of Las Vegas, so it only makes sense that one of the city's best outlet malls is located there featuring 150 stores. It is an outdoor mall, however, so during the summer you may want to visit during the morning or evening when temperatures are less than incendiary.

~ Enjoy ~