

# Federal Correctional Complex

## Butner, North Carolina



Doctoral Psychology Internship

2021/2022

Member

Association of Psychology Postdoctoral and Internship Centers

Accredited

American Psychological Association

This program abides by the APPIC policy that no person at these facilities will solicit, accept, or use any ranking-related information from any internship applicant.

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## **Introduction**

This document describes the internship in clinical psychology offered by the Federal Correctional Complex (FCC) in Butner, North Carolina, for the 2021/2022 training year. This is a full-time, one year program. There are seven positions in five tracks available for 2021/2022 (Two additional half-time positions are available through the University of North Carolina). This program is accredited as an internship in Professional Psychology by the American Psychological Association and maintains membership in the Association of Psychology Postdoctoral and Internship Centers (APPIC). As will be discussed, for a number of years FCC Butner has trained interns from the internship program at the University of North Carolina, which also holds APA accreditation. With this option, two trainees spend equal time at each site. Applications are accepted from students in APA accredited doctoral programs in clinical and counseling psychology who have completed all course work and required practica for a doctoral degree. Application procedures for each option will be addressed in detail later in this brochure.

## **Training Model and Goal**

The internship component of the Psychology Service strives to meet the training needs of doctoral candidates in applied psychology through supervised experience, didactic programs, and focused scholarship. Our aim is to help doctoral candidates transition from student to practitioner; becoming well-rounded generalists in the clinical applications of psychology, using experiences with correctional populations to facilitate this process. The internship takes a developmental approach such that students' progress toward increased responsibility and autonomy over the year. We view interns as "colleagues in training," who are valued members of our staff. Our philosophy of training emphasizes creating an environment that simultaneously nurtures and challenges interns, both as professionals and people.

The FCC Butner internship espouses a ***practitioner-scholar*** model which seeks “the productive interaction of theory and practice in a primarily practice-based approach to inquiry” (Hoshmand and Polinghorne, 1992). As an internship, the primary mode of education is experiential, yet supported by didactic programs, modeling, supervision, and inquiry relevant to clinical work. The goal is to develop critical thinking, conceptualization, research, problem-solving, and other scientific skills that are particularly pertinent to clinical practice. All interns receive exposure to empirically validated treatments and empirically-based methods of assessment. While the program is informed by the practitioner-scholar model, many of our interns come from scientist-practitioner graduate programs and we believe our program is consistent with the long-term goals of scientist-practitioner training.

The goals of the internship program derive simultaneously from the mission of the agency and from values of the professional psychological community. Both the training program and the service as a whole are guided by the philosophy that clinical practice within a correctional setting requires the same core clinical skills and knowledge base as professional practice generally, but takes place within a complex legal, political, and social context. Thus, the goal of the program is to train entry-level professional psychologists who can also function competently in a correctional environment

***Generalist Training*** - At the most fundamental level the main goal of any internship is to provide broad and general preparation for entry into the professional practice of psychology. The internship experience is the capstone to a foundation of knowledge, skills, and attitudes acquired through graduate training. Interns are selected based on appropriate preparation for more intensive, primarily applied work in the core areas of assessment, intervention, consultation, ethics, cultural sensitivity, scholarship, and management/administration. The program emphasizes the applicability of training to a wide variety of client populations and settings.

Four interrelated aims can be identified that support our program goal:

***Acquisition of Knowledge Specific to Correctional and Psycholegal Practice*** – Realistically, most Interns seek a position in a setting that matches some important interest in addition to providing good general training. This internship strives to impart a core knowledge base regarding the law, public policy, and social factors as they relate to the practice of psychology, particularly in a correctional environment. Though development of specific expertise as a correctional or forensic psychologist requires additional training and experience after the internship year, the program serves as a foundation for such specialization.

***Development of Professional Autonomy*** – Consistent with the role of internship as a transition from student to practitioner, the program emphasizes development of attitudes and values consistent with entry into the profession. Interns are offered and should accept a significant degree of autonomy. Trainees are recognized as full participants in the business of the department, such that they receive experience that will prepare them to lead other professionals at the appropriate time in their own careers. Supervisory staff recognize that Interns are "colleagues in training," a reality borne out by the presence of many supervisors who themselves trained at a Bureau facility.

***Integration of Science and Practice*** – Interns have received extensive training in the empirical and theoretical bases of applied psychological methods. In this setting, psychologists are often called to account for the methods and procedures they employ. Staff model the value of remaining current in empirical, theoretical, and scientific knowledge relevant to this setting. In the provision of information and training to varied groups such as other Bureau of Prisons staff, probation officials, attorneys, judges, and in courtroom testimony, our staff, including Interns, are called upon to represent accurately the current science and practice of psychology.

***Service to Diverse and Under-served Clients*** – While many trainees may later choose to practice in non-correctional settings, the program strives to develop an appreciation for the

provision of service to client populations that exhibit diversity in presenting complaints, age, ethnicity, linguistic preference, socioeconomic background, and education, to name a few areas of variability. As our clients come from all over the United States and the territories, and from all walks of life, staff of necessity confront an extraordinary range of client circumstances. In addition, psychologists in this setting provide services to groups that are traditionally under-served, such as individuals from financially impoverished urban areas and rural backgrounds.

Though it may seem tautological, the first priority of the training program is training. While our institutions derive clear benefits from the work of interns, training activities are chosen for their value for learning rather than material benefit to the agency. Interns are not expected to perform tasks that are not regular duties of the permanent staff. To the contrary, our goal is to fully prepare interns to assume such roles in this agency or other professional positions upon completion of the program.

### **Mission and Philosophy**

The Bureau of Prisons is the largest division of the United States Department of Justice, with over 36,000 employees. Organized in 1930 under the direction of Assistant Attorney General Mabel Walker Willebrandt, the BOP differs from other federal organizations in that political appointments have not been significant in the agency's development. Following the appointment of Sanford Bates in 1930, the remaining five of the Bureau's Directors have been career employees of the agency. A past Director, Kathleen Hawk-Sawyer, Ed.D., began her career as a Psychology Intern at FCI Morgantown, West Virginia. Psychologists are the primary providers of mental health services in the Bureau, with about 450 doctoral-level staff throughout the country. The agency has been able to offer career appointments to many graduating interns and there are opportunities for rapid advancement. Roughly half of the agency's psychology staff completed one of the Bureau's internship programs. Career opportunities are discussed in greater detail later in this brochure.

The mission of the Federal Bureau of Prisons is "*to protect society by confining offenders in the controlled environments of prison and community-based facilities that are safe, humane, cost efficient, and appropriately secure, and that provide work and other self-improvement opportunities to assist offenders in becoming law-abiding citizens.*"

Psychology programs, particularly at the Butner facilities, are among the most important of the self-improvement and re-entry opportunities available to inmates. The Bureau, like any other organization, has a set of core values and shared attitudes that guide staff actions. These core values are reflected in the implementation of our programs, including the internship.

The Bureau recognizes and facilitates the integral role of the community in accomplishing its mission, and works cooperatively with the courts, law enforcement agencies, and other components of government, as well as the public at large. The internship program actively seeks community involvement through many avenues, including utilization of training opportunities at local institutions, membership of the staff in local and national organizations, outreach programs to offer specialized training to other professionals and trainees, and participation in local volunteer organizations.

### **The Setting**

Despite (or perhaps because of) movie and television depictions, the public often have little accurate information about life as a resident or employee of a modern prison. It is not surprising then, that many students may have questions about what it is like to work in a prison environment. Beyond these basic concerns, our facilities are clearly different from most other correctional settings and while being unique, do not reflect the day to day professional life in most other Bureau of Prisons facilities. To fully appreciate the Butner milieu, a visit to the Complex is required. However, a brief historical overview may shed some light on the quality of this experience.

The Butner site was originally slated to house a facility with a unique design concept and mission that would distinguish it from other correctional institutions. Conceived in the late 1950's as a model prison psychiatric facility, the formal proposal for the "Eastern Psychiatric Institute for Federal Prisoners" was approved in 1961 and land at the current site was acquired. Over one-million dollars (1960's) were spent in the planning phase alone, and budgetary constraints delayed construction for over a decade. Despite these obstacles and iterative changes in mission and programming, the institution, now called FCI Butner I, was dedicated May 13, 1976, and was immediately dubbed "the most advanced prison facility on earth." Since that time, the institution has been at the forefront of innovative correctional mental health programs. The FCI-I remains a flagship facility, and is frequently chosen to pilot new programs such as the Sex Offender Commitment and Treatment Program, Drug Abuse, and Step-Down programs described in this brochure. The FCI-I also serves a general population of inmates that includes a range of clinical problems from adjustment disorders to severe mental illness with an overlay of severe personality disorders.



Due to the tremendous resources in this area and the Butner site's history of excellence, the Bureau of Prisons targeted the location for development of one of the first Federal Correctional Complexes. In addition to the FCI-I, the 770 acre reservation now includes a minimum security Satellite Camp (SCP), a Low Security Correctional Institution (LSCI), a JCAHO-accredited Federal Medical Center (FMC), and a medium security facility, known as FCI-II.



***LSCI Butner***

The LSCI, SCP, and FCI-II facilities serve general offender populations with appropriate security needs.



***FCI Butner II***





***FMC Butner***

The Federal Medical Center serves the needs of both voluntary and committed mentally disordered offenders, assists the federal court system by providing forensic evaluation services for pretrial and presentence detainees, and delivers a range of inpatient medical care specializing in oncology, diabetes, dialysis services, surgery, and evaluations for organ transplant candidates.

With a diverse mission, the Butner complex provides a wide range of psychological and rehabilitative services to a varied population including numerous special needs offenders, and trains and develops specialized staff for the Bureau of Prisons. Combined, these facilities offer an extraordinary range of internship training experiences.

Given the variety of program areas at the Butner complex, detailed in this brochure, and the diverse backgrounds of the various client populations, staff encounters a wide range of cultures and presenting complaints. Currently, there are more seriously mentally ill persons in U.S. prisons and jails than hospitals. Our client populations include extreme forms of psychopathology rarely seen in any other setting.

The client populations are demographically and culturally diverse. At least 40 nationalities are represented at any one time, with the largest number coming from Mexico, various Central and South American nations, West Africa, and Asia. Federal inmates are extremely heterogeneous, ranging from sophisticated white collar criminals from upper class backgrounds to those who have committed violent offenses in territorial jurisdictions of the United States. A significant minority of inmates are politicians, lawyers, physicians, and computer programmers, while others are poorly educated and unskilled.

Visitors generally remark on the openness of the facilities and the relaxed atmosphere evident from staff and inmate behavior, as both contrast sharply with their expectations. The architecture is modern and the facilities are meticulously clean and well-maintained. Despite inevitable pressures to house large inmate populations, common areas and the

housing units provide ample public space and remain free of a sense of crowding. While most correctional facilities resist outside scrutiny of their operations, our facilities welcome visitors of varied types, including members of Congress, local high school students, professional staff from neighboring state institutions, federal judges, defense attorneys, and delegations from other countries interested in correctional reform.

### ***Psychology Programs***

The Complex provides a broad spectrum of services to over 5,000 adult inmates, including a general correctional population of approximately 4,000 men, 300 medical and 300 psychiatric inpatient beds; 200 bed Residential Drug Abuse Treatment Programs, a Commitment and Treatment Program for Sexual Offenders, and 100 individuals in the mental health Step-Down unit. Psychology Services is crucial to operations in all of these areas. Interns participate in three different service areas appropriate to the emphasis of the track for which they match, as discussed later.

#### **Complex-Wide Services:**

Correctional Psychology (CP) areas are located at each facility on the complex and are most representative of the psychology functions in mainstream correctional settings. Inmate clients are served in several ways. New arrivals to the institutions participate in an Admission and Orientation program which includes individual interview, an orientation to available services, and basic drug abuse education. Diagnostic services include clinical evaluation of highly varied mental disorders including the full range of conditions, risk assessments for suicide and danger to others, and treatment program suitability. Treatment services include crisis intervention, short and long-term individual therapy, group psychotherapy, psycho-educational groups, and counseling regarding adjustment and family issues. Psychologists also serve as members of interdisciplinary unit teams and assist in planning programs and reviewing progress of inmates.

The Residential Drug Abuse Program (RDAP) at FCC Butner was one of three pilot programs instituted as part of the Bureau of Prisons' effort to evaluate diverse treatment orientations in an era of rising prison populations associated with drug use. The Residential Drug Abuse Program at Butner has remained a flagship treatment program that is often visited by other federal and state facilities in an effort to assist other drug treatment programs. An estimated 75 percent of those incarcerated have a substance use history, many of whom participated in a range of drug treatment programming. The Residential Drug Abuse Program offers some of the most effective reentry tools and services than any other treatment program in the BOP. In fact, there is a 24 percent reduction in recidivism when one successfully completes RDAP in conjunction with a GED. Under the direction of a licensed clinical psychologist, this residential program involves comprehensive treatment of the convicted offender using an Integrative model that includes strong Cognitive - Behavioral and Relapse Prevention components. Participants proceed through 500 hours of a state of the art, prescribed treatment program over 9 months, while living in a residential setting. Implemented as a modified therapeutic community, it emphasizes personal accountability and decision-making, as well as the connection of substance abuse to faulty/criminal patterns of thought and action that affect other areas of participants' lives. Three phases of treatment are completed, where senior members of the community play a significant role in assisting junior peers and facilitate certain facets of their own treatment. During treatment, participants learn how to confront and level with one another, common criminal thinking errors and corrections for those, and completing rational self-analyses to defend against these thinking errors in the future. Those completing the program are subject to required post-release supervision, and aftercare treatment is planned by program staff. A drug abuse program coordinator is located at every BOP institution, providing many promotional opportunities to those with experience in drug treatment programming.

Non-Residential Drug Treatment is provided at each Bureau of Prisons facility, including those at the complex. A Drug Education program, while targeted to inmates with significant substance abuse problems, is also open to all interested residents, and is an informational

program based upon a biopsychosocial model. Non-residential treatment also includes both preparatory and maintenance treatment in coordination with residential substance abuse treatment, as described in this brochure.

Additionally, Care Level Three inmates (chronically mentally ill persons) who can function adequately on an outpatient basis are housed throughout the complex. These inmates receive varying levels of treatment and support from psychology and psychiatry staff. Individual therapy, group therapy, and ancillary treatments (e.g., “Re-entry Group”) are provided under the direction of the Advanced Care Level Psychologist. As discussed in this brochure, many of these inmates participate in the residential Step-Down program, while others are housed in general population.

### **FCI-I Services**

Commitment and Treatment Program for Sexually Dangerous Persons – Following Congress’s passage of the Adam Walsh Child Protection and Safety Act of 2006 and the Bureau's implementation of components of the Act, the Sex Offender Treatment Program (SOTP) and Forensic Evaluation Service at FCI Butner have undergone considerable changes in their missions. FCI Butner's SOTP was recently replaced by the Commitment and Treatment Program (CTP) for Sexually Dangerous Persons (i.e., treatment for civilly committed offenders). The Clinical Service component of the CTP is responsible for provision of the psychological treatment of the inmate, implementation of behavior management plans, and coordination of the multidisciplinary treatment team. Treatment is holistic and multidimensional with the ultimate goal of reducing sexual dangerousness and criminal recidivism potential. The Forensic Evaluation Service conducts psychological evaluations and provides documentation pursuant to civil commitment hearings, subsequent progress reviews, and other reports.

Mental Health Step-Down – The Mental Health Step-Down Program is a residential treatment program for inmates with severe, persistent mental illness, typically (although

not limited to) an Axis I diagnosis of the Schizophrenic type. The goal of the step-down unit is to provide treatment for chronic mental illness that is evidence-based, maximizes functioning, and minimizes relapse and hospitalization. Interns are involved in the clinical management of cases, providing group therapy, and short term individual therapy and crisis intervention. Interns are also involved in teaching psycho-educational modules aimed at cognitive rehabilitation and life skills training. Interns become familiar with medications prescribed to these patients through collaboration with Psychiatry Services as part of an outpatient medication clinic. Consultation with other departments (e.g., Education, Recreation, Religious Services) is an integral part of the program.

Forensic Evaluation – As described above, the FCI-I forensic program staff are tasked with performing detailed “outpatient” pretrial evaluations of criminal defendants at the behest of federal courts from throughout the United States. Evaluations frequently include assessments related to competency to stand trial, mental state at the time of the offense (*sanity*), and sexual violence risk.

### FMC Services

The Inpatient Forensic program at the FMC consists of the Forensic Evaluation Service (FES) and Forensic Treatment Service (FTS). The FMC accepts inmates at the discretion of the federal courts for various pre- and post-trial forensic evaluations (e.g., competency, sanity, violence risk), for voluntary hospitalization for mental health treatment, or subject to federal quasi-criminal commitment. Given the highly charged legal atmosphere, court-ordered evaluations involve intensive psychological evaluation, understanding of legal standards and procedures, and highly refined report-writing. Staff, including interns (with supervision), provide expert testimony in federal courts throughout the United States when called upon to do so. Members of the public may be aware of Butner’s forensic evaluation program by virtue of high publicity cases that attract national attention. In addition to evaluation, the inpatient treatment service involves the same skills as in community psychiatric hospitals, including clinical interviewing, treatment planning, group therapy and education, and supportive, behavioral and insight-oriented individual

psychotherapies. Work at the FMC involves extensive collaboration with Psychiatry, Medicine, and allied health professionals.

The Behavioral Medicine program involves working with inmates who present with psychophysiological disorders, psychological factors affecting their physical conditions, and/or physical conditions which have psychological sequelae. Staff serve as consultants when psychological factors are adversely affecting engagement in or compliance with medical care, and work in concert with Health Services staff (physicians, physician assistants, physical therapists, nurses and social workers) to identify, diagnose and treat inmates for whom the interplay of physical and psychological factors is significant. Staff may provide group and individual treatment for psychophysiological disorders, including hypertension, chronic pain, tension and migraine headaches, anxiety disorders, etc., and inmates with terminal or severe diseases, such as cancer, heart disease, and AIDS. Staff also assist in the implementation of the Palliative Care Program for terminally ill patients nearing death.

### *Training Tracks*

FCC interns participate at the FMC and FCI-I, FCI-II, and/or LSCI at various points in the training year. This plan assures exposure to a continuum of psychology services ranging from outpatient services through residential treatment programs to inpatient hospital facilities. The programs for training include: Correctional Psychology; Inpatient Forensic Evaluation, Chronic Mental Illness; Residential Drug Abuse; and Commitment and Treatment for Sexual Offenders.



**2018-202019 Interns**

Interns at this site develop the essential skills for a Staff Psychologist in a mainstream correctional facility by completing a minimum of 500 hours of direct experience in a Correctional Psychology (CP) rotation. These experiences are obtained with general inmate populations at one of the

complex facilities under the direct supervision of staff with primary responsibility as unit psychologist. Typical intern duties mirror those of entry-level staff, including completion of intake screenings, group and individual psychotherapy, crisis intervention, suicide risk assessment, and consultation with medical and psychiatric staff and members of unit teams.

Beyond the foundational experiences noted above, interns typically receive training in one residential treatment program and one inpatient treatment service. Experiences in residential programs include group and individual therapy, intake assessments tailored to the program, large therapeutic community group meetings, team-based treatment planning, implementation of a standard program curriculum, and participation in discipline and motivation for program participants. Applied activities in inpatient services include monitoring treatment compliance, collaboration with medical and psychiatric staff, directing paraprofessionals such as nurses and technicians, and completing elaborate psychological evaluation reports for the courts.

Skills practiced in general correctional areas, unit-based treatment programs, and inpatient settings are not mutually exclusive. Group and individual treatment is offered across the board. Assessment of risk for suicide, and for violent acting out or other threat to security, is of interest with all inmate populations. Exposure and work with sexual offenders is common. Interns may assist in facilitating the outpatient psychiatry medication clinic, in addition to gaining experience in medical and psychopharmacology at the FMC. Extensive psychological evaluations take place in each of the residential programs as well as on the inpatient mental health service. Medical patients are found in every inmate group throughout the complex, not just in the inpatient medical units. Practicing pertinent skills in more than one work area reinforces an integrated view of the complex needs of clients and of psychology services in this setting.

Applicants should indicate interest in one or two of the training tracks described below. The specific track for which one matches determines the combination of applied activities,

including a full time, six month rotation in the “home” track. Those who match for the Residential Drug Treatment (RDAP), Chronic Mental Illness (CMI), or Commitment and Treatment (CTP) tracks will spend six months of the internship year at the FCI-I, with time devoted primarily to activities in the relevant program area. Those matching for the Inpatient Forensic track will complete a six month rotation at the FMC, participating in activities appropriate to that track. Those matching for the Correctional Psychology track will complete a six month rotation at the FCI-II. The remaining half-year is spent at one or more of the “other” facilities, where interns spend the equivalent of half time in an activity which complements the training in the home track, and the other half time in Correctional Psychology (CP) activities as described above. (About one fifth of each intern’s work week is spent in didactic seminars, supervision, intern meetings, etc.).

| Training Track                                      | 1 <sup>st</sup> Rotation                              | 2 <sup>nd</sup> Rotation  |
|---|---|---|
| Inpatient Forensic<br>(2 Positions)                 | FES Program: full-time<br>for 6 months                | CTP or FTS Program: half-<br>time for 6 months.<br>Correctional Psychology:<br>half-time for 6 months     |
| Chronic Mental Illness/ Step-<br>Down: (1 Position) | CMI Program: full-time<br>for 6 months.               | FES Program: half-time<br>for 6 months.<br>Correctional Psychology:<br>half-time for 6 months             |
| Residential Drug Abuse<br>(1 Position)              | RDAP: full-time for 6<br>months                       | FES Program: half-time<br>for 6 months.<br>Correctional Psychology:<br>half-time for 6 months             |
| Correctional Psychology<br>(2 Positions)            | Correctional<br>Psychology: full-time for<br>6 months | CMI or FTS Program: half-<br>time for 6 months. FES or<br>Outpatient Forensic: half-<br>time for 6 months |
| CTP for Sexual Offenders<br>(1 position)            | CTP Program: full-time<br>for 6 months                | Correctional Psychology:<br>half-time for 6 months;<br>FES Program: half-time<br>for 6 months.            |



### *Supervisory Staff*

The Psychology staff at FCC-Butner includes 32 doctoral-level psychologists, most with extensive experience in clinical practice. The majority reflect a Cognitive-Behavioral theoretical orientation. Research interests include suicide prevention, anger and violence, competency restoration, neurological disorders and deviant behavior, and cultural factors in assessment, to name a few. An interest in the social, political, and legal implications of these special interests unifies the staff. Our staff define the field of forensic psychology in a broad sense, to include traditional applications such as providing treatment to offenders or performing court ordered evaluations, but also embracing a host of other professional psychological concerns that relate to any area of the law and to public policy debate. All members of the professional staff are involved in training in some way, and a listing of staff members is attached as an appendix. Two staff hold the ABPP Diploma in Forensic Psychology and one in Clinical Psychology. The staff also includes a number of treatment specialists, technicians, and support personnel.

Psychology Services maintains offices in several areas of the complex with a full-time Administrative Assistant or Secretary at each institution. Offices are located in each facility to accommodate interns. All staff and interns have computer workstations on an institutional and agency network with Internet access. Software includes word-processing, database management, test scoring, and customized psychology office management applications. Facilities are available for group therapy, audiotape, and videotape, and for video editing. Professional libraries are located at each institution, and the department maintains a wide variety of standardized testing materials and equipment in each Psychology area. Library privileges may be obtained through the area universities and neighboring institutions as well. Computer-assisted research is facilitated both by on-site staff and by the agency's central office librarians. On-site, on-line access is available to *PsycInfo/PsycArticles*, *Lexis/Nexis*, *PsychLIT*, *Sociological Abstracts*, *Criminal Justice Abstracts*, *Dialog*, and *Proquest Direct General Periodicals Research Database*. Our legal staff will assist with access to *WestLaw*, and each facility has a law library including U.S.

(Supreme Court), Federal (Courts of Appeal), and Federal Supplement (District Courts) Reporters, Reporters for North Carolina, New York, and California, and topical treatises. Staff also have access to teaching aids through the Employee Services Department, which maintains a large training center with audiovisual equipment and a computer lab centrally located at the Complex. The FMC has a contract medical reference librarian to assist with acquisitions and research. EPPP materials are also available to interns to assist in studying for the licensing examination.

Psychology Services and the Butner complex overall have training and staff development as key components of their overall mission. In addition to core Psychology staff, trainees have broad exposure to allied disciplines, including Psychiatry, general Medicine, Nursing, Law, and Social Work, which also carry on active training programs. Not surprisingly, the Psychology, Psychiatry, and Legal staff collaborate in several ways. A listing of adjunct staff is attached as an appendix. Psychology Interns benefit from the complex's overall commitment to training and the ready interchange of ideas and experiences with trainees and professionals from other disciplines.

### *Supervision*

Interns are expected to demonstrate a reasonable degree of autonomy and independence, consistent with their transition from student to practitioner. At the same time, trainees should expect sufficient oversight and supervision to ensure that they will benefit maximally from training opportunities and to ensure quality services to clientele. Interns receive at least four hours of supervision per week, with at a minimum of two hours per week of regularly scheduled, individual supervision. Ample opportunity for unscheduled and less formal supervision is also afforded. Interns will also receive a significant amount of group and peer supervision through scheduled group supervision, staff meetings, formal case reviews, intern seminars, and in-house continuing education. FCC/UNC Interns receive a substantial part of their supervision from the UNC Faculty as well.



Interns maintain an ongoing record of the supervision they receive. Written evaluations are prepared quarterly based on feedback from supervisory staff. These are reviewed with the interns, and the middle and end of the year evaluations are copied to the relevant graduate programs. Interns also complete evaluations of the quality of training and supervision they receive, and this feedback is utilized by the staff to further enhance the program. Upon satisfactory completion of the training year, each intern will receive a certificate of participation, and notification to this effect will be forwarded to the intern's graduate program.

Interns also received two hours of group supervision each week. They participate in forensic supervision during their six-month rotations through forensic evaluation services, and case consultation supervision when involved in treatment rotations. Each Monday throughout the year all interns also participate in a larger group supervision that has several components – professional development, multicultural issues, BOP policy, and providing supervision. This last element involves discussion of supervision theory and practice and role playing.

### ***Curriculum and Training Objectives***

The curriculum consists of complementary applied and didactic activities to help trainees develop skills associated with doctoral internships, including traditional psychological assessment and intervention techniques. The program is designed to provide generalist training at the doctoral level.

The applied components of the training program focus on traditional competencies for clinical and counseling psychologists, and can be divided into the following areas:

*Research; Ethical and Legal Standards; Individual and Cultural Diversity; Professional Values, Attitudes, and Behaviors; Communication and Interpersonal Skills; Assessment; Intervention; Supervision; and Consultation and Interpersonal/Interdisciplinary Skills.*

These content areas correspond to those typically identified by national conferences and sanctioning agencies as essential to the professional practice of psychology. Interns meet

specific objectives in the program areas comprising the relevant track, and each rotation is planned to include a mix of these activities. More details about the applied aspects of the training program are contained in the Internship Handbook presented to trainees at the beginning of the training year.

In addition to traditional training through supervision, didactics, and continuing education, for the past several years interns have had the opportunity to travel to other BOP facilities to work for one week in that setting. This exposes interns to yet another institution and prison culture, as well as fosters networking with other professionals within the organization. Additionally, each year the training director takes the interns to the federal courthouse in downtown Raleigh to observe court cases and expert testimony. The Senior Justice on the bench also spends time with the interns in a Q&A session within his chambers. This is one of the highlights of the year and a rare opportunity for trainees.

### ***Didactics1***

The didactic portion of the curriculum includes two main components. The program offers a weekly Clinical Psychology Seminar for the benefit of both staff and interns from throughout the complex. Staff Psychologists and interns present emerging diagnostic or therapeutic dilemmas for review and feedback from the group, and diagnostic and treatment methods for various conditions or disorders are examined with an emphasis on empirically validated treatments. Interns typically take responsibility for one presentation each, which may be based upon dissertation research or another area of interest that is agreed upon in consultation with a supervisor, or a case presentation of recent clinical work such as psychotherapy or certain types of evaluations. Intern presentations serve to hone valuable skills in presenting to professional audiences and reinforce the importance of scholarship. Staff involvement includes mainly topical presentations of clinical importance, and may serve to relay information obtained through continuing professional education or other sources. Outside presenters are also scheduled as part of this series of seminars. The Psychology Seminar normally meets at either the FCI or in the Complex

Training Center. A copy of the schedule of Psychology Seminars<sup>1</sup> for the current training year is attached.

The program also includes in a Forensic Seminar series for Psychology Interns, focusing on professional, ethical, and legal issues. Presentations are normally scheduled on a weekly basis and last approximately one and a half hours, with time available for discussion. Most topics have identified readings from the professional literature. Seminar presentations are offered by Psychology Services staff, adjunct staff from this facility, and scholars and practitioners from the Research Triangle community. The series of presentations explores key areas in professional and ethical issues, criminal and civil law, public policy regarding mental health and mental disabilities, scholarship and research, and forensic and correctional psychology. This program also includes Mock Testimony exercises, with each trainee assuming the role of expert witness. Moot Court is held with our staff attorneys and psychologists serving as judge and attorneys. The forensic seminars also include periodic discussion sessions focusing on Landmark Cases in Mental Health Law. This portion of the program covers an extensive group of case law precedents pivotal in the evolution of mental health policy, including civil and criminal topics, juvenile and family law, civil commitment, right to treatment, informed consent and treatment refusal, disability and workplace discrimination, malpractice, and other areas of interest to clinicians. The specific calendar of seminar presentations will be issued to trainees as they begin the internship. Topics and presenters can be found in the seminar schedules for the 2020/2021 training year starting on page 45.

The internship program also encourages flexible use of other activities such as attendance at various legal proceedings in federal and local courts, preparation of publications, participation in therapy or counseling as an adjunct to training, and numerous other alternatives. The triangle is a hotbed of activity for clinicians, and there are varied colloquia sponsored by local psychological associations, Duke University, North Carolina State University, the University of North Carolina, Central Regional Hospital, and numerous other

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<sup>1</sup> Due to COVID-19 precautions, seminars are currently being conducted by WebEx videoconferencing technology and teleconferencing. Interns participate via their personal workstations.

groups. Interns are encouraged to avail themselves of these opportunities and leave can be granted. The department is occasionally able to provide at least partial funding for intern travel to meetings or workshops. In addition, we sponsor one or more major presentations on site each year, and share an annual learning retreat for interns and supervisors with UNC and Central Regional Hospital.

### *Program Options*

The internship program offers two options. FCC Butner offers seven full time positions each year, which provide 40 hours per week of training activities. This program began with the 1992/93 year and was awarded accreditation effective June 25, 1993. Our most recent accreditation site visit took place in 2015, and our next review is scheduled for 2022. In applying to the FCC program, applicants should clearly indicate in the cover letter interest in one or two (but not more) of the five tracks described above. Please do not rank your selections.

Since 1984 the program has shared with the University of North Carolina School of Medicine Psychology Internship program two joint positions offered through the auspices of UNC. Under this model, trainees spend half their time at FCC-Butner and half at various UNC sites. Training experiences at the FCC are complemented by the diverse opportunities available through UNC, which broaden the trainee's exposure to more esoteric specialty areas. The Butner and UNC programs maintain their own foci and curriculum planning, and their respective staff strive to help the trainee maximize the benefits of participating in two programs, each with their own integrity and unique orientation. This program has been accredited by APA for a number of years. Further information on the shared program is available via internet at: <https://www.med.unc.edu/psych/education/psychology-internship> or by writing: Gladys Williams, Ph.D., Director of Psychology Training, Campus Box 6305, University of North Carolina, 27599-6305. ([gladys\\_williams@med.unc.edu](mailto:gladys_williams@med.unc.edu)). The application procedure (including deadlines) for the FCC/UNC program is described in the UNC brochure on Psychology Internships, available from the above address. Selections are made jointly by the UNC and FCC staff.

## ***Applications and Admissions***

Applications are accepted from students in APA Accredited Clinical, Counseling or suitable combined programs in Psychology. In addition to demonstrating excellence in scholarship and professionalism in practice, successful applicants articulate an interest in the domains of correctional and forensic psychology (broadly defined), legal issues in psychological practice, and public policy matters which impact mental health and the management of socially deviant behavior. Prior work experience in a correctional setting is not required, but training and experiences indicative of appropriate interests are important considerations in selections. Applications are evaluated using the following rubric: academic achievement, practical experience, match of interests with the emphases of the program, references and work sample, which is evaluated for writing and critical thinking skills. Due to the competition for these positions, only selected applicants will be offered interviews.

### **In order to apply you must:**

- Be a doctoral degree candidate in an APA accredited professional psychology program.
- Have completed a minimum of 1,000 hours of supervised practical experience (This can include clinical work, supervision, and administrative duties) prior to the ranking deadline.
- Defend your dissertation *proposal* or similar project proposal prior to the ranking deadline.

### **Fulltime FCC program applicants must:**

- 1) Submit a complete AAPI Online application for Psychology Internship through NMS available on the APPIC website at: <http://www.appic.org>. Be sure to include the following:

- a) Provide a *Curriculum Vitae* or government application form (OF-612) describing all relevant experience.
  - b) Provide transcripts of all graduate work.
  - c) Provide letters of recommendation from **THREE** psychologists.
  - d) Submit **ONE** comprehensive assessment report as a work sample.  
Provisions should be made to protect the anonymity of the subject.
- 2) Clearly specify in the cover letter (preferably in ***CAPITAL*** lettering) which Track(s) to which you are applying (no more than two). Do not rank order your preferences.
- 3) Complete application materials at [www.usajobs.gov](http://www.usajobs.gov). This is a necessary requirement for federal employment. Further details will be forthcoming to those candidates being considered for an interview.
- 4) All application materials must be received by **November 1, 2020**.

Applications and inquiries should be directed to:

|                                  |  |
|----------------------------------|--|
| Robert E. Cochrane, Psy.D., ABPP | (Email: <a href="mailto:rcochrane@bop.gov">rcochrane@bop.gov</a> ) |
| Federal Medical Center           | (919) 575-3900 x5466   |
| Old NC Highway 75                | (919) 575-4866 (Fax)   |
| Butner, NC 27509-1600            |  |



***THE BUREAU OF PRISONS IS AN EQUAL OPPORTUNITY EMPLOYER***

We invite application by any and all persons who meet the qualifications noted above and value having a diverse intern group. Selections will be made without discrimination for any non-merit reason such as race, color, religion, national origin, sex, sexual orientation, status as a parent, age, marital status or membership in an employee organization. The Department of Justice provides reasonable accommodations to applicants with disabilities. If you need an accommodation for any part of the application and hiring process, please notify our Human Resource office. The decision on granting reasonable accommodation will be made on a case-by-case basis. Persons with disabilities may be employed in a law enforcement position if they meet the medical and physical requirements for correctional work.

Pursuant to Executive Order 11935, only United States citizens and nationals may compete for civil service jobs. Applicants should be aware that **permanent** civil service positions with the Bureau of Prisons are open only to those who are not yet 37 years of age at the time they are hired on a permanent basis. This restriction applies to applicants for any career position with the Bureau of Prisons or any other federal law enforcement agency, and has been imposed by the United States Congress through Public Law 100-238. Please note that intern positions are **temporary** appointments not to exceed one year. Acceptance into the internship program is not a guarantee of employment thereafter. Interns are considered essential employees and are expected to report daily to the institution.

Applicants invited for an interview are required to complete additional civil service and other government personnel procedures. Prior to interviews, law enforcement and credit checks will be acquired. Copies for your review may be obtained at the Office of Personnel Management web site ([www.opm.gov](http://www.opm.gov)). (**DO NOT** submit these with your initial application.) Invited applicants will participate in a pre-employment interview addressing issues of personal conduct and a panel interview involving a number of scenarios describing situations that could arise in our facilities. This information is used to determine

qualification for a position of public trust and is required of all applicants for positions with the Bureau of Prisons. If you have questions about your suitability for a sensitive position in a federal law enforcement agency, you should contact our Employee Services (human resources) staff for clarification.

**\*\*\* Please note: \*\*\***

Because the internship position is classified as "sensitive," candidates must pass a pre-employment medical examination, drug screening, and background investigation. Final acceptance into either program option is contingent on satisfactory completion. As a condition of employment, male applicants born after December 31, 1959, must certify that they have registered with the Selective Service System, or are exempt from having to do so under the Selective Service Law. This position is a drug-testing designated position subject to random testing for illegal drug use. Once selected and enrolled, Interns must adhere to the requirements of the Program Statement (3420.09) titled "Standards for Employee Conduct and Responsibility."

The application deadline for 2021/2022 internship year is November 1, 2020. ***Your application must be submitted in its entirety via AAPI Online on or before November 1 to be considered.*** Due to the large number of submissions, candidates are encouraged to complete applications as early in the season as possible. Candidates will be notified by email by December 15, 2020 regarding whether they will be invited for interviews. In accordance with guidelines from APPIC related to COVID-19 precautions, portions of the interview process will take place **by video conferencing technology** in January 2021. Selected applicants will, however, have to complete the Human Resources requirements, **in-person**, at a federal prison facility closest to their location. This will include procedures such as a Core Values Assessment test, background interview, and fingerprinting. This program complies with the policies and computer match procedures, including timelines, adopted by the Association of Psychology Postdoctoral and Internship Centers (APPIC), which are available from the APPIC website at: <http://www.appic.org>. ***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.*

Any questions or concerns regarding the accreditation status of the FCC Butner program may be addressed to:

American Psychological Association  
Office of Program Consultation and Accreditation  
750 First Street NE  
Washington, D.C. 20002-4242  
(202) 336-5979

Any complaints regarding the adherence of this program to the policies of the APPIC match process may be referred to:

17225 El Camino Real  
Onyx One - Suite #170  
Houston, TX 77058-2748  
Phone: (832) 284-4080

## Internship Admissions, Support and Initial Placement Data

Date Program Table updated: 07/7/2020

|  |    |                                      |               |
|--|----|--------------------------------------|---------------|
| <b>Internship Program Admissions</b>   |    |                                      |               |
| <p><i>Briefly describe in narrative form important information to assist potential applicants in assessing their likely fit with your program. This description must be consistent with the program's policies on intern selection and practicum and academic preparation requirements.</i></p> <p>Strong applicants typically have a breadth of experiences in different settings and activities with adults and/or juveniles, along with at least some forensic and/or correctional training (practicum placement, courses, research). Testing, assessment, and diagnosis are important activities during the forensic rotation at FCC Butner. Intervention skills, especially group treatments, are particularly relevant in the other rotations. Therefore, one with training and skills in both intervention and assessment will fit well into our program.</p> |    |                                      |               |
| Does the program require that applicants have received a minimum number of hours of the following at time of application? If Yes, indicate how many:   |    |                                      |               |
| Total Direct Contact Intervention Hours  | No | <input checked="" type="radio"/> Yes | Amount    400 |
| Total Direct Contact Assessment Hours  | No | <input checked="" type="radio"/> Yes | Amount    100 |
| Any other required minimum criteria used to screen applicants:   | No | <input checked="" type="radio"/> Yes | Amount        |
| <p>Describe any other required minimum criteria used to screen applicants: Applicants must have completed a minimum of 1,000 hours of total supervised practical experience (This can include intervention, assessment, supervision, and administrative duties) prior to the ranking deadline. Also, applicants need to have defended their dissertation <i>proposal</i> or similar project proposal prior to the ranking deadline.</p>  |    |                                      |               |

| Financial and Other Benefit Support for Upcoming Training Year* |          |
|---|----------|
| Annual Stipend/Salary for Full-time Interns                     | \$54,976 |
| Annual Stipend/Salary for Half-time Interns                     | N/A      |
| Program provides access to medical insurance for intern?        | YES      |

|  |                   |
|--|-------------------|
| Trainee contribution to cost required?   | YES               |
| Coverage of family member(s) available?  | YES               |
| Coverage of legally married partner available?   | YES               |
| Coverage of domestic partner available?  | YES               |
| Hours of Annual Paid Personal Time Off   | 4 hrs/ Pay Period |
| Hours of Annual Paid Sick Leave  | 4 hrs/ Pay Period |
| In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave? | YES               |
| Other Benefits: 10 paid Federal Holidays; Limited authorized leave to attend off-site training.  |                   |

\*Note. Programs are not required by the Commission on Accreditation to provide all benefits listed in this table

| <b>Initial Post-Internship Positions (2016-202019 cohorts)</b>  |     |     |
|---|-----|-----|
| Total # of interns who were in the 3 cohorts  | 20  |     |
| Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree | 0   |     |
|   | PD* | EP* |
| Community mental health center  | 2   |     |
| Federally qualified health center   |     |     |
| Independent primary care facility/clinic  |     |     |
| University counseling center  |     |     |
| Veterans Affairs medical center   |     | 1   |
| Military health center  |     |     |
| Academic health center  |     |     |
| Other medical center or hospital  |     |     |
| Psychiatric hospital  | 1   |     |
| Academic university/department  | 7   |     |
| Community college or other teaching setting   |     |     |
| Independent research institution  |     |     |

|                              |  |   |
|------------------------------|--|---|
| Correctional facility        |  | 7 |
| School district/system       |  |   |
| Independent practice setting |  | 1 |
| Not currently employed       |  | 1 |
| Changed to another field     |  |   |
| Other                        |  |   |
| Unknown                      |  |   |

\* PD = Post-doctoral residency position; EP = Employed Position

### ***Benefits***

During the 2021/2022 training cycle, the following benefits apply for the full time FCC program:

- A GS-09, Step 1 salary (\$54,976 in 2020)
- Vacation time earned each pay period, equivalent to approximately 13 days per year.
- Sick leave accrued at the same rate as above.
- Paid Federal Holidays.
- Limited authorized leave to attend off-site training.

As temporary employees, interns are not eligible for retirement benefits but will accrue sick and annual (vacation) leave and are eligible to enroll in health care plans.

### ***Maternity/Paternity Leave***

Interns who require maternity or paternity leave will be expected to first use all accrued hours of annual and sick leave. Additional time off will be determined on a case-by-case basis by the Warden. In the event of maternity or paternity leave, the Internship Program Coordinator will work closely with the intern to ensure all requirements for internship and clinical training hours are completed in a timely manner.

## *The Area*



While some staff choose to live in the town of Butner (population 5000), most, including interns, choose to live in one of the cities comprising *The Research Triangle*. This area, defined by Durham (and Duke University), Chapel Hill (the University of North Carolina), and Raleigh (North Carolina State University), offers a unique combination of southern hospitality, academic stimulation, and cosmopolitan cultural opportunities. In addition to teaching institutions, the intellectual climate is influenced by the presence of the Research Triangle Park, which includes a number of high tech companies specializing in biotechnology, pharmaceuticals, software development, computers, and robotics, as well as the National Humanities Center and the National Institute for Environmental Health Sciences. It is hardly surprising, then, that the Triangle lays claim to the highest *per capita* proportion of Ph.D.'s and M.D.'s in the country. People come from all over the world to study or work in the Triangle, and the community exhibits remarkable cultural, social, and political diversity. Aside from visiting students and professionals, approximately half of local residents are not originally from North Carolina.



Even the Triangle isn't all business, and as a counterpoint the surrounding areas of the state remain largely rural and scenic, and outdoor activities abound. The climate is temperate but mild, with more than 230 sunshine days each year and an average of seven inches of snow to accentuate the brief winters. Spring and fall temperatures average a perfect 72 degrees, and winter daytime temperatures usually hover around 50. The complex is located in the Carolina Piedmont, which separates the mountains from the coastal plain. *Fortune*

magazine has repeatedly recognized the triangle as one of the best areas for business in the U.S., and *Money* magazine surveys consistently rank the Raleigh/Durham/Chapel Hill area among the "Best Places to Live in America." All three Triangle communities offer sophisticated entertainment, including the Broadway at Duke series, a lively jazz scene, the Bull Durham Blues Festival, the American Dance Festival, the Rewind Film Festival, and symphony and chamber orchestra groups. "Tobacco Road" is home to the best in college basketball and soccer, including perennial contenders for NCAA men's and women's basketball championships from both Duke and UNC, and the women's college soccer dynasty at UNC. Raleigh is home to the Carolina Hurricanes, winners of the 2006 Stanley Cup. The Durham Bulls are the AAA affiliate of the Tampa Bay Rays. Local restaurants serve cuisine that spans the globe.

A leisurely afternoon drive to the East leads to the pristine wilderness beaches of the Outer Banks, while the more developed resort beaches near Wilmington and Morehead City/Beaufort are about two hours away. Winter skiing or summer hiking and climbing in the Great Smokies are an easy drive to the west. Water skiing, fishing, canoeing, and kayaking are popular diversions, and there are several recreational lakes close to the facility. Golf, tennis, running, and cycling are also popular activities. Regional metropolitan centers like Charlotte, Washington, and Atlanta are an afternoon's drive.



### *Career Opportunities*

The inmate population of the Bureau of Prisons continues to grow, and with it the need for Psychologists with specialized training and experience. While we cannot promise career appointments to interns, the agency prefers to hire individuals who have already proven themselves to be skilled practitioners in this environment.

Interns are temporary GS-9 employees. New Ph.D./Psy.D. graduates, selected as Staff Psychologists, start at the GS-11 Step 1 salary level (currently \$66,515). Successful



completion of the first year leads to automatic promotion to GS-12 (\$79,725 to 103,647), depending on length of service). Promotions to GS-13 (\$94,803 to 123,247) and GS-14 (\$112,028 to 145,634) are possible (salaries effective as of January 2020 and typically increase annually). Funds are provided for annual continuing education. Bureau psychologists may also engage in outside employment such as private practice or teaching, after obtaining approval. New staff are given a degree of choice in geographic region and type of prison setting, and if relocation is required, the Bureau may pay a substantial portion of the expenses. Additional incentives and retention bonuses are offered at certain geographic locations.

Psychologists are the main providers of mental health services in the Bureau and enjoy a great deal of professional autonomy. Due to our continued staff growth, some have the opportunity to become Chiefs after a few years of service. Other career tracks include heading drug abuse or internship programs or taking executive positions as psychology administrators. Agency employees are covered by the Federal Employee Retirement System, a pension plus retirement saving plan. Pre-tax contributions to the Thrift Savings Plan up to 5% of base salary will be matched dollar for dollar by the government. Employees can contribute up to the maximum allowed by the IRS on a pretax basis. Bureau employees may retire after 20 years of service, provided they have reached age 50, or at any age with 25 years of service. The Bureau of Prisons is an equal opportunity employer. However, in accordance with Public Law 100-238, applicants for **entry-level staff positions** must be under the age of 37 at the time of initial appointment.

As an example of intern employment, members of recent graduating classes took positions as: Staff Psychologist - Federal Bureau of Prisons (MDC Brooklyn, FCI Marion, FDC Oklahoma City, FCC-Butner, FCC Terre Haute, FDC Oklahoma City, FCI Fort Dix, FCI Bastrop, FCI Milan), Post-doctoral Fellow at the University of Massachusetts Medical School, Post-doctoral Forensic Fellow at Emory University, Post-doctoral Fellow at the University of Virginia, Forensic Psychologist at Taylor Hardin Secure Medical Facility, Forensic Psychologist at the Center for Forensic Psychiatry, Post-doctoral Fellow at

Arkansas State Hospital, Post-doctoral Forensic Fellow at Central Regional Hospital in NC, Psychologist at Southern Virginia Mental Health Institute, and Psychologist at Central Prison in NC.

Most graduates of the program become active members of APA and Division 41, and related groups appropriate to their sub-specialty interests, such as ATSA or the American Academy of Forensic Psychology. Six former interns have become directors of internship training programs.

### *Reaching the Institution*

#### **Access From Points South (Charlotte (NC); Spartanburg (SC); Atlanta (GA)) via I-85:**

The Complex is convenient to Interstate 85 just North of Durham. Traveling North on I-85 take exit 182, "Red Mill Road," 4 miles North of the Durham city limit. Turn West and continue 3.8 miles until the road dead ends. Turn right and travel 0.2 miles before turning left on Red Mill Extension. This ends after 0.5 miles at Oxford Highway - Turn right. The institutions will be on your left—3.5 miles for the FMC and 4.2 miles for the FCI/LSCI.

#### **From Raleigh-Durham International Airport:**

Take I-540 North to Highway US 70. Merge onto Aviation Parkway. Go 2.5 miles and turn left on Globe Road. After 0.5 miles, turn slight right on Page Road. Turn left onto US 70. Merge onto I-85 North. Follow directions to the Complex as above.

#### **From the Chapel Hill area:**

From Chapel Hill, take 15-501 Northeast. After crossing over I-40 and entering Durham, exit right at #105A (15-501 Bypass). The exit itself then splits—stay left as the road forks, which results in passing over Business 15-501 and heading North (left in relation to the way you were going). After about 3.5 miles, merge onto I-85 North/70 East. Stay left to continue on I-85 when it splits from US 70 and proceed North. Follow directions to the Complex as above.

**Access from Points North (Richmond (VA); Washington DC) via I-85:**

Take Exit 191 - Butner/Creedmoor, and turn right at the top of the ramp. After crossing train tracks, take the first right on 33<sup>rd</sup> Street. Remain on 33<sup>rd</sup> through several bends in the road until it reaches Oxford Highway (opposite the entrance to Holt Reservoir). Turn left on Oxford Highway. The FCI/LSCI entrance will be about 2.3 miles on your right, followed by the FMC at 3.0 miles.

*Hotels*

The following hotels are convenient to the complex from I-85 at Exit 191 north of Butner:

Ramada Limited on Lyons Station Road, (919) 575-6565, [www.Ramada.com](http://www.Ramada.com)

Holiday Inn Express on Lyons Station Road, (919) 575-5942, [www.hiexpress.com](http://www.hiexpress.com)

EconoLodge on Lyons Station Road, (919) 575-6451, [www.choicehotels.com](http://www.choicehotels.com)

Comfort Inn on NC Highway 56, (919) 528-9296, [www.choicehotels.com](http://www.choicehotels.com)

There are also numerous additional hotels along I-85 in Durham.

## Staff

Robert Cochrane, Psy.D., ABPP, Internship Training Director/Forensic Psychologist, FMC  
B.A. (1992) University of Akron; M.A. (1995) Wheaton College; Psy.D. (1999) Wright State  
University; Internship (1999) MCFP Springfield, Missouri; Forensic Fellowship (2000)  
University of Massachusetts Medical School. Diplomate in Forensic Psychology, American  
Board of Professional Psychology.

Patrick Cook, Ph.D., CTP Clinical Coordinator, FCI-I  
B.S. (2000) Michigan State University; M.S. (2008) and Ph.D. (2010) Auburn University;  
Internship (2009/2010) FMC Devens, Massachusetts.

Evan S. DuBois, Psy.D., Forensic Psychologist, FMC  
B.S. (2005) University of Central Florida; M.S. (2008) and Psy.D. (2011) Nova Southeastern  
University; Internship (2010/2011) FCI Fort Worth, Texas.

Cynthia Hernandez, Psy.D., Drug Abuse Treatment Program Coordinator, FCI-I  
B.S. (1993) University of Minnesota; Ph.D. (1997) Minnesota School of Professional  
Psychology; Internship (1996) FCI Morgantown, West Virginia.

Dawn J. Graney, Psy.D., Sex Offender Forensic Psychologist, FCI-I  
B.A. (1994) University of Maryland; M.A. (2000) and Psy.D. (2001), California School of  
Professional Psychology; Internship (2000/2001) and Forensic Postdoctoral Fellowship  
(2001/2002) FMC Rochester, Minnesota.

Brian C. Gray, Ph.D., Advanced Care Psychologist, FCI-I  
B.A. (1993) Lawrence University; M.A. (2000) and Ph.D. (2006) Florida State  
University; Internship (2002/2003) University of Wisconsin Counseling Center.

Brianna Grover, Psy.D., Forensic Psychologist, FMC

B.A. (2010) North Carolina State University; Psy.M. (2012), M.B.A. (2013) and Psy.D. (2015) Wright State University, School of Professional Psychology; Internship (2014/2015) FCC Butner, North Carolina

Manuel Gutierrez, Psy.D., Sex Offender Forensic Psychologist, FCI-I

B.S. (1992) James Madison University; M.A. (1996) George Mason University; Psy.D. (2001) Nova Southeastern University; Internship (2000-202001) FCI Petersburg, Virginia.

Jennifer L. Halbsgut, Psy.D., Forensic Psychologist, FMC

B.A. (2005) Rutgers University; Psy.D. (2010) The Chicago School of Professional Psychology; Internship (2009/10) FCI Tallahassee, Florida.

Jill Haughawout, Drug Abuse Treatment Program Coordinator, FCI-II

B.A. (2002) Miami University; M.A. (2004) and Psy.D (2007) Illinois School of Professional Psychology, Argosy University, Schaumburg Campus; Internship (2006) Colorado Department of Corrections; Post-doctoral Fellowship (2007) Illinois Department of Human Services, Treatment and Detention Facility.

Laura Herman, Psy.D., Staff Psychologist, FCI-II

B.S. (2011) Pennsylvania State University; M.A. (2013) and Psy. D. (2016) Spalding University; Internship (2015/2016) FCC Butner, North Carolina.

Kara R. Holden, Psy.D., Sex Offender Treatment Psychologist, FCI-I

B.A. (2001) University of North Carolina at Wilmington; M.S. (2005) Virginia State University; Psy.D. (2011) Argosy University; Internship (2009/2010) FCC Butner, North Carolina.

Ryan N. Koch, Psy. D., Forensic Unit Psychologist, FMC

B.S. (2004) University of Miami; M.S. (2008) and Psy. D. (2011) Nova Southeastern University; Internship (2010/2011) Florida Department of Corrections.

Kristina P. Lloyd, Psy.D., ABPP, Forensic Psychologist, FMC

B.A. (1995) Buena Vista University; M.S. (2002) Springfield College; Psy.D. (2010) Loyola University Maryland; Internship (2009/2010) FCC Butner; Forensic Fellowship (2010/11) University of Massachusetts Medical School. Diplomate in Forensic Psychology, American Board of Professional Psychology.

Allissa Marquez, Ph.D., Staff Psychologist, FCI-II

B.A. (2007) San Diego State University; M.A. (2010) University of Nebraska, Lincoln; M.L.S. (2012) University of Nebraska, Lincoln; Ph.D. (2013) University of Nebraska, Lincoln; Internship (2012/2013) FCC Butner, North Carolina.

Estefania Masias, Psy.D., Staff Psychologist, FCI-II

B.S. (2012) Florida State University; M.S. (2016) Nova Southeastern University; Psy.D. (2019) Nova Southeastern University; Internship (2018/2019) FCC Butner, North Carolina.

Melanie Mivshek, Psy.D., Staff Psychologist, FMC

B.S. (2012) Indiana State University; M.S. (2015) Indiana State University; Psy.D. (2018) Indiana State University; Internship (2017/18) FCC Butner, North Carolina.

Robert Melin, Psy.D., Step-Down Program Coordinator, FCI-I

B.S. (1996) Valparaiso University; M.S. (1999) and Psy.D. (2001) Chicago School of Professional Psychology; Internship (2000/2001) and Post-doctoral Fellowship (2001/2002) Florida Department of Corrections.

Tracy O'Connor Pennuto, Ph.D., J.D., Staff Neuropsychologist, FMC

B.S. (1995) University of Maryland; J.D. (2003) and Ph.D. (2007) Pacific Graduate School of Psychology/Palo Alto University; Internship (2006) Eastern Virginia Medical School; Neuropsychology Fellowship (2010) Duke University Medical School.

Justin Rigsbee, Psy.D., Ph.D., Sex Offender Forensic Psychologist, FCI-I  
B.A. (1999) Florida Atlantic University; M.S (2002) and Psy.D., Ph.D. (2006) Nova Southeastern University; Internship (2005/2006) FCC Butner, North Carolina; Postdoctoral Residency (2006/2007) Nova Southeastern University Criminal Justice Institute.

Michelle B. Rissling, Ph.D., Staff Psychologist, FCI-I  
B.S. (2000) University of Arizona; M.S. (2009) and Ph.D. (2012) San Diego State/University of California; Internship (2011/2012) VA Sierra Nevada Health Care System; Post-doctoral Fellowship (2012-202013) MIRECC VA Advanced Fellowship in Mental Illness Research and Treatment; Post-doctoral Fellowship (2013/2015) Durham VA Medical Center and Duke University.

Almamarina Robles, Psy.D., Specialty Program Coordinator, FMC  
B.A. (2005) Saint Leo University; M.S. (2007) and Psy.D. (2010) Florida Institute of Technology; Internship (2009/2010) FCI Tallahassee, Florida.

Heather Ross, Ph.D., Sex Offender Forensic Psychologist, FCI-I  
B.A. (1994) and M.A. (1997) Hollins College; Ph.D. (2005) Sam Houston State University; Internship (2004) Wyoming State Hospital.

Laura E. Sheras, Psy.D., Advance Care Level Psychologist, FCI-I  
B.A. (2005) Murray State University; M.A. (2008) and Psy.D. (2011) Spalding University; Internship (2010/2011) St. Louis Internship Consortium.

Trisha Rae Smithson, Psy.D., Sex Offender Treatment Psychologist, FCI-I  
B.A. College of Notre Dame (2001); M.A. (2003) and Psy.D. (2009) Argosy University-San Francisco Bay Area; Internship (2005/2006) Psychological Services Center - Oakland.

Adeirdre L. Stribling Riley, Ph.D., Deputy Chief Psychologist, FMC  
B.A. (1996) Trinity College; M.A. (1998) University of Hartford; Ph.D. (2003) University of Tennessee; Internship (2002/03) University of North Carolina/FCI Butner I; Post-doctoral Fellowship (2004/2006) FMC Butner, North Carolina.

Gillespie Wadsworth, Psy.D., Forensic Psychologist, FMC

B.S. (2001) Vassar College; Psy.D. (2010) Nova Southeastern University; Internship (2009/10) FCC Butner, North Carolina.

Janelle M. Williams, Psy.D., Deputy Chief Psychologist, LSCI/FCI

B.A. (2000) University of Richmond; M.A. (2003) and Psy.D. (2007) Nova Southeastern University; Internship (2006/2007) FCC Butner, North Carolina.

N. Chanell Williams, Ph.D., ABPP; Behavioral Medicine Psychologist, FMC

B.A. (1990) Spelman College; M.A. (1992) and Ph.D. (1996) California School of Professional Psychology (Los Angeles); Internship (1994/95) Tripler Army Medical Center; Post-doctoral Fellowship (1999/2000) Tripler Army Medical Center; Diplomate in Clinical Psychology, American Board of Professional Psychology.

Allyson N. Wood, Psy.D., Forensic Unit Psychologist, FMC

B.A. (2002) Spelman College; Psy.D. (2007) Wright State University School of Professional Psychology; Internship (2006/2007) MDC Los Angeles, California.

Joseph Zonno, Ph.D., CTP Administrator, FMC

B.S. (1996) Penn State University; M.A. (2000) and Ph.D. (2003) University of Tulsa; Internship (2001/2002) FCC Butner, North Carolina.



## **Adjunct Staff**

Michael Breedenberg, J.D., Staff Attorney-Advisor, FCC

B.S. (1990) Pennsylvania State University; J.D. (1993) American University.

Dean Cutillar, DO, LCDR, USPHS, Staff Psychiatrist, FMC

BS (1990) University of Central Florida; DO (1998) Nova Southeastern University;

Residency (1999/2003) University of Virginia, Roanoke/Salem Program, General Adult Psychiatry. Board Certification in General Adult Psychiatry (2009).

Logan Grady, M.D., Staff Psychiatrist, FMC

B.S. (1997) University of Florida; M.D. (2003) University of South Florida School of Medicine; Residency (2003/2007) Duke University Medical Center. Board Certification in General Adult Psychiatry (2011); Board Certification in Addiction Medicine (2012).

Christina Kelley, J.D., Staff Attorney-Advisor, Federal Correctional Complex

B.A. (1997) East Carolina University; M.P.A. (1999) North Carolina State University;

J.D. (2005) North Carolina Central University School of Law.

Michael Lockridge, J.D., Staff Attorney-Advisor, Federal Correctional Complex

B.S. (1993) Appalachian State University; M.P.A. (1995) Appalachian State University; J.D. (2002) North Carolina Central University School of Law.

Genna Petre, J.D., Staff Attorney/Special Assistant United States Attorney, FCC

B.A. (2012) Ithaca College; J.D. (2015) Elon University School of Law Mallory Storus; J.D., Staff Attorney-Advisor, FCC Butner, North Carolina; B.A. (2008) University of Mary Washington; J.D. (2013) American University Washington College of Law.

**FEDERAL CORRECTIONAL COMPLEX  
BUTNER, NORTH CAROLINA**

**PSYCHOLOGY SEMINAR SERIES 2020/2021**  
MONDAYS 2:00 - 3:00pm (\*unless otherwise noted)

| <b>PRESENTER</b>  | <b>TITLE/TOPIC</b>  | <b>DATE</b> |
|---|---|-------------|
| Melanie Mivshek, Psy.D.   | Inmate Intake Process & Inmate Data Tracking Systems: PDS/ BEMR, Sentry, and Insight – Part I | 08/31/2020  |
| Estefania Masias, Psy.D.  | SHU Reviews & Inmate Data Tracking Systems: PDS/ BEMR, Sentry, and Insight – Part II          | 09/08/2020* |
| Brianna Grover, Psy.D.  | Suicide Risk Assessments  | 09/14/2020  |
| Jill Haughawout, Psy.D.   | Residential Drug Abuse Program  | 09/21/2020  |
| Justin Rigsbee, Psy.D., Ph.D.   | Sex Offender Risk Assessment  | 09/28/2020  |
| Ryan Koch, Psy.D, Evan Dubois, Psy.D., Jennifer Halbsgut, Psy.D., Alma Robles, Psy.D. | BOP Careers: An Overview and Q&A  | 10/05/2020  |
| Robert Cochrane, Psy.D., ABPP   | Supervising Clinical Cases  | 10/13/2020* |
| Laura Sheras, Psy.D.  | Self-Care in a Correctional Environment   | 10/19/2020  |
| Caron Heigel, Ph.D.   | VTC – Welcome to National VTC 1-2pm   | 10/20/2020* |
| Rob Nagle, Ph.D. and Diana Hamilton, Ph.D.  | VTC – Suicide Prevention 1-3pm  | 10/27/2020* |
| Adeirdre Stribling Riley, Ph.D  | Multicultural Assessment and Treatment  | 11/02/2020  |
| Tracy O'Connor-Pennuto, JD, Ph.D.   | Neuropsychological Assessment   | 11/09/2020  |
| Jay Gregg, Ph.D.  | Treating Combat and Military Trauma   | 11/16/2020  |
| Manuel Gutierrez, Psy.D.  | Understanding Biases in Forensic Assessment   | 11/23/2020  |
| Joseph Zonno, Ph.D.   | Mental Health Issues in Restrictive Housing   | 11/30/2020  |
| Robert Melin, Psy.D.  | CBT for Psychosis   | 12/07/2020  |
| Gillespie Wadsworth, Ph.D.  | Professional Development: Who am I, what am I doing here, and where am I going?               | 12/14/2020  |
| HOLIDAY   |   | 12/21/2020  |

| PRESENTER                        | TITLE/TOPIC  | DATE                             |
|----------------------------------|--|----------------------------------|
| HOLIDAY                          |  | 12/28/2020                       |
| Adeirdre Stribling Riley, Ph.D   | Psychopathy Checklist (PCL-R): Overview and Scoring                | 01/04/21                         |
| Heather Ross, Ph.D.              | Evaluating Sovereign Citizens                                      | 01/11/21                         |
| Laura Herman, Psy.D.             | PTSD in Corrections  | 01/19/21*                        |
| Caron Heigel, Ph.D.              | VTC – Applying for Staff Psychology Positions 1-3pm                | 01/26/21*                        |
| Jill Haughwout, Psy.D.           | Medication-Assisted Treatment with Substance Use Disorders         | 02/01/21                         |
| NO SEMINAR                       | National Psychology Internship Conference*                         | 02/09-11/21                      |
| N. Chanell Williams, Ph.D., ABPP | Behavioral Medicine: End of Life Issues (FMC, 4 <sup>th</sup> Fl.) | 02/16/21*                        |
| Jill Roth, Ph.D.                 | VTC – PREA 1-3pm   | 02/23/21*                        |
| Justin Rigsbee, Ph.D.            | Hebephilia – Diagnostic and Forensic Implications                  | 03/01/21                         |
| Laura Herman, Psy.D.             | Motivational Interviewing  | 03/08/21                         |
| Intern Presentation 1            | TBD  | 03/15/21                         |
| Intern Presentation 2            | TBD  | 03/29/21                         |
| TBD                              |  | 03/22/21                         |
| Brandi Reynolds, Ph.D.           | VTC – Mental Health Treatment in the BOP 1-3pm                     | 03/30/21*                        |
| Melanie Mivshek, Psy.D.          | Working with Transgender Inmates                                   | 04/05/21                         |
| Intern Presentation 3            | TBD  | 04/12/21                         |
| Kara Holden, Psy.D.              | The Adam Walsh Act   | 04/19/21                         |
| Intern Presentation 4            | TBD  | 04/26/21                         |
| INTERN MOCK                      | NOTE: 1:30-3pm at FMC (Intern Jason, Attorney Holly Pratesi)       | 05/03/21                         |
| Robert Cochrane, Psy.D., ABPP    | TBD  | 05/07/21*<br>Retreat<br>Location |
| Dawn Graney, Psy.D.              | Hostage Negotiations   | 05/10/21                         |
| Intern Presentation 5            | TBD  | 05/17/21                         |
| Central Office Panel             | VTC – Careers in the BOP 1-3pm                                     | 05/25/21*                        |
| Rhett Landis, Ph.D., ABPP        | Licensure and Related Credentialing                                | 06/01/21*                        |

| <b>PRESENTER</b>                            | <b>TITLE/TOPIC</b>   | <b>DATE</b> |
|---|--|-------------|
| Almamarina Robles, Psy.D.                   | Group Therapy  | 06/07/21    |
| INTERN MOCK                                 | <b>NOTE: 1:30-3pm at FMC</b> (Intern Brittany, Attorney Mallory Storus)  | 06/14/21    |
| Intern Presentation 6                       | TBD  | 06/21/21    |
| Laura Sheras, Psy.D.<br>Kara Holden, Psy.D. | Student Loan Repayment/Financial Planning                                | 06/28/21    |
| Intern Presentation 7                       | TBD  | 07/06/21*   |
| Heather Ross, Ph.D.                         | Characteristics of Stalkers  | 07/12/21    |
| INTERN MOCK                                 | <b>NOTE: 1:30-3pm at FMC</b> (Intern Dylan, Attorney Michael Bredenberg) | 07/19/21    |
| Melanie Mivshek, Psy.D.                     | Dialectal Behavioral Therapy with Inmates                                | 07/26/21    |
| <i>Makeup date</i>                          |  | 08/02/21    |

2020-2021 FORENSIC SEMINAR SCHEDULE\*  
WEDNESDAYS 10-11:30 a.m.  
Federal Correctional Complex and Central Regional Hospital  
Butner, NC

**TELECONFERNECE #: 919-575-3919**

| DATE       | LOCATION                     | SPEAKER(S)   | SEMINAR TITLE & READINGS   |
|------------|------------------------------|--|--|
| 09/02/2020 | Teleconference               | Bob Cochrane, Psy.D., ABPP<br>Michael Bredenberg, J.D. | <b>Introduction and Overview: Role and Responsibilities of Practitioners in Forensic setting and Introduction to Legal Research</b><br>Textbook: <i>Psychological Evaluations for the Courts</i> , 4th Ed. (Chapters 1 and 2)<br>Title 18, United States Code, Sections 4241-4248.   |
| 09/09/2020 | Teleconference<br>(combined) | Allyson Wood, Psy.D.                                   | <b>Competency to Stand Trial</b><br>Textbook: <i>Psychological Evaluations for the Courts</i> , 4th Ed. (Chapters 6 and 7)<br>Grisso, T. (2014). Competence to stand trial evaluations: Just the basics. Sarasota, FL: Professional Resource Press.  |
| 09/16/2020 | Teleconference<br>(combined) |  | <b>Landmark Cases** – Criminal Competencies</b><br>Dusky v. U.S., 362 U.S. 402 (1960) [Jason]<br>Wilson v. U.S., 391 F. 2d. 460 (D.C. Cir. 1968) [Sara]<br>Estelle v. Smith, 451 U.S. 454 (1981) [Brittany]<br>Colorado v. Connelly, 479 U.S. 157 (1986) [Margot]<br>Jackson v. Indiana, 406 US 715 [Meagan]<br>Godinez v. Moran, 113 S.Ct. 2680 (1993) [Dylan]<br>Indiana v. Edwards, 554 U.S. 208 (2008) [Tatiana] |
| 09/23/2020 | Teleconference<br>(combined) | Kristina Lloyd, Psy.D., ABPP                           | <b>Assessment of Dangerousness – Part I</b><br>Singh, J.P., & Fazel, S (2010). Forensic risk assessment: A meta review. <u>Criminal Justice &amp; Behavior</u> , 37, 965-988.<br>Scott, C.L., & Resnick, P.J. (2006). Violence Risk Assessment in Persons with Mental Illness. <u>Aggression and Violent Behavior</u> , Volume 11 (6), p. 598-611.   |

| DATE       | LOCATION  | SPEAKER(S)                   | SEMINAR TITLE & READINGS   |
|------------|---|------------------------------|--|
| 09/30/2020 | Teleconference<br><b>(combined)</b>                 | Rhett Landis, Ph.D., ABPP    | <b>Criminal Responsibility Evaluations</b><br><i>Psychological Evaluations for the Courts</i> , 4th Ed. (Chapter 8).<br>Borum, R. and Fulero, S. (1999) Empirical research on the insanity defense and attempted reforms: Evidence toward informed policy. <i>Law and Human Behavior</i> , 23(1), 117-136.   |
| 10/07/2020 | Teleconference<br><b>(combined – trainees only)</b> |                              | <b>Landmark Cases - Mental State Defenses</b><br>Daniel McNaughten's Case, 8 Eng. Rep. 718 (1843) [Anastasia]<br>Durham v. U. S. 214 F.2d 862 (D.C. Cir., 1954) [Katherine]<br>Freund v. U.S., 408 A.2d 364 (1979) [Anna]<br>U.S. v. Brawner, 471 F. 2d 969 (D.C. Cir., 1972) [Jessica]<br>Ibn-Tamas v. U.S., 407 A.2d 626 (1979) [Jason]<br>Montana v. Egelhoff, 116 S.Ct. 2013 (1996) [Sara]<br>Clark v. Arizona, 126 S. Ct. 2709 (2006) [Brittany]  |
| 10/14/2020 | Teleconference<br><b>(combined)</b>                 | Kristina Lloyd, Psy.D., ABPP | <b>Assessment of Dangerousness – Part II</b>   |
| 10/21/2020 | Teleconference<br><b>(combined – trainees only)</b> |                              | <b>Landmark Cases - Protection of Third Parties</b><br>Tarasoff v. Board of Regents of the Univ. of California, 17 Cal. 3d 415; 551 P. 2d 334, 131 Cal. Rptr. 14 (1976) [Margot]<br>Lipari v. Sears Roebuck, 497 F.Supp. 185 (1980) [Meagan]<br>Jablonski v. U.S., 712 F. 2d 391 (9th Cir. 1983) [Dylan]<br>Hedlund v. Sup. Court of Orange County, 669 P.2d. 41 (1983) [Tatiana]<br>Brady v. Hopper, 570 F.Supp. 1333 (1983) [Anastasia]<br>Naidu v. Laird, 539 A.2d 1064 (Del. 1988) [Katherine] |
| 10/28/2020 | Teleconference<br><b>(combined)</b>                 | Gillespie Wadsworth, Psy.D.  | <b>Professional Ethics</b><br><i>American Psychological Association's Ethical Principles of Psychologists and Code of Conduct</i><br><i>Specialty Guidelines for Forensic Psychologists</i><br><i>Guidelines for Forensic Psychiatrists</i>  |

| DATE       | LOCATION                     | SPEAKER(S)                                      | SEMINAR TITLE & READINGS  |
|------------|------------------------------|---|---|
| 11/04/2020 | Teleconference<br>(combined) | Bob Cochrane, Psy.D., ABPP                      | <p><b>Malingering, Deception and Dissimulation</b></p> <p>Rogers, R., &amp; Bender, S. (2013). Evaluation of Malingering and related response styles. In R.K. Otto (Ed.), <i>Forensic psychology</i> (pp. 517-540). Vol. 11 in I. B. Weiner (Editor-In-Chief). <i>Handbook of psychology</i> (2nd ed.). Hoboken, NJ: John Wiley &amp; Sons.</p> <p>Assessment of malingering in correctional settings. <i>Handbook of correctional mental health</i> (2nd ed.). <a href="#">Vitacco, Michael J.</a>; <a href="#">Rogers, Richard</a> Scott, Charles L. (Ed), (2010). <i>Handbook of correctional mental health</i> (2nd ed.), (pp. 255-276). Arlington, VA, US: American Psychiatric Publishing, Inc., xix, 626 pp.</p> <p>Slick, D.J., &amp; Sherman, E.M.S. (2013). Differential diagnosis of malingering. In D.A. Carone &amp; S.S. Bush (Eds.), <i>Mild traumatic brain injury: System validity assessment and malingering</i> (pp. 57-72). New York: Springer.</p> |
| 11/11/2020 | HOLIDAY                      | NO SEMINAR                                      |   |
| 11/18/2020 | Teleconference               | Rhett Landis, Ph.D., ABPP                       | <p><b>Forensic Report Writing</b></p> <p>Landis, E. Forensic Report Writing at FCC Butner. unpublished monograph.</p> <p>Grisso, T. (2010) Guidance for Improving Forensic Reports: A Review of Common Errors. <i>Open Access Journal of Forensic Psychology</i>, 2, 02-115. <a href="http://www.forensicpsychologyunbound.ws/">http://www.forensicpsychologyunbound.ws/</a> – 2010.2: 102-115</p>  |
| 11/25/2020 | VTC                          | Bob Cochrane, Psy.D., ABPP<br>Genna Petre, J.D. | <b>Mock Testimony Demonstration (Voir Dire with Interns)</b>  |

| DATE       | LOCATION  | SPEAKER(S)                 | SEMINAR TITLE & READINGS   |
|------------|---|----------------------------|--|
| 12/02/2020 | Teleconference<br><b>(combined)</b>                 | Tracy Pennuto, J.D., Ph.D. | <p><b>Neuropsychological Assessment in Forensic Cases</b></p> <p>National Academy of Neuropsychology (2000). Presence of third party observers during neuropsychological testing: Official statement of the National Academy of Neuropsychology. Archives of Clinical Neuropsychology, 15 (5), 379-380.</p> <p>National Academy of Neuropsychology (2000). Test security: Official position statement of the National Academy of Neuropsychology. Archives of Clinical Neuropsychology, 15 (5), 383-386.</p> <p>Bush, S.S., et.al (2009). Secretive recording of neuropsychological testing and interviewing: Official Position of the National Academy of Neuropsychology. Archives of Clinical Neuropsychology, 24, 1-2.</p> <p>The Role of the Neuropsychologist in Selecting Neuropsychological Tests in a Forensic Evaluation. <i>A Position Statement by the National Academy of Neuropsychology Policy &amp; Planning Committee Approved by the Board of Directors 02/15/2018</i></p> |
| 12/09/2020 | Teleconference<br><b>(combined – trainees only)</b> |                            | <p><b>Landmark Cases - Quasi-Criminal Commitment</b></p> <p>Vitek v. Jones, 445 U.S. 480 (1980) [Anna]<br/> Jones v. U.S., 463 U.S. 354 , 103 S.Ct. 3043 (1983) [Jessica]<br/> Washington v. Harper, 494 U.S. 210 (1990) [Jason]<br/> Foucha v. Louisiana, 504 U.S. 71 (1992) [Sara]<br/> Kansas v. Hendricks, 117 S.Ct. 2072 (1997) [Brittany]<br/> Sell v. U.S., 539 U.S. 166 (2003) [Margot]</p>  |
| 12/16/2020 | Teleconference<br><b>(combined)</b>                 | Matthew McNally, Ph.D.     | <p><b>Review &amp; Use of Capacity to Proceed Measures in CST Evaluations &amp; Testimony</b></p> <p>ILK 2010, FIR R 2006, ECST-R 2004, MacCatCa 1999, GCCT-T 1992, CAST-MR 1992</p>   |
| 12/23/2020 | HOLIDAY   | NO SEMINAR                 |  |



| DATE                               | LOCATION  | SPEAKER(S)                      | SEMINAR TITLE & READINGS   |
|------------------------------------|---|---------------------------------|--|
| 12/30/2020                         | Teleconference<br><b>(combined – trainees only)</b> |                                 | <b>Landmark Cases - Informed Consent</b><br>Caesar v. Mountanos, 542 F. 2d 1064 (9th Cir., 1976) [Meagan]<br>Truman v. Thomas, 27 Cal.3d 285, 611 P.2d 902 (1980) [Dylan]<br>Zinerman v. Burch, 494 U.S. 113 (1990) [Tatiana]<br>Rennie v. Klein 653 F.2d 836 )3d Cir. 1981) [Anastasia]<br>Rogers v. Okin, 638 F. Supp 934 (D. Mass 1986) [Katherine]<br>Cruzan v. Director, Missouri..., 497 U.S. 261 (1990) [Anna]                                    |
| 01/04/21<br><b>MONDAY</b><br>2-3pm | Teleconference<br><b>(combined)</b>                 | Adeirdre Stribling Riley, Ph.D. | <b>PCL-R Scoring Training</b>  |
| 01/06/21                           | Teleconference<br><b>(combined)</b>                 | Adeirdre Stribling Riley, Ph.D. | <b>FCC - PCL-R Use in Court</b><br><i>The Mask of Sanity, Hervey Cleckley, 1988</i>  |
| 01/13/21                           | Teleconference<br><b>(combined – trainees only)</b> |                                 | <b>Landmark Cases - Employment/Disability, Worker's Comp, ADA</b><br>Carter v. General Motors, 106 N.W. 2d. 105 (1961) [Jessica]<br>Dillon v. Legg, 441 P.2d. 912 (1968) [Jason]<br>Gough v. Natural Gas Pipeline Co. of America, U.S.C.A., 5th Cir. (1993) [Sara]<br>Bragdon v. Abbott, 118 S.Ct. 2196 (1998) [Brittany]<br>Pennsylvania v. Yesky, 118 S.Ct. 1952 (1998) [Margot]<br>Olmstead et.al. v. L.C. by Zimring, 119 S.Ct. 2176 (1999) [Meagan] |
| 01/20/21                           | Teleconference<br><b>(combined)</b>                 | Holly Pratesi, J.D.             | <b>Personal Injury and Tort Litigation</b><br><i>Principles and Practice of Forensic Psychiatry</i> (Chapters 32 & 33)<br>Greenberg, S. (2003). Personal injury examinations in torts for emotional distress. In A. M. Goldstein (Ed.), <i>Forensic Psychology</i> (pp. 233-256). New York: Wiley  |
| 01/27/21                           | Teleconference<br><b>(combined – trainees only)</b> |                                 | <b>Landmark Cases - Expertise and Evidence</b><br>Frye v. U.S., 295 F. 1013 (D.C. Cir. 1923) [Dylan]<br>Jenkins v. U.S., 307 F.2d 637 (D.C. Cir. 1961) [Tatiana]<br>Daubert v. Merrell Dow Pharm., 113 S.Ct. 2786 (1993) [Anastasia]<br>General Electric Co. v. Joiner, 522 U.S. 136 (1997) [Katherine]<br>Borawick v. Shay, 68 F.3d 597 (2nd Cir. 1995) [Anna]<br>Kumho Tire v. Carmichael, 526 U.S. 137 (1999) [Jessica]                               |
| 02/03/21                           | VTC   |                                 | <b>Mock Testimony #1</b> (Intern Anna, Attorney Genna Petre)   |

| DATE     | LOCATION  | SPEAKER(S)   | SEMINAR TITLE & READINGS   |
|----------|---|--|--|
| 02/10/21 | NO SEMINAR                                      | Internship conference?                             |  |
| 02/17/21 | Teleconference<br>(combined –<br>trainees only) |  | <b>Landmark Cases - Juvenile Law</b><br>Kent v. U.S., 383 U.S. 541 (1966) [Jason]<br>In re Gault, 387 U.S. 1 (1967) [Sara]<br>Fare v. Michael C., 442 U.S. 707 (1979) [Brittany]<br>Thompson v. Oklahoma, 487 U.S. 815 (1988) [Margot]<br>Stanford v. Kentucky., 492 U.S. 361 (1989) [Meagan]<br>Roper v. Simmons 543 U.S. 551 (2005) [Dylan]  |
| 02/24/21 | Teleconference<br>(combined)                    | Teri Wise, Ph.D.                                   | <b>Evaluating Persons w/ Intellectual and Developmental Disorder</b>   |
| 03/03/21 | VTC   |  | <b>Mock Testimony #2</b> (Intern Anastasia, Attorney Genna Petre)  |
| 03/10/21 | FMC –<br>Radiology                              | Radiology Tech/Dr. Pennuto                         | <b>Use of Neuroimaging in the Evaluation of Criminal Cases</b>   |
| 03/17/21 | VTC   |  | <b>Mock Testimony #3</b> (Intern Tatiana, Attorney Mallory Storus)   |
| 03/24/21 | Teleconference<br>(combined)                    | Bruce Berger, M.D.<br><br>Michael Bredenberg, J.D. | <b>Practitioner as an Expert Witness</b><br><i>Principles and Practice of Forensic Psychiatry</i> (Chapters 4 and 5)<br><i>Psychological Evaluations for the Courts</i> , 4th Ed. (Chapter 18)   |
| 03/31/21 | Teleconference<br>(combined)                    | Adeirdre Stribling Riley, Ph.D.                    | <b>Right to Receive Treatment, Right to Refuse Treatment</b><br><i>Principles and Practice of Forensic Psychiatry</i> (Chapter 17), pp. 111 - 117.<br>Drogin, E.Y. & Barrett, C.L. (2003). Substituted judgment: Roles for the forensic psychologist. In A. M. Goldstein (Ed.), <i>Forensic Psychology</i> (pp. 301-312). New York: Wiley<br>Grisso, T. (2002). Competence to consent to treatment. In T. Grisso, <i>Evaluating competencies: Forensic assessments and instruments</i> . (pp.391-460). New York: Kluwer. |

| DATE     | LOCATION  | SPEAKER(S)                  | SEMINAR TITLE & READINGS   |
|----------|---|-----------------------------|--|
| 04/07/21 | Teleconference<br><b>(combined – trainees only)</b> |                             | <b>Landmark Cases - Civil Commitment</b><br>O'Connor v. Donaldson, 422 U.S. 563 (1975) [Tatiana]<br>Youngberg v. Romeo, 457 U.S. 307 (1982) [Anastasia]<br>Wyatt v. Stickney, 334 F. Supp. 1341 (M.D. Ala. 1971), later proceeding 344 F. Supp. 387 (M.D. Ala. 1972), <u>aff'd/rev'd in part</u> Wyatt v. Aderholt, 503 F. 2d 1305 (5th Cir. 1974) [Katherine]<br>Addington v. Texas, 441 U.S. 418 (1979) [Anna]<br>Parham v. J.R., 99 S.Ct. 2493 (1979) [Jessica]<br>Heller v. Doe, 113 S.Ct. 2637 (1993) [Jason]<br>Lessard v. Schmidt, 349 F.Supp. 1078 (E.D. Wis. 1972) [Sara] |
| 04/14/21 | Teleconference<br><b>(combined)</b>                 | Mark Hazelrigg, Ph.D., ABPP | <b>Diminished Capacity Evaluations</b>   |
| 04/21/21 | Teleconference<br><b>(combined – trainees only)</b> |                             | <b>Landmark Cases - Child Custody Law</b><br>DeShaney v. Winnebago County Department of Social Services, 489 U.S. 189 (1989) [Brittany]<br>Lassiter v. Department of Social Services, 452 U.S. 18 (1981) [Margot]<br>Painter v. Bannister, 358 Iowa 1390, 140 N.W. 2d. 152 (1966) [Meagan]<br>Pennsylvania v. Richie, 480 U.S. 39 (1987) [Dylan]<br>Santosky v. Kramer, 455 U.S. 745 (1982) [Tatiana]<br>Troxel v. Granville, 530 U.S. 57 (2000) [Anastasia]   |
| 04/28/21 | Teleconference<br><b>(combined)</b>                 | Kolleen Hurley Fox, Ph.D.   | <b>Children and Families/ Custody Evaluations</b>  |
| 05/05/21 | Teleconference<br><b>(combined – trainees only)</b> |                             | <b>Landmark Cases - Confidentiality and Privilege</b><br>In re: Lifschutz, 2 Cal.3d 415, 467 P.2d 557 (1970) [Katherine ]<br>In re: subpoena on Zuniga, 714 F.2d 632 (6th Cir. 1983) (cert. denied) [Anna]<br>State v. Andring, 342 N.W. 2d 128 (Minn. 1984) [Jessica]<br>Commonwealth v. Kobrin, 395 Mass. 284 (1985) [Jason]<br>Jaffee v. Redmond, 135 L.Ed. 2d 337 (1996) [Sara]<br>Deatherage v. Washington, 932 P.2d 1267 (Wash. Ct. App. 1997) [Brittany]  |
| 05/12/21 | VTC   |                             | <b>Mock Testimony #4</b> (Intern Meagan, Attorney Michael Bredenberg)  |
| 05/19/21 | Teleconference<br><b>(combined)</b>                 | Richard Rumer, Ph.D.        | <b>Juvenile Justice</b>  |

| DATE     | LOCATION  | SPEAKER(S)                                  | SEMINAR TITLE & READINGS  |
|----------|---|---|---|
| 05/26/21 | Teleconference<br>(combined)                    | Mallory Storus, J.D.                        | <b>Presentencing Evaluations</b><br><i>Psychological Evaluations for the Courts</i> , 4th Ed. (Chapter 9)   |
| 06/02/21 | Teleconference<br>(combined)                    | George Corvin, M.D.                         | <b>Malpractice &amp; Professional Liability</b><br><i>Principles and Practice of Forensic Psychiatry</i> , Ch. 28 (pp 249-259)  |
| 06/09/29 | Teleconference<br>(combined)                    | Susan Hurt, Ph.D.                           | <b>Topics in Police and Public Safety Psychology</b>  |
| 06/16/21 | VTC   |   | <b>Mock Testimony #5</b> (Intern Katherine, Attorney Christina Kelley)  |
| 06/23/21 | Teleconference<br>(combined)                    | Jill Grant, Ph.D.,<br>Angela Lassiter, J.D. | <b>Guardianship &amp; Testamentary Capacity</b>   |
| 06/30/21 | Teleconference<br>(combined)                    | Evan Dubois, Psy.D.                         | <b>Antisocial Personality Disorder: Forensic and Correctional Implications</b>  |
| 07/07/21 | VTC   |   | <b>Mock Testimony #6</b> (Intern Sara, Attorney Genna Petre)  |
| 07/14/21 | Teleconference<br>(combined –<br>trainees only) |   | <b>Landmark Cases - Death Penalty</b><br>Ford v. Wainwright, 477 U.S. 199 (1986) [Margot]<br>Ake v. Oklahoma, 470 U.S. 68 (1985) [Meagan]<br>Barefoot v. Estelle, 463 U.S. 880 (1983) [Dylan]<br>Atkins v. Virginia, 536 U.S. 304 (2002) [Tatiana]<br>Gregg v. Georgia, 428 U.S. 153 (1976) [Anastasia]<br>Panetti v. Quarterman, 549 U.S. 1106 (2007) [Katherine]  |
| 07/21/21 | Teleconference<br>(combined)                    | Kristina Lloyd, Psy.D., ABPP                | <b>Death Penalty Issues</b><br>Cunningham, M. & Goldstein, A. M. (2003). Sentencing determinations in death penalty cases. In A. M. Goldstein (Ed.), <i>Forensic Psychology</i> (pp. 407-436). New York: Wiley<br>Heilbrun, K., Marczyk, G., & DeMatteo, D. (2002). Competence to be executed. In K. Heilbrun, G. Marczyk, and D. DeMatteo (Eds.) <i>Forensic mental health assessment: A casebook</i> (pp. 96-115). New York: Oxford.<br><i>Psychological Evaluations for the Courts</i> , 4th Ed. (Chapters 9, pp. 285-293) |

| DATE     | LOCATION                     | SPEAKER(S)        | SEMINAR TITLE & READINGS             |
|----------|------------------------------|-------------------|--------------------------------------|
| 07/28/21 | Teleconference<br>(combined) | Psychiatry Fellow | Psychopharmacology for Psychologists |
| 08/04/21 | Teleconference<br>(combined) | Amy Leeper, Ph.D. | Disability Determinations            |
| 08/11/21 | <i>Makeup date</i>           |                   |                                      |

\* Topical presentations may have assigned readings which can be located on the FCC public computer drive, found at the following: P:Groups/Private/Psychology/Staff/Complex/Internship Program/Seminar Readings/Forensic Seminar Series.

\*\* Case law opinions can be located on the FCC public computer drive, found at the following: P:Groups/FCC Psychology/Internship Program/Seminar Readings/Case Law-PDF.