

Federal Correctional Institution Danbury, Connecticut



Doctoral Psychology Internship 2022-2023

Member of the Association of Psychology Postdoctoral and Internship Centers
Member Number: 2544

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

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Introduction

The Psychology Services team at the Federal Correctional Institution (FCI) in Danbury, Connecticut appreciates your interest in our Doctoral Internship Psychology Program. We recognize that choosing an internship site is an important step in your academic training, and we invite you to seriously consider the unique array of positive training opportunities offered at FCI Danbury. We currently have three full-time intern positions available.

The Psychology Internship Program at FCI Danbury is currently in its first year and, as such, is not accredited by the American Psychological Association (APA). Please be advised that there is no assurance FCI Danbury will successfully achieve accreditation. The BOP currently has 13 other Doctoral Psychology Internship Programs, with 12 accredited by the APA, 1 accredited on contingency and 5 new programs actively working toward accreditation. The BOP has a long-standing reputation of commitment to excellence at the various Doctoral Internship sites. FCI Danbury will continue to build on the internship traditions, accomplishments, proven standard operating procedures, and core elements displayed by our fellow institutions.

Overview of the Federal Bureau of Prisons

Organized in 1930 under the direction of Assistant Attorney General Mabel Walker Willebrandt, the Federal Bureau of Prisons (BOP) has grown into the largest division of the United States Department of Justice. Over the last 90 years, the BOP established 122 institutions and currently houses approximately 156,000 offenders. With Core Values of Respect, Integrity, and Correctional Excellence, the BOP has earned the reputation as one of the most elite correctional agencies in the world.

The population housed in federal corrections is diverse in terms of offense, sentence, and security level. Index offenses include drug offenses (45%), weapons offenses (20%), sex offenses (10%), extortion, fraud, or bribery (6%), and immigration offenses (6%), as well as various other legal infractions. About 12% of inmates are convicted with serious offenses or have poor institutional adjustment, and are housed in maximum-security settings, or penitentiaries. However, a majority of inmates live in medium (31%), low (37.5%), or minimum (16%) security institutions, which provide greater degrees of personal autonomy. About 8% of the inmates housed in the various-security settings are women. Sentence lengths range from less than one year to more than 20 years, and the vast majority of inmates (> 97%) eventually reintegrate into our communities.

Our agency's mission statement reads: *The Federal Bureau of Prisons protects society by confining offenders in the controlled environments of prisons and community-based facilities that are safe, humane, cost-efficient, and appropriately secure, and that provide work and other self-improvement opportunities to assist offenders in becoming law-abiding citizens.* To this end, the Bureau of Prisons provides ample resources toward reentry programming to assist those who are motivated to change maladaptive thought and behavior patterns. These include academic and vocational programs, chaplaincy programs, and a wide range of psychological services. 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.

Psychology Services in the Bureau of Prisons

With a team of over 36,258 employees including over 550 psychologists and over 750 clinical service providers, the Federal Bureau of Prisons is one of the largest employers of mental health professionals in the United States. The Psychology Department at the various institutions range in sizes from a single individual to as many as 30 psychologists. Most inmates are self-referred, however inmates can be staff-

referred, or are advised by the Federal Courts or parole boards to seek treatment. In all cases, inmates have the right to accept or refuse psychological services.

The primary mission of Psychology Services within the BOP is to provide appropriate psychological, psycho-educational, and consulting services to inmates and staff. Psychology Services assesses the needs of each inmate in our custody and ensures all inmates 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. Inmates within the Bureau of Prisons may present with a range of diagnoses, which may include psychotic disorders, personality disorders, mood disorders, substance use disorders, and/or cognitive impairment. Therefore, Psychology Services plays an integral role in the mental health management of the federal population both pre- and post- incarceration.

Psychologists in the BOP 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, the Psychology Services staff collaborate with a multidisciplinary healthcare team, and provide consultation to medical, custody, and unit team staff to provide comprehensive treatment and reentry resources to inmates under our care.

Psychology Services within the BOP employs only doctoral-level clinical and counseling psychologists, as well as masters-level treatment specialists. Psychologists are required to be licensed or license eligible, and are encouraged to seek further credentialing (e.g., ABPP and APA Division Fellowship). Maintaining professional competencies is a priority and annual continuing education is provided to every Bureau psychologist.

FCI Danbury

The Federal Correctional Complex (FCI) Danbury is a proud member of the Bureau's Northeast Region. FCI Danbury is comprised of a Federal Correctional Institution (FCI) housing male offenders and a Federal Satellite Low (FSL) and a minimum security camp housing female offenders.





The Federal Correctional Institution, located in Danbury, Connecticut, was opened on August 6, 1940, as a minimum security facility for men. In 1982, the Federal Prison Camp was established adjacent to the FCI. Other than the foundation, the Camp was constructed entirely by staff and inmate workers. The FPC was re-designated as a female facility in 1988. In February 1994, the FCI was re-designated as a female facility. It reverted back to a male facility in 2014. The LeRoy S. Sipe Training Center was completed in August 1990, with the Wee Wisdom Day

Care located on the main floor. FCI Danbury was the first facility in the Bureau to establish a day care program for staff. The institution is located on approximately 365 acres in Danbury which has a population of over 70,000. The property is also located next to the largest "manmade" lake on the east coast, Lake Candlewood. A lakefront area is maintained for staff recreation.

FSL Danbury



In 2017, FSL Danbury was the first institution to introduce the FIT (Female Integrated Treatment) Program. This was the BOP's first ever programming facility, where the entire FSL is considered a therapeutic community including a Residential Drug Abuse Program, a Mental Health Step Down Program, a Resolve Program (trauma treatment) and a Peer

Support Program, and all inmates housed there are involved in some aspect of treatment. This innovative approach ensures female inmates receive treatment, addressing the full range of their needs from substance abuse to mental health to trauma, with an integrated, individualized treatment plan and a team of treatment providers to provide collaborative treatment. The FIT Program is staffed with 2 Psychologists and 4 Treatment Specialists for approximately 200 inmates. This offers female inmates a unique, evidence based, integrated treatment community to help foster change and assist with their reentry into the community.

Psychology Services at FCI Danbury

The Psychology Department at FCI Danbury has one Chief Psychologist, one Psychology Technician, two Staff Psychologists, one Internship Coordinator, one Resolve (trauma) Coordinator, one Skills Coordinator, two Skills Treatment Specialist, a Drug Abuse Program Coordinator, four Drug Treatment Specialists, one FIT Program Coordinator, one FIT Psychologist, and four FIT Treatment Specialists. When all positions are filled the total staff compliment is 19.

Psychology staff members conduct initial psychological screening of all arriving designated inmates 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. We consult with staff in evaluating inmates with behavioral or other adjustment problems to ensure proper management. We monitor the adjustment of all inmates with serious mental health conditions. Psychological services within this institution are designed to ensure that every inmate 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 Department has private offices for assessment and treatment, larger rooms for groups, and a 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.

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

The Psychology Services Department is decentralized within the institution, most of the offices are spread out around the compound. This allows clinicians the opportunity to be close to their assigned caseloads and fosters close working relationships with colleagues from other departments. The Doctoral Psychology Internship Program will have a designated area that includes individual office space for the interns and the internship coordinator, as well as a didactic training room and group room. All staff and interns have computer workstations on an institutional and agency network with internet access. Software includes word-processing, database management, test scoring, and computerized psychology office management applications. The department also maintains a wide variety of psychological testing instruments that are available to staff and interns.

Specialty Programs at FCI Danbury

Resolve Program

The Resolve Program is a standardized, trauma treatment program run staffed by one full-time Psychologist who serves as the Resolve Program Coordinator. The program is open to both male and female inmates and begins with a trauma workshop. If the inmate is interested in more intensive treatment, he/she is tested and reviewed for appropriateness to enroll into the Resolve Program. The program encompasses DBT and CPT, as well as a maintenance phase to ensure inmates are maintaining the skills learned through Resolve. FCI Danbury accepts referrals from other institutions for the male inmate population.

Female Integrated Unit

The Female Integrated Treatment (FIT) Program is the result of a joint effort between the Psychology Services Branch and the Female Offender Branch. It functions as 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 inmates. Inmates who would otherwise qualify for RDAP and whose treatment plans address substance use in this residential program may qualify for the early release benefit associated with RDAP.

FIT targets low security women from the Northeast United States and women in need of residential mental health treatment from across the country. The program length is determined individually based on the inmate's needs and interest in treatment. Typically, intensive, half-day programming lasts from 4-

12 months, and inmates may remain in mental health or maintenance programming indefinitely.

FIT is integrated into the entire institution and operates as 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 women 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 inmates who have intellectual and social impairments. Inmates 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 inmates. 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. Inmates 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 inmates, thereby improving their institutional adjustment and likelihood for successful community reentry. Some participants may become Mental Health Companions, inmates who are carefully screened and serve as supports and role models for other Skills participants.

Drug Abuse Program

Residential Drug Abuse Program (RDAP)

The RDAP is operated as a Modified Therapeutic Community (MTC); the community is the catalyst for change and focuses on the inmate as a whole person with overall lifestyle change needs, not simply abstinence from drug use. 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 responsibilities 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 inmate's ability to demonstrate comprehension and internalization of treatment concepts by taking behaviorally observable action to change his or her maladaptive and unhealthy behaviors. It is important to note that successful completion of the Bureau's RDAP program requires completion of all three components of the program: 1) Unit based treatment; 2) Follow-up treatment -

the second component of the RDAP. Treatment continues for inmates who complete the unit-based component of the RDAP and return to general population. An inmate must remain in Follow-Up Treatment for 12 months or until he/she is transferred to an RRC; and 3) The Community Treatment Services Program (CTS) is the reentry effort of the Psychology Services Branch.

Nonresidential Drug Abuse Treatment Program

The Nonresidential Drug Abuse Treatment Program (NR-DAP) is a flexible and general population group designed for treatment of inmates 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/or their worlds within 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.

FCI Danbury Psychology Internship Program

Training Model, Aims, and Competencies

The overall aim of the doctoral internship program is to produce entry-level professional psychologists who can also function competently in a correctional environment. Our belief is that this is most effectively accomplished by emphasizing direct service experiences. As a result, the training model adopted for the FCI Danbury internship program is the Practitioner-Scholar model.

A strong emphasis is placed on quality mental health treatment offered to inmates, and we endeavor to provide interns with diverse and rich clinical experiences. To meet these goals, we offer a safe and supportive learning environment that allows interns to develop and enhance skills through the combination of direct care, individual and group supervision, didactic presentations, and assigned readings. The internship curriculum focuses on the following competency areas as training benchmarks:

Competency 1: Research - The intern is expected to demonstrate the substantially independent ability to critically evaluate and disseminate research or other scholarly activities at the local, regional, or national levels.

Competency 2: Ethical and Legal Standards - The intern is expected to be knowledgeable of and act in accordance with the current version of the APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional and federal levels; and relevant professional standards and guidelines. Interns are also expected to recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas. Interns should conduct themselves in an ethical manner in all professional activities.

Competency 3: Individual and Cultural Diversity - Interns are expected to demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. They will demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities. They will also demonstrate the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles. This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group

membership, demographic characteristics, or worldviews create conflict with their own. Interns should demonstrate the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship.

Competency 4: Professional Values and Attitudes - Interns are expected to behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others. They are expected to engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness; actively seek and demonstrate openness and responsiveness to feedback and supervision; and respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

Competency 5: Communication and Interpersonal Skills - The intern is expected to develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those who receive professional services. They will produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated, demonstrate a thorough grasp of professional language and concepts; and they will demonstrate effective interpersonal skills and the ability to manage difficult communication well.

Competency 6: Assessment - The intern is expected to demonstrate the ability to select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics. They will collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient. They will interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective. They will communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

Competency 7: Intervention - The intern will demonstrate the ability to establish and maintain effective relationships with the recipients of psychological services. They will develop evidence-based intervention plans specific to the service delivery goals; implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables; and, demonstrate the ability to apply the relevant research literature to clinical decision making. They are expected to modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking; and, evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

Competency 8: Supervision - The intern is expected to demonstrate knowledge of supervision models and practices, and to apply this knowledge in direct or simulated practice with psychology trainees, or other health professionals. Examples of direct or simulated practice of supervision include, but are not limited to, role-played supervision with others, and peer supervision with other trainees.

Competency 9: Consultation and Interprofessional/Interdisciplinary Skills - The intern will demonstrate knowledge and respect for the roles and perspectives of other professions, and apply this knowledge in direct or simulated consultation with individuals, other health care professionals, interprofessional groups, or systems related to health and behavior.

Consistent with the Practitioner-Scholar model, the majority of training opportunities are experience-based. Generally, training experiences proceed in a step-wise manner. At the beginning of the training

year, interns primarily observe supervisors' work and provide services jointly with a supervisor. However, as interns feel more comfortable and display increased competence, increased responsibility and autonomy is afforded to them. Across the completion of the internship, interns are expected to demonstrate a degree of autonomy and independence, consistent with their transition from student to practitioner.

Training Experiences and Rotations

FCI Danbury interns provide services in at the FCI, SPC and FSL 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 three, four-month rotations in Trauma (working in both the Female Integrated Unit and Resolve Programs), Skills Program and Drug Abuse Program. In addition to Specialty Rotations, all interns will continually train in general Correctional Psychology. In this function, interns will gain experience with inmates housed in General Population and Restrictive Housing. 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 at least half of their 40 hour work week, or 20 hours, in face-to-face direct service delivery.

General Population and Restrictive Housing Services

Individual Psychotherapy - Interns 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. Interns may be assigned a caseload of CARE1-MH, CARE2-MH, and CARE3-MH inmates. However the emphasis of the general population rotation is providing services to CARE1-MH inmates.

Group Psychotherapy - Interns facilitate an evidence-based priority practice group with general population inmates. Interns are able to choose their preferred group topic, and potential protocols include anger management, criminal thinking, emotional self-regulation, and seeking safety.

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

Assessment - Interns complete at least one comprehensive evaluation during the General Population rotation. Referral questions vary considerably and may include educational and disability assessment, neuropsychological assessment, and personality assessment. Because of the wide range of referral questions, efforts are 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.

Intensive Treatment Rotation – Trauma

Program Administration - Interns in the Trauma rotation have the unique opportunity to shadow supervisors and complete administrative duties typical of a residential treatment coordinator in the BOP. 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.

Process Group Therapy - Interns facilitate and co-facilitate process groups with 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.

Psycho-educational Group Therapy - Interns facilitate psychoeducational groups utilizing manualized group protocols. Group therapy topics include rational thinking, criminal lifestyles, living with others, lifestyle balance, and recovery maintenance.

Treatment Team - Interns participate in scheduled treatment team meetings for the Resolve and FIT programs. The treatment team consists of program coordinators, interns, and treatment specialists. Inmates 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.

Intensive Treatment Rotation – Skills

Program Administration - Interns will work closely with the Skills Coordinator and the Skills Treatment Specialist to assess, treat, and manage inmates with intellectual and social impairments. In the Skills rotation interns will have the opportunity to shadow supervisors and complete administrative duties typical of a treatment coordinator in the BOP. 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.

Assessments – Interns will have the opportunity to complete assessments including but not limited to psychosocial evaluations, initial assessments, and motivational interviewing. The Skills rotation will provide interns with a unique training opportunity to develop specialized diagnostic, assessment, intervention, and consultation skills with a diverse population of individuals identified with intellectual and social impairments. Opportunities may also exist to complete psychological testing, as indicated.

Process Group Therapy/Psychoeducational Group Therapy - Interns facilitate and co-facilitate process groups and psychoeducational groups with the Skills psychologist and treatment specialist. 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 - Interns participate in weekly treatment team meetings for Skills. The treatment team consists of a program coordinator, interns, psychologists, and a treatment specialist. Inmates 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.

Intensive Treatment Rotation - Drug Abuse Programs

Assessment - Interns will work closely with the Drug Abuse Program Coordinator and the Drug Treatment Specialist to assess, treat, and manage inmates who have intellectual and social impairments. In the Drug Abuse Program rotation interns will have the opportunity to shadow supervisors and complete administrative duties typical of a treatment coordinator in the BOP. 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 to assessment for the Residential and Nonresidential Drug Abuse Programs, interns will have the opportunity to provide assessment and treatment for individuals receiving Medication Assisted Treatment (MAT) for Opioid Use Disorders.

Process Group Therapy/Psychoeducational Group Therapy - Interns facilitate and co-facilitate drug abuse specific process groups and psychoeducational groups with the Drug Abuse Program Coordinator 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.

Group Psychotherapy - Interns facilitate a variety of psychoeducational groups, and co-facilitate process groups with the Drug Abuse Program Coordinator and Drug Treatment Specialists. Interns facilitate manualized, evidence-based groups related to substance abuse treatment. Interns will also have the opportunity to conduct psychoeducational Drug Abuse Education groups.

Supervision

The FCI Danbury psychology internship program adheres to the APA guidelines for clinical supervision. All interns are provided no less than four hours of supervision per week, which includes two hours of individual supervision with the rotation supervisor and two hours of group supervision with the Training Director. Unscheduled supervision and consultation is also available to interns as requested or warranted.

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 Bureau of Prisons internship training sites. The evaluations measure intern progress with regards to the following profession-wide competencies, as delineated by APA: Research; Ethical and Legal Standards; Individual and Cultural Diversity; Professional Values and Attitudes; Communication and Interpersonal Skills; Assessment; Intervention; Supervision; Consultation and Interprofessional/Interdisciplinary Skills.

The Training Director is responsible for the development, implementation, and evaluation of the internship program. The Training Director distributes training assignments, resolves clinical and administrative problems, plans the sequence of formal training experiences, and closely monitors interns' workloads and performance through frequent consultation with other clinical supervisors. Each training rotation has a formal contract outlining interns' expected learning objectives and training activities. The Training Director receives information throughout the year regarding the intern's progress

in the internship program. A copy of each completed formal evaluation is sent from the Training Director to the Director of Clinical Training from the intern's doctoral program.

Interns are also afforded the flexibility of incorporating individualized training aims into the rotation contract, and the Training Director and rotation supervisors work with the interns to meet individual training goals during the course of the internship year. In the event an intern wishes to make a formal grievance against the internship program, the Training Director and Chief Psychologist would work in tandem to ensure concerns are equitably addressed.

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 department by presenting on their dissertations and facilitating a group presentation on a topic of their choice. An example of a didactic seminar schedule is included as an appendix.

Surrounding Area



Danbury is a community of approximately 84,992 according to the latest Census Bureau information (2016). It is located in Northern Fairfield County, Connecticut, and is approximately 70 miles Northeast of New York City. The City of Danbury enjoys a strong economy and a wide variety of business, recreational and leisure opportunities. Danbury is also conveniently located within a one to two hour drive of many shore communities along the Long Island Sound, and a quick ride into Manhattan can be made via private auto or train. The institution's property borders Candlewood Lake, the largest manmade lake in the State of Connecticut.

Benefits

Interns are afforded liability coverage for on-site professional activities, with the expectation interns' work within their scope of expertise and with Bureau of Prisons policy. Interns also have the benefit of 11 paid federal holidays, an annual stipend of \$63,800, and accrual of four hours of sick leave and four hours of annual leave per pay period (every two weeks). While interns are not expected to work in excess of 40 hours per week, compensatory time off is provided for any work hours in excess of this expectation.

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 needed that is not covered by accrued leave, the intern would be required 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.

Eligibility Requirements

Intern selection at each training site 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 the Association of Psychology Postdoctoral and Internship Centers (APPIC) Internship Matching Program. For a detailed description of these policies and procedures, refer to [APPIC's website](#). Our internship sites agree 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 should understand that the Bureau is also bound by the specifications of the [Pathways Program](#). 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, after completion of the APPIC process, the most qualified applicants be invited to submit an application through the [USAJOBS website](#) to verify eligibility for temporary federal hiring.

Applicants for the Bureau's internship positions should be aware that 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 / psychologist in training," but also suitability for work in a position of public trust. In general, Bureau 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 inmate population.

COVID-19 Note: As a mandatory public safety requirement, the Bureau of Prisons (BOP) now requires all staff, including psychology interns, to receive the COVID-19 vaccination as a condition of employment. Proof of vaccination will be required at all BOP internship program sites. Your completed CDC COVID-19 Vaccination Record Card will meet this requirement. You may, however, request a reasonable accommodation from the mandatory vaccination policy due to a qualifying disability or medical condition, or based on sincerely held religious belief, practice or observance.

Application Procedures

Early fall, graduate students from APA Accredited Clinical and Counseling schools interested in a doctoral psychology internship position at any of the Bureau's training sites should complete each of the following steps:

1. **AAPIC**
 - A. Complete and upload the AAPIC Online application for Psychology Internships available on the [APPIC Website](#). Be sure to include all components, including a copy of your curriculum vitae, graduate transcripts, and three letters of reference.

- B. **Additional Requirement:** In addition to the AAPI Online application, our site requires that you upload a sanitized comprehensive psychological assessment report as part of your electronic application.

Applicants applying for the 2022-2023 internship year must submit all application materials to our site through the AAPI Online service by **November 1, 2021**. Applicants are encouraged to submit materials as early as possible. Late applications will not be considered.

Direct applications and inquiries to:

Joseph Caverly, Psy.D., Chief Psychologist
Internship Program Coordinator
Federal Correctional Institution Danbury
33 ½ Pembroke Road
Route 37
Danbury, CT 06811

EMAIL: jcaverly@bop.gov
203-312-5281

2. USAJOBS – DOJ Pathways Internship Program Psychology Doctoral Intern

- A. After the AAPI Online application is reviewed by each Bureau site, applicants will be notified via email, mid-November, if FCI Danbury wishes to consider them further. Those applicants will be instructed to continue with the USAJOBS process for possible employment (internship).
- B. Read the announcement on USAJOBS completely, especially the sections "Qualifications Required" and "Required Documents." Apply online and submit ALL required supporting documentation. Required Documents include:
- 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
 - Transcript – a transcript which includes the School Name, Student Name, Degree and Date Awarded. You should use an unofficial or official copy from your school's registrar's office
 - Verification of Completion of the AAPI – examples of verification of completion of the AAPI include 1) a statement from the Training Director presiding over the doctoral program validating completion of the AAPI and matriculation at a clinical or counseling doctoral program *or* 2) a copy of confirmation of completion of the AAPI and registration for Match (i.e. proof of payment or APPIC Match ID number)
- C. During the USAJOBS application process, applicants must respond to a series of assessment questions. Your responses determine category placement (i.e. Best Qualified, Highly Qualified, Qualified). Additionally, Veterans Preference is applicable during this application process.
- D. After closure of the USAJOBS vacancy announcement, the Consolidated Staffing Unit (CSU), in accordance with established OPM procedures for category ratings, will only process applicants that are assessed as qualified and included in the Best Qualified category. Applicants in the Best Qualified category will be notified of their status by the CSU and forwarded to the internship site to 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 though you have applied to numerous Bureau 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. This means, it is possible, that you will be found ineligible for any of our sites and you are advised to plan accordingly. For example, you might want to consider developing a larger pool of internship applications.

Applicants can contact the Bureau's Consolidated Staffing Unit (CSU) located in Grand Prairie, Texas, for questions regarding their documentation and inquire if ALL required documents were received.

3. Interview Process

- A.** In early December, FCI Danbury will notify applicants who will be invited and scheduled for interviews, which are conducted in January. Once invited to interview, applicants are asked to fill out an NCIC form and a form agreeing to a credit check.
- B.** Interviews will held in January 2022. As part of the interview process, you will need to complete a computerized Core Values Assessment and a pre-employment integrity interview. If you are applying to more than one BOP internship site, you only have to complete this process once. Results of the security clearance procedures can be shared with other Bureau sites for your convenience. If you fail any portion of this security clearance, you will no longer be considered for any Bureau of Prisons internship program.
- C.** The interview process will also a panel interview in which applicants will be asked to respond to a number of scenarios that could arise in a correctional facility, as well as psychology-specific questions. Applicants will also have the opportunity to meet clinical supervisors and current interns and ask questions about our program.
- D.** Offers of positions are made in strict accordance with the policies of the APPIC's Internship Matching Program. No person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant.

Additional Information

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 prior to Uniform Notification Day. All offers for temporary employment are made in accordance with APPIC policy.

Offers of internship positions resulting from the computer match are strictly contingent upon satisfactory completion of the background investigation process, which includes a physical examination, a urinalysis drug screen, and a field investigation to verify that the information provided in interviews and on required forms is accurate. During the background investigation you will be required to disclose any mental health diagnoses and treatment. 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 program. Once hired, interns must comply with the Bureau's Program Statement on Standards of Employee Conduct.

If you have any questions regarding whether you would qualify for a federal position, you should seek further information from our Human Resource Department, to determine the advisability of continuing with the application process. Psychology staff are **not** able to advise you on these matters.

Any questions you may have should be resolved **prior** to submitting your list for matching. The foregoing is not intended to discourage applications, but to ensure that applicants are aware of the federal requirements that will be imposed on them should they wish to pursue a Bureau of Prisons internship position.

APPENDIX A

INTERNSHIP ADMISSIONS AND SUPPORT DATA

Date Program Tables updated: July 26, 2021

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 in APA accredited doctoral programs in clinical and counseling psychology. Strong applicants will have a breadth of experience in a variety of settings with diverse populations. Prior work experience in a correctional setting is not required, but training and experiences indicative of appropriate interest are important considerations in selections. Experience with severe mental illness and substance abuse treatment is also particularly relevant for FCI Danbury's specialized rotations.			
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	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	Amount: 400
Total Direct Contact Assessment Hours	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes	Amount: 100
Describe any other required minimum criteria used to screen applicants:			
None.			

Financial and Other Benefit Support for Upcoming Training Year*

Annual Stipend/Salary for Full-time Interns	63,800	
Annual Stipend/Salary for Half-time Interns	N/A	
Program provides access to medical insurance for interns?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
If access to medical insurance is provided:		
Trainee contribution to cost required?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Coverage of family member(s) available?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Coverage of legally married partner available?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Coverage of domestic partner available?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Hours of Annual Paid Personal Time Off (PTO and/or Vacation)	4 hrs/ Pay Period	
Hours of Annual Paid Sick Leave	4 hrs/ Pay Period	
In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Other Benefits (please describe):		
Eleven (11) paid Federal Holidays; limited authorized leave to attend off-site training.		

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

APPENDIX B

2021-2022 Didactic Seminar Schedule

Location: Internship Training Center

Time: 1:00-3:00pm

Date	Title/Topic	Presenter
8/25/21	Inmate Intake Process & Inmate Data Tracking Systems: PDS/BEMR, Sentry, and Insight Part 1	
9/1/21	Inmate Intake Process & Inmate Data Tracking Systems: PDS/BEMR, Sentry, and Insight Part 2	
9/8/21	Suicide Risk Assessments Part 1	
9/15/21	Suicide Risk Assessments Part 2	
9/22/21	Suicide Watch	
9/29/21	Post-Watch Reports	
10/6/21	Priority Practice Groups: CBT, Thinking Errors, RSA's	
10/13/21	Sex Offender Treatment Programs	
10/20/21	Drug Abuse Treatment Programs	
10/27/21	Evaluations and Report Writing	
11/3/21	Mental Status Exams	
11/10/21	Assessment Clinic: Personality Assessment	
11/17/21	Diversity Series: Impact of Clinician's Ethnic and Cultural Identity on Clinical Practice	
11/24/21	Behavior Management Techniques	
12/1/21	Competency-Based Clinical Supervision, Part I	
12/8/21	Modified Therapeutic Communities	
12/15/21	VTC: Welcome to National VTC	
12/22/21	Competency-Based Clinical Supervision, Part II	
12/29/21	VTC: Suicide Prevention	
1/5/22	Program Review	
1/12/22	Differential Diagnosis	
1/19/22	Psychopharmacology	
1/26/22	Motivational Interviewing	
2/2/22	Assessment Clinic: Intelligence Assessment	
2/9/22	Group Therapy Skills	
2/16/22	Dialectical Behavior Therapy	
2/23/22	Etiology and Treatment of Sexual Offenders	
3/2/22	Dissertation Presentation	
3/9/22	Mindfulness	
3/16/22	Dissertation Presentation	

3/23/22	Assessment Clinic: PAI and MMPI	
3/30/22	Diversity Series: Introduction to the Impact of Religion on Inmates	
4/6/22	VTC: PREA	
4/13/22	Dissertation Presentation	
4/20/22	Assessment Clinic: Malingering Assessment	
4/27/22	Diversity Series: Transgender Inmates: Psychologist Roles and Diagnostic Protocols	
5/4/22	VTC: Mental Health Treatment in the BOP	
5/11/22	Ethical Principles and Code of Conduct	
5/18/22	Assessment Clinic: Neuropsychological Assessment (RBANS, D-KEFS, Stroop, WCST, RCFT)	
5/25/22	Diversity Series: Trauma Informed Care	
6/1/22	Employee Assistance Program	
6/8/22	Human Trafficking	
6/15/22	Emergency Response Teams	
6/22/22	VTC: Careers in the BOP	
6/29/22	Mindfulness Based Cognitive Behavioral Therapy	
7/6/22	Emergency Medication	
7/13/22	Diversity Series: Counseling Female Offenders	
7/20/22	Security Threat Groups	
7/27/22	Intern Group Presentation	
8/3/22	Preparing for EPPP and Licensure	
8/10/22	Case Law and Inmate Rights/Mock Prep	
8/17/22	Mock Testimony	
8/24/22	Intern Graduation Party	

PERFORMANCE REMEDIATION AND DUE PROCESS

The internship year is filled with many opportunities for growth, and it is our hope that Interns are able to use constructive feedback in a positive manner. However, we acknowledge that this may be a difficult process at times. While we do not anticipate the need for formal remediation during your internship year, for the benefit of transparency and awareness, all interns should be aware of the process involved in correcting more serious performance problems that could occur and the associated sanctions that may be imposed.

Let us begin by defining what is meant by serious performance problems. Performance problems may be reflected in one or more of the following ways. First, an inability or unwillingness to adhere to standards of professional and ethical behavior. Second, an inability or unwillingness to acquire the professional skills needed to demonstrate an acceptable level of competence. Third, an inability or unwillingness to control reactions to personal stress/problems, or psychological dysfunction, that impact the intern's professional work.

The due process involves several steps, which under most circumstances would be followed in order to address a given problem.

Notice

1. Informal communications -- A supervisor discusses a problem with an intern which is not serious at the moment. This may occur during weekly supervision or other informal communication. Supervisor and intern formulate a plan for addressing the problem. This may or may not be a written plan.
2. Formal communication -- A supervisor formally notifies an intern in writing of a deficit noted in the performance of the intern's clinical duties/knowledge, or unprofessional behavior on the intern's part. Such a problem would ordinarily have been noted previously via informal communication and failed to show improvement within a period of 30 days. However, this step could be undertaken when a potentially very serious problem was first noted. Formal communication of an identified problem will be addressed via one of the following steps:
 - a. Competency Remediation (NOT probation) -- A supervisor develops a competency remediation plan (see attached example) reflective of a deficit noted in the performance of the intern's clinical duties/knowledge, or unprofessional behavior on the intern's part. The nature of the problem will be clearly stated in the remediation plan, which the supervisor and intern agree upon. Interns are assessed and provided with written feedback during remediation, and at the time the remediation plan is terminated. A copy of the remediation plan, and the progress report(s), is placed in the intern's personnel file; the intern receives copies of all items.
 - i. It should also be noted that a formal competency remediation plan will be initiated in the event that an intern receives the lowest possible score (i.e., "1 = Insufficient Competence") on any of the elements of the formal rotation evaluations ("Psychology Internship Competency Outcomes"). However, Interns should have been made aware of potential problems, which would elicit such a score prior to receipt of the formal evaluation. Specifically, it is the expectation of the Internship Program that supervisors make interns aware of any problems or

concerns via informal and/or formal communication steps so that problems may be addressed and potentially improved prior to the end of the rotation and the completion of formal evaluation.

- b. Probation -- This ordinarily occurs only when informal communication and a competency remediation plan have been ineffective in remediating the problem, and is considered the consequence for unsuccessful remediation. Placement on probation involves a letter to both the intern and to the Director of Training at his/her school notifying them of the intern's status. It includes a warning that dismissal can or will result unless acceptable improvement in the problem occurs. In this case, probation is the sanction, but its purpose remains remedial. A summative competency remediation plan is created, which identifies the next step in the remediation process. The plan is formulated and agreed upon by supervisor and intern. Major alterations in the intern's training curriculum are likely in an effort to find a solution to the problem. Under most circumstances, an intern would have at least 30 days to demonstrate improvement after being placed on probation.
- c. Dismissal -- This occurs only when a serious problem continues after supervisor and intern have proceeded through the aforementioned steps, or when a problem is so serious that immediate removal is essential. (An example of the latter might be conviction of a felony.) The intern is removed from the program. FCI Danbury informs both the intern and the intern's Director of Training in writing that internship has been failed.

Hearing

Interns are provided the opportunity to respond to identified concerns at any point during the process. This may be done verbally or via written communication to (in ascending order) the supervisor, Internship Program Coordinator, Chief Psychologist, and then to the Associate Warden of Programs if appropriate. Upon receipt of a verbal or written request, a hearing will be scheduled within 30 days. Attendance at a hearing will include the Intern, the Chief Psychologist, the Internship Program Coordinator, any other relevant supervisory staff, and may/may not include the Academic Training Director. A decision resulting from the hearing will be reached within 10 business days.

Appeal

Interns can appeal these procedures at any point if you feel that your rights as an employee at this institution have been violated. This may be done by verbal or written appeal first to the Chief Psychologist (if the Chief is not directly involved in the remediation process) and then to the Associate Warden of Programs if appropriate. Interns will receive a response regarding an appeal to appropriate staff (i.e., Chief Psychologist and/or Associate Warden of Programs) within 30 days.

It is in the intern's best interest to maintain written documentation related to any concern which in his or her mind may possibly result in probation or dismissal at some point. Interns should also understand that they have grievance rights through the Bureau of Prisons as well as the Association of Psychology Postdoctoral and Internship Centers (APPIC) and the American Psychological Association (APA).

APPENDIX D

Employment Opportunities within the Federal Bureau of Prisons

For over 30 years, the Bureau has relied upon the psychology internship program to provide a large portion of the number of entry-level clinical and counseling psychologists required to meet staffing needs. Many of the psychologists currently employed by the Bureau began their careers after completing internships with us.

While we do not promise jobs automatically for those who are accepted into the internship programs, we prefer to hire people who have already proven themselves to be competent practitioners in correctional environments. Therefore, we often look to our intern classes first when making employment offers.

Newly selected staff psychologists typically start at the GS-11 salary level (approximately \$65,340). Upon successful completion of the first year, psychologists are routinely upgraded to the GS-12 level (approximately \$78,317). Subsequently, the GS-13 and GS-14 levels may be available. The beginning of the pay scale for a GS-13 is approximately \$93,129; the top end of the GS-14 pay scale is approximately \$110,050.) Some positions include the added benefit of student loan repayment; this varies by facility. Some staff psychologists become Chiefs of Psychology at institutions within a few years of joining the Bureau. Other career tracks include leading specialized treatment programs, substance abuse programs, or internship programs. Psychologists can also become administrators; former BOP Director, Dr. Kathleen Hawk Sawyer, began her Bureau career as a psychology intern.

Psychologists enjoy a great deal of professional autonomy in the Bureau. We are the main providers of mental health services, and our departments are for the most part successful in maintaining complementary, collegial relationships with psychiatrists. Psychologists in the Bureau are routinely involved in forensic evaluations for the Federal Courts, psychological evaluation of candidates for the Federal Witness Protection Program, crisis negotiation teams, substance abuse treatment programs, suicide prevention programs, crisis intervention response teams for trauma victims, doctoral internship training programs, employee assistance programs, inpatient mental health programs, staff training, and research.

The BOP values continuing education of psychologists. Many psychologists attend seminars, workshops, or the national conventions. Funding for outside training may be available, and varies from year to year based on the vagaries of the federal budget. Psychologists also 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.

As federal employees, all new psychologists are covered by the Federal Employee Retirement System, a pension plan which includes several attractive options for sheltering extra income, similar to a 401K plan. Bureau employees may retire after 20 years, provided they have reached the age of 50, or at age 45 with 25 years of service, and receive a full pension. The Bureau is an Equal Opportunity Employer. However, in accordance with Public Law 100-238, applicants for entry level staff positions must be under the age of 37 at the time of appointment.

APPENDIX E

Danbury and the Surrounding Community



Danbury is located in Fairfield County, Connecticut and is located approximately 65 miles northeast of New York City. Danbury's population at the 2010 census was 80,893. 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 3.1 days of the year, respectively. The average rent for a one bedroom apartment in Danbury is \$1,500 per month.

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 the hats, to the big surge of those from Central and South America in the past two decades.

Residents of Danbury can 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. Tarrywile Mansion and Park houses an 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 literally 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.

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 North Eastern Hockey League, play their games at the Danbury Ice Arena. Major league sports abound in the greater metropolitan New York City area, less than two hours away. Teams include baseball's Yankees and Mets, basketball's Knicks (NBA) and hockey's Rangers (NHL). The WNBA (Women's National Basketball Association) also has a New York franchise, the New York Liberty.