PSYCHOLOGY DOCTORAL INTERNSHIP

FCI DANBURY
2026-2027

FEDERAL CORRECTIONS. IT'S THE IDEAL CAREER MOVE.

Make a difference in people's lives while quickly expanding your clinical experience in exciting, dynamic ways. Earn a competitive salary while learning from highly supportive mentors and supervisors. Be a Federal Bureau of Prisons Psychology Intern.

> "This has been the best training opportunity I could have asked for.
>
> — *Bianca Bullock, Doctoral Intern*

Member, Association of Psychology Postdoctoral and Internship Center (APPIC)

Member Number: 2544
Match Number: 254411

LEARN MORE:
WWW.BOP.CAREERS/PSYCHINTERN

FEDERAL BUREAU OF PRISONS

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.

Table of Contents

Introduction 3
Overview of the Federal Bureau of Prisons 4
Psychology Services in the Federal Bureau of Prisons 5
Psychology Services at FCI Danbury 6
Psychology Internship at FCI Danbury 11
Program Aim, Competencies, and Outcomes 11
Internship Duties 13
Internship Rotations 13
Didactic Training 18
Additional Training Opportunities 18
A Day in the Life of an FCI Danbury Intern 19
Supervision 19
Intern Evaluation 20
Benefits 21
APA Accreditation and APPIC Membership 21
Frequently Asked Questions 22
FCI Danbury Psychology Staff 24
Surrounding Area and Local Points of Interest 29
How to Apply 32
Eligibility Requirements 32
Application Process and Deadlines 33
Additional Information 35
Contact Information 36
Appendix 37
Internship Admissions, Support, and Initial Placement Data 37
Sample Didactic Schedule 41
References 43

Introduction

The Psychology Services Department at Federal Correctional Institution (FCI) Danbury is delighted you are considering your doctoral internship with us. We hope this brochure will serve to answer some basic questions about our internship program, as well as dispel some of the more common stereotypes about working with a prison population.

This brochure will provide you with information about both the Federal Bureau of Prisons (FBOP) in general, and FCI Danbury specifically. The brochure begins with an overview of the FBOP as well as the roles of Psychology Services and the Psychology Internship Program within the FBOP.

The second part of this brochure provides a detailed discussion of the Psychology Internship Program at FCI Danbury. Included is information about the population, intern duties, research opportunities, didactic training, supervision, and benefits. We've also included information about our psychology staff and the local area to help you get to know us better.

The brochure concludes with a discussion of career opportunities within the FBOP as well as the instructions for applying to our internship program. We encourage you to look at our Doctoral Intern and Staff Psychologist web pages to learn more about the opportunities that exist at the FBOP.

For interns, the selection and location of the doctoral internship are two of the largest factors in determining subsequent career direction. We encourage you to consider the material you read in this brochure carefully. We believe our training program is of the highest quality and will both challenge and support you as you develop into a confident and knowledgeable mental health professional. We currently have four intern positions available at our site and look forward to receiving your application.

Overview of the Federal Bureau of Prisons

Over the last 90 years, the FBOP has established 122 institutions and currently houses approximately 153,000 incarcerated individuals. With the core values of Accountability, Integrity, Respect, Compassion, and Correctional Excellence, the FBOP has earned the reputation as one of the most elite correctional agencies in the world.

Incarcerated individuals convicted of the most serious offenses and those whose institutional adjustment is poor are housed in high security settings, or penitentiaries. Most incarcerated individuals live in medium, low, or minimum security institutions which provide greater degrees of personal freedom. All facilities have in-house support services, including Education, Medical and Psychology Services Departments.

Although all incarcerated individuals are convicted of federal crimes and separated from the community, they each have their own needs and abilities. Many have serious mental health and behavioral disorders and require assistance to maintain psychological stability necessary to function adequately in their environment. Therefore, psychology services play an integral role in mental health treatment of the federal population.

The FBOP provides ample resources toward reentry programming to assist those who are motivated to change maladaptive thought and behavior patterns. Through the myriad of programs developed to address criminogenic needs, the federal recidivism rate has declined to only 34%, half the rate of many large State Departments of Corrections. These reentry programs include academic and vocational programs, chaplaincy programs, and a wide range of psychological services.

Psychology Services in the Federal Bureau of Prisons

With a team of over 35,000 employees, including more than 600 Psychologists and another 600+ clinical service providers and psychology administrative support staff, the FBOP is one of the largest employers of mental health professionals in the United States. In addition to psychology technicians and mid-level provider "Treatment Specialists," Psychology Services in the FBOP employs doctoral-level clinical and counseling Psychologists. Psychologists are required to be licensed or license-eligible, and are encouraged to seek further credentialing (e.g., American Board of Professional Psychology (ABPP), American Psychological Association (APA) Division Fellowship). Maintaining professional competencies is a priority and annual continuing education is provided to every FBOP Psychologist.

The primary mission of Psychology Services within the FBOP is to provide psychological, psychoeducational, and consulting services to incarcerated individuals and staff. Psychology Services staff assess the needs of each person in custody and ensures all incarcerated individuals with mental health needs have access to the level of psychological care comparable to that available in the community. The focus of treatment varies from crisis-based interventions to the modification of deeply entrenched maladaptive patterns of thinking and behaving. Incarcerated individuals within the FBOP may present with a range of diagnoses, to include psychotic disorders, personality disorders, mood disorders, substance use disorders, and/or cognitive impairment. Psychologists in the FBOP engage in a wide variety of clinical activities including psychodiagnostic assessment and treatment planning, individual therapy, group therapy, suicide prevention, and self-help and supportive services. In addition, Psychology Services staff collaborate with a multidisciplinary team and provide consultation to medical, custody, and unit team staff to provide comprehensive treatment and reentry resources to incarcerated individuals in our care.

Psychology Services at FCI Danbury

FCI Danbury is a proud member of the FBOP's Northeast Region. The institution is comprised of a low security FCI housing male offenders, a Federal Satellite Low (FSL) housing female offenders, and a minimum security Satellite Camp (SCP) housing female offenders.

FCI Danbury

The FCI, located in Danbury, Connecticut, was opened on August 6, 1940, as a minimum-security facility for male offenders. In February 1994, the FCI was redesignated as a female facility. It reverted back to a male facility in 2014, and now houses approximately 800 low security, male, incarcerated individuals. The institution is located on approximately 365 acres in Danbury next to the largest "man-made" lake on the east coast, Lake Candlewood.

FSL Danbury

In 2017, FSL Danbury opened as the FBOP's first ever programming facility, where the entire FSL was to be considered a therapeutic community. The FSL has the capacity to house 200 low security, female, incarcerated individuals.

SCP Danbury

In 1982, the SCP was established adjacent to the FCI. Other than the foundation, the Camp was constructed entirely by staff and incarcerated workers. The SCP was redesignated as a female facility in 1988. Housing is dormitory style with capacity for 200 minimum security, female, incarcerated individuals, although the population has frequently been less in recent years. The camp has a lower staff-to-offender ratio and no perimeter fencing. It is work- and program-oriented and many of the incarcerated females there are assigned to work details around the grounds of the larger FCI.

Psychology Services Department

The Psychology Services Department at FCI Danbury consists of one Chief Psychologist, one Psychology Technician, two Staff Psychologists, one Internship Program Coordinator (IPC), one Resolve Coordinator, one Skills Coordinator, two Skills Treatment Specialists, one Drug Abuse Program (DAP) Coordinator, four Drug Treatment Specialists, one Medication-Assisted Treatment (MAT) Coordinator, one Female Integrated Treatment (FIT) Program Coordinator, one FIT DAP Coordinator, and four FIT Treatment Specialists. When all positions are filled, the total number of staff is 21.

Psychology staff members conduct initial psychological screenings of all arriving incarcerated individuals and provide recommendations to unit teams regarding mental health program needs. Direct services are provided in the forms of evaluation, crisis intervention, brief counseling, and individual or group therapy. Staff are consulted when evaluating incarcerated individuals with behavioral or other adjustment problems to ensure proper management. Psychology staff members also monitor the adjustment of all incarcerated individuals with serious mental health conditions. Psychological Services within this institution are designed to ensure that every incarcerated individual with a documented need and/or interest in psychological treatment has access to a level of care comparable to that available in the community.

The Psychology Services Department has private offices for assessment and treatment, larger rooms for groups, and a conference room/staff lounge area. There is also office and group space available on all Specialty Units. There are regularly scheduled Psychologist and staff meetings to help promote a professional treatment atmosphere and foster close working and collegial relationships between staff.

Psychology Services offers many resources. Incarcerated individuals can check out books from the psychology library as well as Playaways (pre-loaded audio listening devices). There are various workbooks that are provided to incarcerated individuals. Some topics for these workbooks include anger management, core skills, family values, life skills, social skills, and seeking employment. Additionally, the Psychology Services Department has a library specifically for testing materials that includes computerized scanning, scoring, and interpretation of a variety of psychological evaluation instruments.

The Psychology Services Department is decentralized within the institution, with most of the offices being spread out around the compound. This allows clinicians the opportunity to be close to their assigned caseloads and to foster close working relationships with colleagues from other departments. The Doctoral Psychology Internship Program has a designated area that includes individual office space for the interns and the Internship Program Coordinator, conference room, testing library and group rooms. All staff and interns have computer workstations with network and internet access. Software includes word-processing, database management, test scoring, and computerized psychology office management applications.

Specialty Psychology Programs at FCI Danbury

Resolve

The Resolve Program is a standardized, trauma treatment program staffed by one full-time Psychologist who serves as the Resolve Program Coordinator. The program is open to both the male and female populations and begins with a trauma workshop. If the incarcerated individual is interested in more intensive treatment, they are assessed and reviewed for appropriateness to enroll in the Resolve Program. The program includes Seeking Safety/Strength, Dialectical Behavior Therapy (DBT), and Cognitive Processing Therapy (CPT), as well as a maintenance phase to ensure incarcerated individuals are maintaining the skills learned through Resolve following graduation from the program. As one of the first, and still one of the few, institutions offering this program to the male population, FCI Danbury accepts referrals from other institutions.

The purpose of the Resolve Program is to decrease the incidence of trauma-related psychological disorders and improve incarcerated individuals' level of functioning; increase the effectiveness of other treatment; manage incarcerated individuals more effectively by reducing institutional misconduct, segregation placements, and crisis intervention contacts; and contribute to public safety by reducing recidivism and enhancing the ability of incarcerated individuals to function as productive citizens.

Female Integrated Treatment (FIT)

The Female Integrated Treatment (FIT) Program is the result of a joint effort between the Psychology Services and the Women and Special Populations Branches. FCI Danbury was the first institution to introduce FIT. In 2017, the FSL, where FIT is housed, became the FBOP's first ever programming facility. FIT is an institution-wide, residential treatment program that offers integrated cognitive-behavioral treatment for substance use disorders, mental illness, and trauma related disorders, as well as vocational training, to female incarcerated individuals. Those who would otherwise qualify for the Residential Drug Abuse Treatment Program (RDAP) and whose treatment plans address substance abuse in this residential program may qualify for the early release benefit associated with RDAP.

FIT targets low security incarcerated females from the Northeast United States and incarcerated females in need of residential mental health treatment from across the country. The program length is determined individually based on need and interest in treatment. Typically, intensive, half-day programming lasts from 4-12 months, and incarcerated individuals may remain in mental health or maintenance programming indefinitely.

FIT is integrated into the entire institution and operates as a modified therapeutic community utilizing cognitive-behavioral treatments in a trauma informed, gender responsive environment. Criminal thinking is addressed through the identification of criminal thinking errors and the promotion of pro-social interactions with staff and peers. There is a special

emphasis on peer support; some incarcerated females are trained as peer companions and have the opportunity to complete an apprenticeship that prepares them for work in the community as a Peer Specialist. The program works closely with Psychiatry Services, Recreation, Unit Management, Education, and Correctional Services to promote a multidisciplinary approach to treatment and skill building. Program content is designed to promote successful reentry into society at the conclusion of incarceration, and program staff collaborate with community partners to facilitate reentry.

Skills Program

The Skills Program is a unit-based residential treatment program designed to improve the institutional adjustment of incarcerated individuals who have intellectual and social impairments. Incarcerated individuals with lower IQs, neurological deficits from acquired brain damage, fetal alcohol syndrome, autism spectrum disorder, and/or remarkable social skills deficits often become victimized and/or manipulated by more sophisticated incarcerated individuals. As a result, they may be placed in the Special Housing Unit (SHU) for their protection or may have frequent misconduct reports because of their limited decision-making skills. Incarcerated individuals who have a demonstrated need for the Skills Program and who are appropriate for housing in a medium or low security facility will be considered for this program.

The Skills Program employs a multi-disciplinary treatment approach aimed at teaching participants basic educational and social skills over a 12-month period. The goal of the program is to increase the academic achievement and adaptive behavior of this group of incarcerated individuals, thereby improving their institutional adjustment and likelihood for successful community reentry. Some participants may become Mental Health Companions, incarcerated individuals who are carefully screened and serve as supports and role models for other Skills participants. Companions have the opportunity to complete an apprenticeship that prepares them for work in the community as a Peer Specialist.

Drug Abuse Programs

Residential Drug Abuse Treatment Program (RDAP)

The RDAP is operated as a modified therapeutic community (MTC); the community is the catalyst for change and focuses on the incarcerated individual as a whole person with overall lifestyle change needs, not simply abstinence from drug abuse. RDAP encourages participants to examine their personal behavior to help them become more pro-social and to engage in "right living" - considered to be based on honesty, responsibility, hard work, and willingness to learn.

RDAP emphasizes social learning and mutual self-help. This aid to others is seen as an integral part of self-change. As program participants progress through the phases of the program, they assume greater personal and social responsibility in the community. It is expected that program participants take on leadership and mentoring roles within the MTC as they progress in their program. Progress in treatment is based on the incarcerated individual’s ability to

demonstrate comprehension and internalization of treatment concepts by taking behaviorally observable action to change their maladaptive and unhealthy behaviors.

Nonresidential Drug Abuse Treatment Program (NR-DAP)

The NR-DAP is a general population group designed for treatment of incarcerated individuals with self-reported substance use disorders. NR-DAP is presented through scheduled and time-limited therapeutic group sessions. The journalized program is designed to meet the specific individualized treatment needs of the participants, generally challenging their core beliefs, their most fundamental (negative and unhelpful) ideas about themselves, others, and their worlds against the backdrop of their individual substance abuse. The focus of NR-DAP treatment is to improve the participants' current functioning and alleviate symptoms that may interfere with their post-release functioning.

Drug Education

Drug Education provides an overview of drug abuse and addiction, and insight into how using behavior has affected the lives of the individual with a substance use disorder as well as the lives of their families, community, and larger society. The goal of this program is to encourage individuals to seek further help in identifying and dealing with their substance abuse issues. This class is required for some incarcerated individuals and open to voluntary enrollment for all.

Medication-Assisted Treatment (MAT)

MAT involves the use of medication, in combination with evidence-based psychological interventions, to provide treatment to individuals with histories of problematic opioid use. MAT has been found to alleviate withdrawal symptoms, reduce cravings, increase motivation for engagement in psychological treatments, and decrease the likelihood of future drug abuse. The MAT Coordinator works together with Health Services to identify individuals with opioid use histories, screen them for appropriateness for MAT, and deliver quality medical and psychological interventions in an effort to more effectively treat individuals struggling with opioid addiction and to help reduce recidivism.

Suicide Prevention Program

Psychology Services is proactive in educating staff and incarcerated individuals about potential indicators of elevated suicide risk. These efforts are crucial to ensuring the safety of all people in a correctional facility. FCI Danbury has an established Suicide Watch Companion Program, by which qualified and trained incarcerated individuals act as companions to peers on suicide watch. Suicide Watch Companions provide observation, data collection, and peer support to their peers, who have been identified as being at increased risk for self-harm. Companions receive regular training and supervision by a psychologist.

Psychology Internship at FCI Danbury

Program Aim, Competencies, and Outcomes

The aim of the Doctoral Psychology Internship Program at FCI Danbury is to train entry-level professional Psychologists who can also function competently in the correctional environment. This is achieved by using the following competencies as benchmarks for our training of interns:

Competency 1: Research – The intern will demonstrate proficiency in understanding and applying scientific research to the practice of psychology generally, and the professional practice of psychology in corrections specifically.

Competency 2: Ethical and Legal Standards – The intern will demonstrate proficiency practicing psychology within the boundaries of the ethical and legal principles governing professional behavior. The intern will also demonstrate a commitment to professional growth and development generally, and within the correctional environment specifically.

Competency 3: Individual and Cultural Diversity – The intern will demonstrate awareness of and sensitivity to cultural factors impacting clinical services with diverse individuals, groups, and communities who represent various cultural and personal backgrounds and characteristics.

Competency 4: Professional Values and Attitudes – The intern will demonstrate proficiency in providing psychological services that are consistent with professional values, beliefs, and practices within the field generally, and within the correctional environment specifically.

Competency 5: Communication and Interpersonal Skills – The intern will demonstrate proficiency in both written and verbal communication with peers, supervisors, and other staff that is timely, accurate, and jargon free.

Competency 6: Assessment – The intern will demonstrate proficiency in conducting screening, assessment, and diagnosis for a wide range of disorders and problems, using a multimodal approach, specific to the needs of the situation for individuals, groups, and/or organizations.

Competency 7: Intervention – The intern will demonstrate proficiency in planning and implementing a variety of evidence-based practices, including empirically supported treatments, to address mental health needs among individuals, groups, and organizations.

Competency 8: Supervision – The intern will demonstrate proficiency in understanding basic principles of clinical supervision (e.g., building supervisory alliance, providing and accepting effective summative feedback, promoting growth and self-assessment of peer/trainee, seeking consultation) and apply these principles as peer supervisors during group supervision and/or with doctoral practicum students, if available.

Competency 9: Consultation & Interprofessional/Interdisciplinary Skills – The intern will demonstrate proficiency in fostering and coordinating relationships with various disciplines in the correctional environment (e.g., management, correctional services, unit management and health services) by providing written and verbal communication, and professional assistance responses to client or system needs and aims.

Through the combination of individual and group supervision, experiential learning elements (e.g., direct provision of mental health services), and educational activities (e.g., didactic presentations, assigned readings), interns will gain knowledge and skills in the above-listed domains within a correctional environment. Exposure to a correctional facility and an incarcerated population will contribute to interns being well trained for continued work within a prison setting. Perhaps the best indicator of this effort lies in the fact that, historically, about 50% of our interns are hired as Staff Psychologists within the FBOP shortly after graduation. However, training is purposely tailored to be sufficiently broad so that interns are well suited for work in a wide variety of clinical settings.

The internship program is structured to ensure interns receive training in all aspects of the Psychology Services Department. Interns bring considerable knowledge of psychological theory and science-based practice gained in academic and practicum settings. During internship, interns are further exposed to the scientific basis of psychological practice via didactic seminars, assigned readings and supervision of clinical work. In addition, the internship program provides abundant exposure to the application of critical/scientific thinking in the understanding and treatment of individual cases through clinical training experiences and clinical supervision.

The training philosophy of the internship program emphasizes experiential learning and considers both the tremendous opportunities available within our setting and the inherent challenges of working in a prison environment. Interns will learn by providing a variety of psychological services to incarcerated individuals throughout the training year and by

collaborating with staff in other disciplines. To facilitate professional independence and confidence, training experiences proceed in a sequential, cumulative, and graded manner. For example, at the beginning of the year, interns may initially observe supervisory staff conduct rounds, perform intake interviews, and engage in crisis intervention. Interns subsequently perform these functions in the presence of supervisory staff and as interns feel more comfortable and display increased competence, they perform these tasks independently.

Through the internship training program, interns will develop a satisfying professional identity based on self-awareness and confidence in generalist assessment, intervention, and consultation skills, as well as exposure to specialty areas of professional practice in the field of corrections. Interns are challenged to participate actively in individual and group supervision, staff meetings, and didactic seminars.

Internship Duties

Interns are required to complete 2,000 hours of training over a 12-month period, along with identified clinical experiences and adequate ratings on intern evaluations, to successfully complete the internship program. Training experiences include clinical contacts, supervision, didactics, and other professional activities. Interns at FCI Danbury, like all FBOP employees, are considered essential workers and are expected to report to the institution Monday through Friday (excluding federal holidays), even during the COVID pandemic and other potential emergency situations. The internship year begins in August and ends the following August, and normal working hours for interns are considered 7:00 a.m. to 3:30 p.m. Please note all interns will receive generalist training working as a psychologist-in-training within a correctional environment. A basic description of additional training experiences will follow.

Internship Rotations

FCI Danbury Psychology Interns provide services at the FCI, FSL, and SCP, at various points in the training year. This assures exposure to a continuum of psychology services ranging from outpatient services through residential treatment programs and offers the intern familiarity and experience for future work with multiple security levels and a wide range of presenting problems within a generalist training context.

Our training program provides interns four, 12-week, intensive treatment rotations in Correctional Psychology – Intensive, Trauma Treatment, Substance Use Disorder Treatment, and the Skills Program. In addition to these specialty rotations, all interns will continually train in general Correctional Psychology, participating in a year-long, part-time Correctional Psychology rotation. To further broaden the training experience, we request input from the intern, as there is some flexibility in tailoring training experiences to meet each intern's individual training needs and desires. It is expected that interns will spend approximately half of their 40-hour work week in face-to-face direct service delivery.

Correctional Psychology

Individual Psychotherapy – Interns are assigned caseloads of CARE2-MH incarcerated individuals and maintain primary responsibility for all treatment interventions and documentation required for those on their assigned caseloads throughout the entirety of the training year. Interns also provide brief, solution-focused therapy to the CARE1-MH incarcerated population on an as needed basis. Services to this population are primarily provided via weekly "Open House" hours. Interns may also be asked to conduct diagnostic interviews of CARE1-MH individuals to facilitate psychiatric medication referrals.

Restrictive Housing – Interns complete weekly rounds in the SHU throughout the training year, assisting in triaging requests for additional services, which are then referred to the intern on the "Intensive" rotation.

Assessment – Interns complete at least one comprehensive evaluation during this rotation. Referral questions vary considerably and may include educational and disability assessment, neuropsychological assessment, and personality assessment. The wide range of referral questions allows for efforts to be made to match referrals to the intern's clinical interests and training goals.

Crisis Intervention – Interns are trained in crisis intervention, suicide risk assessment, and disruptive behavior management. Interns assess static and dynamic risk factors and protective factors for suicide using the *Jail Suicide Risk Assessment Tool (JSAT)* and collaborate with other Psychologists to determine risk level and treatment needs. Interns coordinate with multidisciplinary staff to facilitate suicide watch placement for those determined to be at heightened risk. In some circumstances, individuals may be at chronic risk for engaging in suicidal gestures but lack motivation to engage in meaningful treatment. Interns are provided training in the development and implementation of suicide risk management plans to ensure safety in an environment less restrictive than suicide watch while increasing motivation to engage in treatment.

Supervision/Consultation – Interns provide and receive peer-supervision as part of this rotation. Consultation within and outside of the Psychology Services Department is routinely employed. Interns are also afforded the opportunity, when available, to lead trainings for both staff and Suicide Watch Companions, on suicide prevention.

Correctional Psychology - Intensive

Individual Psychotherapy – Interns on this rotation are responsible for completing intake screenings, evaluating mental health functioning and diagnostic presentation, and assigning appropriate mental health care levels based upon diagnosis, level of impairment, and clinical

need. Emphasis of this rotation is on providing services to CARE1-MH incarcerated individuals and crisis-oriented intervention.

Group Psychotherapy – Interns facilitate at least one evidence-based priority practice group with general population incarcerated individuals during this rotation. Interns can choose their preferred group topic(s). Potential protocols include Anger Management, Criminal Thinking, Emotional Self-regulation, and Illness Management and Recovery (IMR).

Restrictive Housing – Interns participate in a weekly multidisciplinary meeting with upper management to review cases of incarcerated individuals housed in SHU. Interns also complete weekly rounds in the SHU and address the needs of incarcerated individuals in restrictive housing through providing self-study material and individual counseling. For incarcerated individuals housed in a restrictive housing setting for six months or more, interns complete a mental health screening to evaluate the impact of restrictive housing on these individuals' mental status. Interns also manage the Turning Points program in SHU, a series of in-cell treatment modules provided to incarcerated individuals to improve coping skills and address criminal thinking, attitudes, gambling, and drug abuse.

Trauma Treatment

Program Administration – Interns in the Trauma Treatment rotation have the unique opportunity to shadow supervisors and complete administrative duties typical of both a residential (FIT) and non-residential (Resolve) treatment coordinator in the FBOP. Interns may observe clinical supervision of treatment specialists, participate in multidisciplinary meetings, consult with upper management and unit team staff, organize group treatment schedules, and complete various documentation related to program qualification, early release procedures, and placement in residential reentry centers.

Assessment – Interns have the opportunity to complete psychosocial assessments on entering treatment participants. They learn to interpret several self-report trauma and mood measures as well as methods for integrating their findings and using them to form comprehensive treatment plans for program participants. Assessment measures commonly utilized in this rotation include *Generalized Anxiety Disorder 7-item (GAD-7) scale*, *Beck Depression Inventory II (BDI-II)*, and *PTSD Checklist for DSM-V for civilians (PCL-5)*. Additional measures may be added to testing batteries if clinically warranted.

Individual Psychotherapy – Interns are assigned at least two, short-term, individual therapy cases from participants in the FIT and/or Resolve program(s), to be seen for the length of their time on the rotation. Interns are the primary treating clinicians for their assigned individuals and complete all interventions and documentation required for their assigned caseloads during this time.

Group Therapy – Interns facilitate and co-facilitate process groups with treatment specialists in the FIT program. They will also facilitate groups using manualized group protocols, including Seeking Safety/Strength, DBT Skills, and CPT. Interns will have the opportunity to facilitate the psychoeducational workshop, Trauma in Life. Interns are provided training and supervision in fostering a supportive group environment, managing group dynamics, and utilizing process commentary to highlight communication styles and improve social skills.

Treatment Team & Supervision – Interns participate in scheduled treatment team meetings for the Resolve and FIT programs. The treatment team consists of program coordinators, interns, and treatment specialists. Incarcerated individuals participating in the programs are invited to treatment team to address both positive and problematic behaviors that are either enhancing or interfering with treatment success. The treatment team assists program participants in identifying activities and interventions that will help them reach their treatment goals and function effectively in the treatment community. Clinical supervision of treatment specialists is also routinely offered at these times. Interns have the opportunity to facilitate at least one of these meetings during the rotation.

Skills Program

Program Administration – Interns will work closely with the Skills Coordinator and the Skills Treatment Specialists to assess, treat, and manage incarcerated individuals who have intellectual and social impairments. In this rotation, interns will have the opportunity to shadow a supervisor and complete administrative duties typical of a Residential Treatment Coordinator in the FBOP. Interns may observe clinical supervision of treatment specialists, participate in multidisciplinary meetings, consult with upper management and unit team staff, organize group treatment schedules, and complete various documentation related to correctional management and treatment of individuals with lower IQs, neurological deficits from acquired brain damage, fetal alcohol syndrome, autism spectrum disorder, and/or remarkable social skills deficits.

Assessment – Interns have the opportunity to complete assessments including, but not limited to, qualification screening and psychosocial assessments. The rotation provides interns with a unique training opportunity to develop specialized diagnostic, assessment, intervention, and consultation skills with a diverse population of individuals identified as having intellectual and social impairments. The *Wechsler Adult Intelligence Scale IV (WAIS-IV)* and *Wide Range Achievement Test – Fourth Edition (WRAT4)* are used routinely on this rotation. Other measures, such as personality and symptom measures, are used as clinically indicated.

Individual Psychotherapy – Interns are assigned at least two, short-term, individual therapy cases from participants in the Skills Program, to be seen for the length of their time on the rotation. Interns are the primary treating clinicians for their assigned participants and

complete all interventions and documentation required for their assigned caseloads during this time.

Group Therapy – Interns facilitate and co-facilitate process groups and psychoeducational groups with the Skills Psychologist and Treatment Specialists. Interns are provided training and supervision in providing a supportive group environment, managing group dynamics, and utilizing process commentary to highlight communication styles and improve social skills. The majority of the groups in Skills utilize treatment journals, focusing on topics such as values, healthy relationships, life skills, and managing difficult emotions.

Treatment Team & Supervision – Interns participate in weekly treatment team meetings for Skills. The treatment team consists of a Program Coordinator, Intern, and Treatment Specialists. Incarcerated individuals participating in the programs are invited to treatment team to address both positive and problematic behaviors that are either enhancing or interfering with treatment success. The treatment team assists the program participants in identifying activities and interventions that will help the participant reach their treatment goals and function effectively in the treatment community. Clinical supervision of Treatment Specialists is also routinely offered at this time. Interns have the opportunity to facilitate at least one of these meetings during the rotation. Additionally, interns attend weekly supervision of the program's Mental Health Companions (Mentors). They have the opportunity to lead at least one of these supervision sessions during the rotation.

Substance Use Disorder Treatment

Program Administration – Interns will work closely with the Drug Abuse Program Coordinator (DAP-C), the Medication-Assisted Treatment (MAT) Coordinator and the Drug Treatment Specialists (DTSs) to assess, treat, and manage incarcerated individuals with a history of substance abuse and/or who are currently using substances. In the DAP rotation, interns have the opportunity to shadow supervisors and complete administrative duties typical of both a residential and non-residential treatment coordinator in the FBOP. Interns may observe clinical supervision of Treatment Specialists, participate in multidisciplinary meetings, consult with upper management and unit team staff, organize group treatment schedules, and complete various documentation related to correctional management and treatment of individuals with substance use disorders. In addition, duties related to the Residential and Nonresidential Drug Abuse Treatment Programs, interns will have the opportunity to provide assessment and treatment for individuals receiving Medication-Assisted Treatment (MAT) for opioid use disorders, under the supervision of the MAT Coordinator.

Assessment – Interns on this rotation learn how to thoroughly and efficiently assess for the presence of substance use disorder diagnoses through record review and targeted, clinical interviewing. Additional assessment measures may be utilized as clinically indicated.

Individual Psychotherapy – Interns are assigned at least two, short-term, individual therapy cases from the MAT participant roster, to be seen for the length of their time on the rotation. Interns are the primary treating clinicians for their assigned participants and complete all interventions and documentation required for their assigned caseloads during this time.

Group Therapy – Interns facilitate a variety of manualized, evidence-based groups related to substance abuse and co-facilitate process groups with the DAP-C and DTSs. Interns conduct psychoeducational Drug Abuse Education groups. They also facilitate MAT treatment groups when available. Interns are provided training and supervision in providing a supportive group environment, managing group dynamics, and utilizing process commentary to highlight communication styles and improve social skills.

Treatment Team & Supervision – Interns participate in scheduled treatment team meetings for RDAP and NR-DAP, at least twice monthly. The treatment team consists of the DAP-C, intern, and DTSs. Incarcerated individuals participating in the programs are invited to treatment team to address both positive and problematic behaviors that are either enhancing or interfering with treatment success. The treatment team assists program participants in identifying activities and interventions that will help the participant reach their treatment goals and function effectively in the treatment community. Clinical supervision of treatment specialists is also routinely offered at these times. Interns have the opportunity to facilitate at least one of these meetings during the rotation.

Didactic Training

Interns participate in a series of weekly didactic seminars on a variety of topics formulated to provide generalist training, while also exposing interns to rotation-specific applications. The didactic schedule includes lectures, discussions, assessment clinics, and webinars that are ordered sequentially throughout the year. Didactic seminars are presented by Psychologists as well as multidisciplinary staff from Central Office, Health Services, Special Investigative Services, and other professionals. Interns are also afforded the opportunity to provide expertise to the Psychology Department by presenting on their dissertations and facilitating a group presentation on a topic of their choice. An example of a recent didactic seminar schedule is included in the appendix.

Additional Training Opportunities

FCI Danbury is fortunate enough to be situated within driving distance of several other federal, state, and county, correctional facilities. Workforce Development trips to neighboring institutions are scheduled on a quarterly basis, as weather and budget restrictions allow. A fully funded conference for interns from all FBOP institutions is held in Denver, Colorado, each fall, budget permitting. Interns have access to a library of previously recorded trainings offered by the Psychology Services Branch in Central Office, that they may view at their leisure. Additionally,

up to four hours per week may be spent on "other" training activities off-site (e.g., professional conferences) with prior approval.

A Day in the Life of an FCI Danbury Intern

Every day at the FBOP is new and exciting and will vary depending on the needs of the facility, the Psychology Services Department, and the incarcerated individuals. Exposure to constant stimulation is key in the development and engagement of our interns. Recognizing that there is no "typical day" at the FBOP, below is a sample of what a day could look like for one of our interns.

Days are typically divided with mornings being devoted to specialty rotations and afternoons to the Correctional Psychology rotation, didactics, supervision, and administrative duties. Schedules are flexible to allow interns to participate in unique opportunities that arise throughout the training year.

Time	Activity
7:00 am	Arrive to work, check email, prepare for day
7:30 am	Specialty Rotation – Community Meeting
9:00 am	Specialty Rotation – Group therapy (e.g., CPT)
10:00 am	Specialty Rotation - Individual supervision
11:00 am	Lunch
11:30 am	Consultation, documentation
12:00 pm	Didactic
2:00 pm	Individual therapy with long-term patient
3:00 pm	Intake interview
3:30 pm	Leave work with fellow interns

Supervision

FCI Danbury adheres to APA guidelines for supervision. These include a minimum of two hours of group supervision each week and two hours of individual supervision by a licensed Psychologist. Individual supervision is tailored to the needs of each person and can include review of written notes and reports, discussion of therapy cases, review of taped sessions, and live supervision of sessions. Professional development is emphasized as well as clinical service provision. In addition to the regularly scheduled weekly supervision mentioned above, licensed Psychologists are readily available for consultation and supervision, as necessary. At the beginning of the training year, rotation supervisors and interns discuss personal goals interns may have related to their professional development. Every effort is made to provide learning experiences and relevant supervision to help interns achieve their desired goals and improve upon targeted competency areas.

The Internship Program Coordinator serves as a resource for interns and is responsible for the development, implementation, and evaluation of the internship program. They make training assignments, handle clinical and administrative problems, plan the sequence of formal

training experiences, prevent duplication of experiences, and maintain close contact with other supervisors.

Our training program recognizes that no two individuals are the same, and that to be successful, clinicians must be trained to recognize a myriad of presentations informed not only by diagnostic difference but by cultural difference arising from unique backgrounds and histories. To recognize individual differences is to recognize their strengths and the specific variables that allow them to overcome challenges and to work with their providers to reduce symptoms and improve mental health. Furthermore, our supervision is geared toward providing interns with the ability to recognize their strengths as providers but also any tendencies toward bias and the ways in which such tendencies interfere in the therapeutic process, hindering treatment progress for their clients. Such discussions are inter-woven into daily practice, weekly supervision with interns, and didactic learning.

Intern Evaluation

Formal evaluation of each intern's performance occurs at the end of each rotation. Informal, written mid-rotation progress reports are also provided. Interns are evaluated using a tool common to all FBOP internship training sites. The evaluation measures intern progress with regard to the following profession-wide competencies, as delineated by APA: Research; Ethical and Legal Standards; Individual and Cultural Diversity; Professional Values, Attitudes, and Behaviors; Communication and Interpersonal Skills; Assessment; Intervention; Supervision; and Consultation and Interprofessional/Interdisciplinary Skills. Supervisors complete the evaluation form and discuss the results with the intern. Signed copies of the evaluation forms are maintained in the interns' files and a copy is sent to the interns' academic Director of Training.

Our aim at FCI Danbury is for each intern to successfully complete internship and to assist all interns in developing the skills to do so. Performance expectations, the aims of the program, the evaluation schedule, and the FBOP Standards of Conduct are delineated at the outset of the training year. On occasion, it is possible that specific performance or conduct concerns may need to be addressed. The Due Process procedures at FCI Danbury address any such problems and will be made available to all matched interns during the orientation week of the internship program. In addition to a hard copy description of the procedures, the IPC will review them with interns to ensure they completely comprehend their rights, resources, and responsibilities. These procedures can be made available to interested applicants upon request.

The internship program values, and actively solicits, feedback from interns regarding their experiences in the overall internship program, each rotation, and each supervisor. Interns complete evaluations of the internship program and supervisors after each rotation and at the end of the training year. All feedback is shared anonymously and strongly considered when making modifications to the training program.

Members of the Psychology Services Department at FCI Danbury are committed to providing interns with a quality training experience and strive to meet interns' training needs in

all areas, including supervision, evaluation, the assignment of work, quality or type of training experiences, the establishment and maintenance of respectful supervisory relationships, and working environment. However, during the course of the internship experience, interns may have concerns regarding these or other issues. As with our Due Process procedures, the Grievance Procedures at FCI Danbury are made available to interns and reviewed during orientation. These procedures can also be made available to those interested upon request.

Benefits

Interns will receive the following benefits:

- A GS-09, Step 1 salary of approximately $74,417 (as of 2025)
- Paid annual and sick leave, accrued at four hours per pay period
- Paid federal holidays
- Health insurance
- For interns who require maternity or paternity leave, they will be expected to first use all accrued hours of annual and sick leave. For additional time off that is not covered by accrued leave, the intern would need to submit a request for leave without pay to 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.
- Liability coverage for on-site professional activities
- Professional development benefits, pending funding, to include EPPP materials and fully funded conference in Denver with interns across all FBOP institutions.
- Career conversion opportunity. Pending successful completion of the internship program, interns that are interested in continuing a career with the FBOP are eligible for immediate conversion into a FBOP Staff Psychologist role. This is an exciting benefit as interns will not have to apply for a full-time role through USAJobs and will be able to immediately begin their full-time job with FBOP employee benefits.

APA Accreditation and APPIC Membership

FCI Danbury is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC). The Psychology Internship Program at FCI Danbury is accredited on contingency by the Commission on Accreditation of the American Psychological Association (APA).

Any questions or concerns related to the program's accredited status may be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 First Street, NE, Washington, DC 20002-4242
Phone: (202) 336-5979 | **Email:** apaaccred@apa.org

Web: www.apa.org/ed/accreditation

Any questions or concerns regarding the adherence of this program to the policies of the APPIC match process may be directed to:

Chair, APPIC Standards and Review Committee
17225 El Camino Real
Onyx One-Suite #170
Houston, TX 77058-2748
Phone: (832) 284-4080
Email: appic@appic.org

Frequently Asked Questions

Q: Won't my training be too limited if I just work with incarcerated individuals?

A: Virtually any mental health issue that exists among the general population of adults in our culture also exists among incarcerated individuals. There are many parallels that can be drawn between the presenting problems and client characteristics of prisons and community mental health centers. For example, there are those who use mental health services appropriately and those that may be motivated by a secondary gain, clients in crisis and those with less acute but more long-term concerns, and some with greater psychological resources than others. The benchmark study by Boothby and Clements (2000) notes that Psychologists working in correctional settings frequently treat pathology (e.g., depression, anger, psychosis, anxiety) that is nearly identical to non-correctional settings. Although some incarcerated individuals fit the popular stereotype of the hard-core criminal or repeat offender, others genuinely want to change the maladaptive behavior and thought patterns that led them to prison. Others experience serious mental illness, including schizophrenia and bipolar disorder.

Q: How "marketable" will my internship be?

A: Following APA guidelines for the doctoral internship experience, we seek interns who are interested in being trained as generalists. Upon completion of training, many interns accept offers of employment with the FBOP. However, others assume positions in community mental health centers, private practices, hospitals, and other settings (Magaletta, Patry, & Norcross, 2012). Interns who work in correctional settings are regularly provided opportunities to strengthen their skills in the areas of crisis intervention, individual and group psychotherapy, substance treatment, psychological evaluation, diagnosis, treatment planning, and intake screenings (Magaletta & Boothby, 2003). On the basis of this exposure, former FBOP Psychology Interns now hold positions not only in FBOP facilities, but also VA

Medical Centers, rehabilitation centers, psychiatric hospitals, community mental health centers, regional correctional facilities, academic positions, and private practices.

Q: Is it safe to work in a prison?

A: The safety of both staff and incarcerated individuals is the highest priority of the FBOP. The FBOP has implemented security procedures and installed an array of equipment to make the facilities safe for staff and incarcerated individuals alike. FBOP staff are trained to address any situation with the intent to verbally de-escalate, and we have policies guiding this approach. Although it would be impossible to unconditionally guarantee anyone's safety in a correctional (or any other work) setting, the single most important skill of any mental health professional working in a correctional setting is his/her ability to listen and communicate effectively with both staff and incarcerated individuals (Magaletta & Boothby, 2003).

Q: Do I need a certain number of clinical hours in a correctional facility to be eligible for an internship with the FBOP?

A: No. There is no specified number of direct client contact hours needed to apply. Historically, interns have had a wide range of experiences in both non-correctional and correctional settings. There are numerous settings that provide training that is relevant to a correctional setting, including but not limited to: inpatient hospitals, locked settings, exposure to serious mental illness, substance use disorder treatment facilities, etc.

Q: What do I need to do to complete internship?

A: There are three aspects of training that all interns must attain to successfully complete an internship. First, interns are evaluated in each of the nine profession-wide competencies (Research, Ethical/Legal Standards, etc.) via a formal evaluation at the end of every quarter. Interns must achieve a minimum level of achievement score for all nine competencies on the final fourth quarter evaluation. Second, at the beginning of each rotation, the intern and the supervisor agree on a set of training activities that coincide with the nine profession-wide competencies that must be achieved in order to complete that specific rotation. Finally, interns are required to complete 2,000 hours of clinical training and will submit one formal psychological assessment during the internship which is an adequate reflection of their clinical abilities.

FCI Danbury Psychology Staff

Rebecca Stacy, PsyD, FIT Coordinator/Acting Chief Psychologist

Dr. Stacy earned her degree in Clinical Psychology, with concentrations in Forensic Psychology and Latino Mental Health, from Massachusetts School of Professional Psychology (now William James College). She completed her doctoral internship at FMC Devens, and joined the FBOP afterwards as a Staff Psychologist at FCI Danbury. Dr. Stacy then promoted to the FIT Psychologist (DAP-C) position and later became the FIT Coordinator. She has also practiced privately in the community since 2019. Areas of clinical/research interest include Social Psychology (romantic relationships, attachment), burnout in Psychologists, and psychopathy. Dr. Stacy is a licensed psychologist in Connecticut and Massachusetts.

Carey Zimmermann, PsyD, Internship Program Coordinator

Dr. Zimmermann earned her degree in Clinical Psychology, with a concentration in Serious Mental Illness, from Long Island University. She completed her internship, with a focus on Addiction Psychiatry, at Mount Sinai Beth Israel in New York City. Dr. Zimmermann began her career in the FBOP as a Staff Psychologist at FCI Estill. From there, she promoted to DAP-C at MDC Brooklyn and later transferred to FCI Danbury as the Internship Program Coordinator. Prior to joining the FBOP, Dr. Zimmermann practiced as a family therapist with the Juvenile Justice Initiative in NYC, providing intensive, in-home services to court-involved youth and their families. Dr. Zimmermann's areas of clinical/research interest include trauma treatment, prison reform, and the use of community/peer mentor relationships as healing tools. She is a licensed psychologist in the state of South Carolina.

Robert Binford II, PhD, Resolve Coordinator/Acting Drug Abuse Program Coordinator

Dr. Binford earned his degree in Clinical Psychology from Farleigh Dickinson University. He completed his doctoral internship at MDC Los Angeles. Dr. Binford began his career with the FBOP as a Staff Psychologist at FCI Estill. He then promoted to DAP-C and later Chief Psychologist at FCI Estill. Dr. Binford transferred to FCI Danbury as the Drug Abuse Program Coordinator in 2021. Dr. Binford's primary area of clinical interest is PTSD. He has also previously provided mental health treatment in a private practice setting in the community. Dr. Binford is a licensed psychologist in South Carolina and Georgia.

Renee VanSlyke, PsyD, Skills Coordinator

Dr. VanSlyke earned her degree in Clinical Psychology, with an emphasis in Forensic and Neuropsychology, from Florida Institute of Technology. She completed her doctoral internship at FMC Devens and joined the FBOP afterwards as a Staff Psychologist at FCC Allenwood. Dr. VanSlyke then promoted to the Skills Coordinator at FCI Danbury. She has prior clinical training in comprehensive psychological evaluation, child sexual abuse treatment, and treatment focused on improving self-sufficiency in young adults with Autism Spectrum Disorder and has trained in a county jail setting as well. Dr. VanSlyke is licensed in the state of Florida.

Marissa Bykowski, PsyD, Staff Psychologist

Dr. Bykowski earned her degree in Clinical Psychology, with an emphasis in Forensic Adult, from Spalding University. She completed her doctoral internship at FCC Terre Haute and joined the FBOP as a Staff Psychologist at FCI Danbury soon after. Dr. Bykowski's primary research interests lie with the sex offender population. Areas of clinical interest include serious mental illness and personality disorders. She is currently pursuing licensure in the state of Indiana.

Megan Long, PsyD, Staff Psychologist

Dr. Long earned her degree in Clinical Psychology from University of Hartford. She completed her doctoral internship at FCI Danbury, where she later joined the FBOP as a Staff Psychologist. Prior to joining the FBOP, Ms. Long completed training placements in adult probation, parole and pardons, community mental health and forensic inpatient. She has prior experience working in residential treatment with individuals with eating disorders and has also taught psychology at the undergraduate level. Areas of clinical interest include serious mental illness, intersectionality of psychology and the criminal justice system, and crisis intervention. Ms. Long is currently pursuing licensure in the state of Connecticut.

Crystal Benoit, LPC, FIT Treatment Specialist

Ms. Benoit earned a Master of Arts degree in Mental Health Counseling from Southern Connecticut University. Her clinical training was completed at Rushford Center in a dual diagnosis partial hospitalization program. FIT Treatment Specialist at FCI Danbury is Ms. Benoit's first position with the FBOP. Prior to joining the FBOP, Ms. Benoit practiced in numerous community settings, including Crisis Stabilization Unit, Eating Disorder Partial

Hospitalization/Intensive Outpatient Program (PHP/IOP), clinical summer camp, private practice, and Dual Diagnosis Inpatient, PHP/IOP. Ms. Benoit is a licensed professional counselor (LPC) in the state of Connecticut.

Patrick Crampton, MA, MPA, Drug Treatment Specialist

Mr. Crampton earned a Master of Arts degree in Forensic Mental Health Counseling and a Master of Public Administration degree from Westfield State University. He completed his clinical training at the Center for Human Development (CHD) in Western Massachusetts. Mr. Crampton began his career with the FBOP as a Correctional Officer before promoting to DTS with the RDAP, later transitioning to FIT Treatment Specialist, and recently returning to the FCI as a DTS for the non-residential drug abuse treatment programs at the FCI and Camp. His areas of research interest include the links between substance abuse and PTSD, Social Learning Theory, combating recidivism, borderline personality disorder, and the psychological theories of crime.

Stefanie Goins, MS, Drug Treatment Specialist

Ms. Goins earned a Master of Science degree in Human Services from Albert Magnus College. She completed her clinical training at APT Foundation in New Haven, Connecticut. Ms. Goins began her career with the FBOP as a Correctional Officer and moved to the Special Investigative Service as a technician prior to being selected as a DTS. Ms. Goins holds a Addiction Counseling Certificate and is currently working to obtain her license in Alcohol and Drug Counseling (LADC) in the state of Connecticut.

Aimee Jacques, MS, FIT Treatment Specialist

Ms. Jacques earned a Master of Science degree in Forensic Psychology from Arizona State University. Ms. Jacques has previous experience working as a PREA Advocate in the NY State Prisons; providing crisis counseling and group treatment to victims of sexual abuse and domestic violence living in the community; and interning with the Mental Health Department at Northampton County Jail in Massachusetts. She began her career with the FBOP as a Psychology Technician and recently promoted to FIT Treatment Specialist.

Keila Macias-Moreira, BA, FIT Treatment Specialist

Ms. Macias-Moreira earned her Bachelor of Arts in Forensic Psychology with a concentration in Addiction Studies from John Jay College of Criminal Justice. She is a

credentialed Bilingual Alcohol and Substance Abuse Counselor (CASAC) in New York and is currently pursuing her Master of Arts in Clinical Mental Health Counseling from Capella University. Ms. Macias-Moreira joined the FBOP in her current role as a Drug Treatment Specialist. Prior to working for the FBOP, she practiced in numerous community settings, including Sex Offender Outpatient Program, Dual Diagnosis Outpatient Rehabilitation, Harm Reduction Program, private practice, and Substance Abuse Treatment.

Gabrielle Mouzon, LMFT, Skills Treatment Specialist

Ms. Mouzon earned her Master of Arts degree in Marriage and Family Therapy from Southern Connecticut State University. Her clinical training was completed at Waterbury Hospital's Child & Adolescent Behavioral Health Program. Ms. Mouzon joined the FBOP in her current role as Skills Treatment Specialist. Prior to working for the FBOP, she practiced in various residential and outpatient treatment settings, including in private practice and substance abuse treatment. Ms. Mouzon is a licensed marriage and family therapist (LMFT) in Connecticut.

Eric Porter, MSW, FIT Treatment Specialist

Mr. Porter earned his Master of Social Work degree from Fordham University. His clinical training was completed at FCI Danbury and Creative Care Group in Queens, NY. He joined the FBOP as a Correctional Officer, promoting to Correctional Counselor, and recently to his current position. Mr. Porter was formerly enlisted in both the U.S. Army and U.S. Navy. He remains an active member of the Army Reserves.

John Puglisi, MS, Skills Treatment Specialist

Mr. Puglisi holds a Master of Science degree in Human Services Counseling, Addiction and Recovery from Liberty University. Mr. Puglisi joined the FBOP as a Correctional Officer, later promoting to Skills Treatment Specialist. Mr. Puglisi has prior experience working as a Substance Use Disorder Counselor in a Residential Reentry Center.

Sienna Ratigan, MA, Drug Treatment Specialist

Ms. Ratigan holds a Master of Arts degree in Community Psychology with a concentration in Forensic Psychology from the University of New Haven. She completed her clinical training at Reunification Therapeutic Family Time. Ms. Ratigan worked in Correctional

Services for five years prior to transferring to the RDAP. Areas of clinical interest include forensic psychology and victim services.

Michael Angelo, BS, Psychology Technician

Mr. Angelo holds a Bachelor of Science degree in Business Administration with a minor in Psychology from Southern New Hampshire University. Prior to joining Psychology Services, Mr. Angelo worked as a Correctional Officer and a Warehouse Worker Foreman. Areas of interest include treatment for PTSD and reentry support.

Surrounding Area and Local Points of Interest

Danbury is located in Fairfield County, Connecticut and is located approximately 60 miles northeast of New York City and 150 miles southwest of Boston. Danbury's population at the 2020 census was 86,518, making it the seventh largest city in Connecticut. The surrounding area offers an array of environments, from rural to urban, many within a 60-mile radius of FCI Danbury.

The average rent for a one-bedroom apartment in Danbury is $2,200 per month. Danbury has a humid continental climate with four distinct seasons. The monthly daily average temperature ranges from 26.8 F in January to 73.9 F in July; on average, temperatures reaching 90 or 0 F occur on 18 and 3 days of the year, respectively.

One of Connecticut's most ethnically diverse cities, Danbury welcomes residents from Ecuador, Portugal, Brazil, Lebanon, Poland, Peru, India, Vietnam, Cambodia, Mexico, and other countries and recognizes 43 different languages spoken in its schools. To walk through downtown and see the plethora of ethnic restaurants and other immigrant-owned businesses is to be reminded that Danbury's growth has been in large part driven by immigrants, from the Irish, Germans and Italians who came in the 19th century to build the railroads and make hats, to the surge of those from Central and South America in the past two decades.

Residents of Danbury enjoy a number of options for recreation and sightseeing. Outdoor recreation in the form of picnicking, swimming, and boating is available at Candlewood Park, which overlooks Candlewood Lake. FCI Danbury's grounds border this lake, and a lakefront area is maintained for staff recreation. Tarrywile Mansion and Park houses a historic Victorian mansion and also contains numerous trails and ponds on its 600-plus acres. Cultural sites in town include the Military Museum of

Southern New England, featuring a collection of thousands of artifacts, many extremely rare, covering 20th century American military history of all of the Nation's armed services. The Danbury Railway Museum chronicles the history of railroading, offers rail excursion trips, and houses a collection of items including original and restored railroad artifacts. The Danbury Museum and Historical Society chronicles New England's past with a principal focus on the heritage of Danbury, offering numerous displays and exhibits as well as summer activities for children. Dining and shopping options in the area are also plentiful.

The performing arts in Danbury can be found in numerous places, including Ives Concert Park, where many rock legends have performed. The Connecticut Choral Society is an ensemble comprised of singers from more than 20 Connecticut towns who have appeared at Carnegie Hall, toured internationally, and performed on network television. The Connecticut Master Chorale is a premier vocal ensemble which presents three large annual concerts. The Danbury Music Centre, housed in a beautifully restored 19th century building, is the prime site in the city for performances of classic and modern musical compositions.

Sports fans in Danbury have a local professional hockey franchise they can root for; the New England Stars, members of the Northeastern Hockey League, play their games at the Danbury Ice Arena. Major league sports abound in the greater New York City metropolitan area, less than two hours away. Teams include baseball's Yankees and Mets (MLB), basketball's Knicks and New York Liberty (NBA/WNBA), and hockey's Rangers (NHL).

Career Opportunities at the Federal Bureau of Prisons

The FBOP has relied on the Psychology Doctoral Internship Program to recruit a large proportion of entry-level clinical and counseling Psychologists to meet our staffing needs. Many of the Psychologists currently employed by the FBOP began their careers after completing a FBOP internship. While jobs are not promised to those who are accepted into the internship program, there are benefits in hiring people who have already proven themselves to be competent practitioners in correctional environments. Therefore, we often look to our intern classes when making employment offers.

Newly selected staff generally start at the GS-11 level, and upon successful completion of their first year, Psychologists are automatically upgraded to the GS-12 level (current salary ranges can be found on the Office of Personnel Management (OPM) website). Salaries are somewhat higher in geographical areas with higher costs of living. Further upgrades to the GS-13 and GS-14 levels are possible with increases in clinical and administrative responsibilities. Student loan repayment opportunities are available at most facilities.

Psychologists enjoy a great deal of professional autonomy in the FBOP as the main providers of mental health services and there are numerous opportunities to advance your career. The FBOP values continuing education of Psychologists. Many Psychologists attend seminars, workshops, and/or national conventions. Funding for outside training may be available and varies from year to year based on the federal budget. Psychologists have the opportunity to choose the part of the country (given the availability of positions) and the type of facility (high, medium, low or minimum security) in which they wish to work. FBOP Psychologists may also engage in outside employment, such as private practice or teaching.

As permanent federal employees, all Psychologists are covered by the Federal Employee Retirement System, a pension plan which includes several attractive options for tax-deferred savings similar to a 401(k) plan. FBOP employees may retire after 20 years, provided they have reached the age of 50, and receive a full pension. The FBOP is an equal opportunity employer.

How to Apply

The application for all FBOP psychology internships is a three-step process, and you can reference this helpful one-page guide of the process and the associated timeline on the FBOP Internship web page.

An in-person interview offers a snapshot of the unique nature of a correctional setting. The FBOP has received positive feedback from applicants regarding the in-person interview format, as it provides applicants with the opportunity to better assess their compatibility with the correctional environment, culture, and the multidisciplinary treatment approach. Applicants also expressed appreciation for being able to meet potential colleagues in person and the benefits of seeing the nuances of individual institutions. FCI Danbury also recognizes that an in-person interview may not always present as an option for all applicants. To meet HR requirements, at least one FBOP interview must be conducted in-person. If an applicant has additional FBOP interviews, these may be conducted virtually or in-person depending on the applicant's preference and feasibility. FCI Danbury utilizes a structured interview process, standardized interview questions, and a consistent candidate evaluation rubric to ensure an equitable evaluation of all applicants regardless of interview type.

Eligibility Requirements

The Psychology Internship program at FCI Danbury is open to doctoral students enrolled full or half-time in APA-accredited clinical and counseling psychology degree programs. Applicants must have completed three years of doctoral training and have successfully proposed their dissertation.

Intern selection is based largely on breadth and quality of clinical experience, demonstrated academic achievement and consistency of interests with the training goals of the program, personal integrity, and maturity. Selections and the offer of positions at each site are made in strict accordance with the policies of APPIC's Internship Matching Program. FCI Danbury agrees to abide by the APPIC policy that no person at these training facilities will solicit, accept, or use any ranking-related information from any intern applicant.

Applicants for the FBOP's internship positions should be aware they are applying for a position in a federal law enforcement agency. Therefore, selection entails not only demonstration of exceptional qualifications as an advanced graduate student and psychologist-in-training, but also suitability for work in a position of public trust. FBOP employees, including Psychology Interns, are held to a high standard of personal conduct and responsibility, and are expected to be law-abiding citizens who can serve as strong role models for the incarcerated population. Applicants must also be U.S. citizens who have lived in the U.S. for the past three out of five years. Additionally, please note that all individuals residing in the immediate household of the applicant must be residing in the U.S. legally.

Applicants should understand that the FBOP is also bound by the specifications of the Pathways Program. The Pathways Program is designed to provide students with the opportunity to explore federal careers while still in school. While the Pathways Program is a specific process for verifying eligibility for the Doctoral Intern position, the application process is totally separate from the APPIC process and procedures. Accordingly, applicants must submit an application through the USAJobs website to verify eligibility for temporary federal employment (internship). You will receive additional information on the USAJobs application process after your APPIC Application for Psychology Internships (AAPI) online application has been reviewed.

Application Process and Deadlines

Outlined below is the standard FBOP internship application process and timeline that applies to all FBOP sites. Some sites have additional requirements for their applications, so please be sure to read this section carefully for each FBOP site you are interested in to ensure you meet the requirements of individual internship sites.

1. **November 1: AAPI**
    a. Submit your AAPI online application on the APPIC website for each FBOP site that you're interested in. Applications are reviewed separately by each site, so it is important that you apply individually to each site of interest and check for any additional application requirements for each site.

    b. Be sure to include:
        - A copy of your vitae
        - Graduate transcripts
        - 3 letters of reference
        - **Additional Requirement**: In addition to the AAPI online application, our site requires that you submit a sanitized comprehensive psychological assessment report as part of your electronic application.

    c. All AAPI application materials must be submitted online by 11:59 p.m. on November 1st.

2. **Mid-November: USAJobs**
    a. Upon AAPI review, the sites that would like to interview you will send you an email with an invitation and instructions for applying on USAJobs.

    b. Please read the USAJobs application carefully to ensure you understand all requirements for applying. We see qualified candidates removed from the process every year for not completing this step of the process accurately. To address this, we have created a USAJobs reference guide that details each step of the process, provides samples of required documents, and addresses common errors to help

you complete this process successfully. This reference guide will be attached to the email you receive from the internship sites, and we strongly encourage you to use it as you complete and submit your USAJobs application.

c. Submit all required documentation, including:
    1. Resume
        - In order to receive credit for experience contained in an uploaded resume, your employment history must be documented in month/year (MM/YYYY) format, reflecting starting date and ending date and include the number of hours worked per week. Failure to follow this format may result in disqualification.
        - We recommend using the resume builder within USAJobs to ensure all information is captured accurately.

    2. Transcript verifying current enrollment in a doctoral program
        - Your transcript must include the School Name, Student Name, Degree and Date Awarded. You can use either an unofficial or official copy from the Office of the Registrar.
        - **Please note:** If the transcript you are uploading does not **explicitly state that you are currently enrolled full or half-time** in your doctoral program, you should upload an additional document that verifies current enrollment. This may be a Current Enrollment Verification Certificate or statement of current enrollment.

    3. Evidence that you are registered for the Match
        - This could be in the form of one of the following:
            - A copy of your APPIC Match purchase receipt
            - A copy of the email receipt of the APPIC application e-submission
            - A letter from your Director of Clinical Training stating that you have completed the AAPI and are registered for the APPIC Match

d. During the USAJobs application process, applicants must respond to a series of assessment questions about their experience. Your responses determine category placement (i.e., Best Qualified, Highly Qualified, Qualified).

e. After closure of the USAJobs application, only applicants that are assessed as qualified, and included in the Best Qualified category, will be considered for an interview. Please note that all candidates (those being asked to interview and

those no longer being considered) will receive a Notification of Results by December 15. Therefore, even if you have applied to numerous FBOP internship sites using the AAPI online, category placement and assessment of eligibility through the USAJobs application process plays a vital role in the certification of an applicant to one or all sites.

3. **December – January: Interviews**
    a. In early December, Internship Program Coordinators from each applicable internship site will contact eligible applicants to schedule an interview. Once invited to interview, applicants are asked to fill out a National Crime Information Center (NCIC) form and a form agreeing to a credit check.

    b. Interviews consist of:
        1. The FBOP's Core Values Assessment (CVA), which is used to determine if new FBOP employees possess the core values and behaviors required for success at FBOP
        2. Integrity interview, which addresses issues of personal conduct
        3. Panel interview, during which you will be asked to respond to a number of scenarios that could arise in a correctional facility
        4. Subject matter expert interview

    c. If applying to more than one FBOP internship site, applicants only need to complete the CVA and security clearance procedures one time, as results can be shared with other FBOP sites for convenience.

Additional Information

Offers of internship positions resulting from the computer match are strictly contingent upon satisfactory completion of the background investigation process which includes finger printing, urinalysis, credit check and financial history, interview, and medical review. For individuals selected through the matching process, a field investigation will follow to verify the information provided in interviews and required forms is accurate. During the background investigation, you will be required to disclose any medical or mental health diagnoses and treatment. Medical and mental health records are reviewed by FBOP physicians given the nature of a correctional setting. No single diagnosis is grounds for ineligibility and each case is reviewed individually. Although not an exhaustive list, individuals must be able to walk and stand for an hour, run, climb stairs, lift, and maintain visual, hearing, and smelling acuity. Mental health symptoms must be well managed with no reported concerns with activities of daily living. Additionally, the FBOP is a drug free workplace, which includes recreational or medicinal marijuana use. Failure to complete this process or a finding that an applicant is outside the guidelines for employment in a sensitive position would preclude participation in the internship

program. Once hired, interns must comply with the FBOP's Program Statement on Standards of Employee Conduct. This information is not intended to discourage applications, but to ensure applicants are aware of the additional federal requirements that will be imposed should they wish to pursue a FBOP internship position.

Contact Information

We are excited about the internship program and we appreciate your interest. For any questions regarding the application procedures, brochure, or any other information pertaining to the internship at FCI Danbury, please contact:

Carey Zimmermann, Psy.D.
Internship Program Coordinator
FCI Danbury
33 ½ Pembroke Road
Danbury, CT 06811

Email: czimmermann@bop.gov
Phone: 203.312.5219

Appendix

Internship Admissions, Support, and Initial Placement Data

Program tables updated: May 28, 2025

Program Disclosures

Does the program or institution require students, trainees, and/or staff (faculty) to comply with specific policies or practices related to the institution's affiliation or purpose? Such policies or practices may include, but are not limited to, admissions, hiring, retention policies, and/or requirements for completion that express mission and values.	___ Yes _X__ No
If yes, provide website link (or content from brochure) where this specific information is presented: **N/A**	

Internship Program Admissions

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:

Applications are accepted from students enrolled full or half-time in APA accredited doctoral programs in clinical and counseling psychology. To be internship eligible, students must have successfully completed at least three years of graduate school, and all doctoral course work, other than the dissertation, by the beginning of the internship. Applicants must also have completed a minimum of 400 intervention hours and 100 assessment hours (*exceptions may be made to the assessment hours due to COVID-19 limitations). Prior work experience in a correctional setting is not required, but training and experiences indicative of appropriate interest are important considerations in selections. The Federal Bureau of Prisons is an Equal Opportunity Employer.

In addition to demonstrating excellence in scholarship, successful applicants demonstrate experience and interest in corrections, crisis management, and forensic psychology. FCI Danbury is an adult male and female correctional facility that maintains a population of approximately 1200 incarcerated individuals from low- and minimum-security levels.

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:	N	(Y)	Amount: 400
Total Direct Contact Assessment Hours:	N	(Y)	Amount: 100

Describe any other required minimum criteria used to screen applicants:

During the selection process, applicants must satisfactorily pass a security clearance procedure that includes an interview, a background investigation, and a drug test. The dissertation must be successfully proposed at the time the APPIC application is submitted. Applicants must first go through the USAJobs.gov application process for a Psychology Intern as a qualification step to be selected for an interview.

*Due to the nature of the FBOP's hiring process, you will need to complete an in-person Core Values Assessment and a pre-employment integrity interview. You are only required to complete these items at your first FBOP interview (if interviewing at multiple sites). Results will be shared with any additional sites at which you are scheduled to interview. A psychology-related interview will be conducted with FCI Danbury. The interview may take the full day, so plan accordingly.

If matched with a FBOP internship site, you will be considered an essential worker and will report daily to the institution.

Financial and Other Benefit Support for Upcoming Training Year

Annual Stipend/Salary for Full-time Interns	$74,417	
Annual Stipend/Salary for Half-time Interns	N/A	
Program provides access to medical insurance for intern?	(Yes)	No
If access to medical insurance is provided:		
Trainee contribution to cost required?	(Yes)	No
Coverage of family member(s) available?	(Yes)	No
Coverage of legally married partner available?	(Yes)	No
Coverage of domestic partner available?	(Yes)	No
Hours of Annual Paid Personal Time Off (PTO and/or Vacation)	4 hrs every 2 weeks (104 total hours annually)	
Hours of Annual Paid Sick Leave	4 hrs every 2 weeks (104 total hours annually)	
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)	No
Other benefits (please describe): Interns receive paid federal holidays, liability coverage for on-site professional activities, and can choose from a variety of health insurance plans.		

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

Initial Post-Internship Positions

	2021-2024	
Total # of interns who were in the 3 cohorts	3	
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	0	0
Federally qualified health center	0	0
Independent primary care facility/clinic	0	0
University counseling center	0	0
Veterans Affairs medical center	0	0
Military health center	0	0
Academic health center	0	0
Other medical center or hospital	0	0
Psychiatric hospital	0	0
Academic university/department	0	0
Community college or other teaching setting	0	0
Independent research institution	0	0
Correctional facility	0	1
School district/system	0	0
Independent practice setting	2	0
Not currently employed	0	0
Changed to another field	0	0
Other	0	0
Unknown	0	0

Note: "PD" = Post-doctoral residency position. "EP" = Employed position. Each individual represented in this table should be counted only one time. For former trainees working in more than one setting, select the setting that represents their primary position.

Sample Didactic Schedule

Date	Topic
Week 1 (all week)	Introduction to Correctional Techniques (ICT) – Week 1
Week 2 (all week)	Introduction to Correctional Techniques (ICT) – Week 2
Week 3 (all week)	Orientation to Psychology Services Department
Rotation #1	
Week 4	Intake Assessment: Part I
Week 5	Intake Assessment: Part II
Week 6	Suicide Prevention
Week 7	Suicide Risk Assessment & Watch
Week 8	Mental Health Services in SHU
Week 9	National Didactic – Intern Conference in Denver (budget permitting)
Week 10	Priority Practice Groups: CBT, Thinking Errors, RSAs
Week 11	Impact on Rapport-building in a Correctional Setting
Week 12	PREA
Week 13	Functional Behavioral Analysis as an Intervention for Non-Suicidal and Suicidal Self-Injury
Week 14	Positive Psychology
Week 15	Mental Health in Prison
Week 16	Motivational Interviewing
Rotation #2	
Week 17	Understanding Prison Culture Panel
Week 18	Title: 770s – Mental Health Transfers and Involuntary Medication
Week 19	Psychopharmacology
Week 20	Holiday leave – no didactic
Week 21	Panel: Transitioning from FBOP Intern to Staff Psychologist, Public Health Service (PHS)
Week 22	Intern interviews – No didactic
Week 23 (double)	**Workforce Development Trip:** Garner CI - Introduction to Mental Health services and correctional culture in state prisons
Week 24	Women and Special Populations
Week 25	Treatment of Gender Dysphoria
Week 26	Clinical Training and Supervision
Week 27	Dialectical Behavior Therapy (DBT)
Week 28	**Assessment Clinic:** Intelligence/Neuropsych
Rotation #3	
Week 29	Mental Health Treatment of Offenders in the FBOP
Week 30	**Intern Presentation:** TBD
Week 31	**Intern Presentation:** The Stork in the Room: The Experience of Pregnancy in Doctoral Programs for Applied Psychology (Dissertation)
Week 32	Forensic Evaluation & Expert Witness Testimony
Week 33	Clinical Supervision

Week 34	The role of productive activities, peer support, and a sense of community in supporting the mental health of incarcerated individuals
Week 35	Importance of Self-Care for Mental Health Professionals
Week 36	Specialty Mental Health Programs in the FBOP
Week 37	SIS – STGs and the Investigation Process
Week 38	Psychotherapy with Narcissistic and Antisocial Personalities
Week 39	Understanding Vicarious Trauma
Week 40 (double)	**Workforce Development Trip:** FMC Devens - **Assessment Clinic**: Competency/ Responsibility/Risk; Sex Offender Management & Treatment
Rotation #4	
Week 41	No didactic due to double the week before
Week 42	Career Trajectories in the FBOP
Week 43	**Intern Presentation:** TBD
Week 44	Individual Rights in Prison
Week 45 (double)	**Workforce Development Trip:** Cheshire CI
Week 46	No didactic due to double the week before
Week 47	HOLIDAY – No didactic
Week 48	Considerations in Trauma Treatment and Assessment
Week 49	Faith's Role in Mental Health
Week 50	Correctional Support Team (CST)
Week 51	**Intern Presentation:** Dissertation Research
Week 52	You're all done! Wrap-up, evaluations, etc.

References

Boothby, J. L., & Clements, C. B. (2000). A national survey of correctional psychologists. Criminal Justice and Behavior, 27, 716-732.

Magaletta, P.R., & Boothby, J. (2003). Correctional mental health professionals. In T.J. Fagan & R. K. Ax (Eds.) Correctional Mental Health Handbook (pp.21-38). Thousand Oaks, CA: Sage

Magaletta, P. R., Patry, M. W., & Norcross, J.C. (2012). Who is training behind the wall? Twenty-five years of psychology interns in corrections. Criminal Justice and Behavior, 39, 1403-1418.