



**North Carolina Department of Public Safety
Division of Adult Corrections**

Doctoral Internship
in
Professional Psychology

Internship Year
8/12/19 - 8/07/20

Match Code: 214211

Philosophy and Model of Training

The NC DPS Doctoral Internship in Professional Psychology espouses a philosophy and model of training that places the intern into the role of a **practitioner-scholar** who is trained to develop experiential skills within a scholarly framework. The internship program strives to reinforce the dynamic interchange between practice and scholarship. The substantive area of professional psychology represented is that of applied psychology in the criminal-justice system. Correctional settings operate within a legal and political landscape in which psychology professionals are frequently called upon to account for their methods and procedures. Psychology staff must and do value the importance of remaining current in empirical and scientific knowledge relevant to this setting with its attending psycho-legal issues. Interns have already received extensive training in graduate school in the empirical and theoretical bases of applied psychological procedures. Part of the goal of the internship is for interns to see how these bases are applied in this setting. Our goal is to prepare the intern to deliver psychological services that account for the individual, cultural, socioeconomic, and societal considerations of a target population of underserved clients with a broad range of mental health needs. This goal is consistent with the Mission Statement of the North Carolina Department of Public Safety (DPS) that states:

“The mission of the North Carolina Department of Public Safety is to promote public safety by the administration of a fair and humane system which provides reasonable opportunities for adjudicated offenders to develop progressively responsible behavior.”

The professional psychologists within DPS fulfill the above stated missions by providing legally mandated healthcare services to those clients who are in need of mental health and offense-related treatment.

Sequential Professional Development

Consistent with the interns' development from students to practitioner-scholars, the internship program assists them in gaining the experience and skills needed to achieve the proficiency needed for entry into the professional practice of psychology. The interns are provided an opportunity to test their skills and refine their theoretical orientation within a supervised training environment while developing their own professional identity. Initially, training is intended to have them observe and model professional behavior. Then as the year progresses, they are afforded increasing degrees of autonomy as their decision-making skills and levels of professional comfort increase.

Ethics

Since sound ethical reasoning is a complex skill within the provision of services to clients within the criminal-justice system, the internship provides exposure to a variety of psycho-legal issues, such as privacy, federal and state laws related to treatment of clients, specific laws related to sexual offending, duty to warn, confidentiality of Protected Health Information, competency, and right to treatment. Interns will be challenged to balance the clients' right to privacy with the correctional organizations' need to know about dangerous behavior. Interns are presented with opportunities to learn more about court testimony, the psychologist as expert witness, and how to provide useful professional testimony. Interns become familiar with the laws of the State of North Carolina and the Mental Health Statutes as they relate to appropriate treatment, confidentiality, and involuntary commitment. The correctional setting is a microcosm of the issues found in contemporary professional practice.

Scholarly Seminars

The NC DPS Doctoral Internship in Professional Psychology provides a scholarly course of weekly, didactic training as scheduled by the Internship Training Director.

This training begins with an intensive orientation for the NC DPS interns that explains the role of psychologists within the corrections system as they participate in orientation required of all new employees. Then, the didactic training provides the knowledge of the skills, laws, ethical codes, professional standards, and instruments needed to work with the mentally ill in the criminal justice system. It then moves on to the psychopathology and personality disorders typically found in a mentally ill client population, such as psychoses, disruptive personality and attachment disorders. Next, it sequences through the unique clinical issues presented by this population such as co-occurring disorders and the psychopathic client. The didactic training on individual and cultural diversity includes training on minority cultures since ethnic minorities are over-represented in prisons. Interns are also trained on counseling LGBT clients, geriatric psychology, and the understanding of client religious issues in therapy, all of which are relevant to a correctional and community population. The didactic training includes a focus on the assessment and treatment of violent offenders, who make up a large portion of the prison population. The internship program also provides special topics and other conference training.

Objectives and Competencies

Within the DPS, interns are acculturated into the roles of professional psychologists who work in a public sector, correctional setting with under-served, adult patients who may often be mentally ill or in need of mental health treatment. They may be in crisis or in special populations such as sexual offenders or those dually diagnosed with addiction and mental illness. The presenting complaints, age, ethnicity, socioeconomic background, language skills, and education levels of our patients are very diverse. The internship strives to reinforce the need for professional psychologists to provide quality services to such under-served individuals and to appreciate the diversity of life experiences they represent. The roles of psychologists include interdisciplinary mental health team member, provider of direct services including assessment and intervention, consultant, supervisor, and provider of/participant in continuing professional education. Acculturation occurs in a training atmosphere of modeling, collaborative interaction and progressively autonomous practice in which the intern joins the outpatient or residential treatment team as an intern for the duration of that site rotation.

There are long-term and short-term objectives for the internship program. Completion of the internship requires 2000 hours of supervised experience (see "*Work Hours and Leave*" section below for additional information). The expected number of hours of clinical contact per week is 20. The long-term outcome expectations are that those interns who complete the internship will achieve proficiency to function autonomously in a correctional, or another professional setting. Our expectation is that they will complete their doctoral degrees, obtain professional licensure, and find appropriate employment.

Our internship is dedicated to polishing an intern's skill in Psychological Assessment since Psychologists are virtually the sole providers of this area of mental health service. To accomplish this, the intern will complete at least 4 psychological evaluations with full test batteries. A full test battery consists of adequately administered interview, objective, and/or intellectual/cognitive assessment instruments. These will be reviewed by the Site Supervisor.

The intern shall share results of the evaluation with the patient and others as indicated. Interns will evaluate a variety of patients of various ages and with various cultural backgrounds. Evaluation reports will be closely reviewed by the Site Supervisor(s) for growth and development toward proficiency in diagnostic interviewing, test administration and interpretation, formulation of a “diagnostic” description of the person, use of an appropriate DSM-5 diagnosis, and writing an integrated report that describes the salient features of the client’s personality, behavior, and life.

In the short-term, we expect our interns to acquire knowledge and develop competencies within the internship year. The section that follows outlines the general competency expectations for all interns.

Required Profession-Wide Competencies

1. Research

- a. Intern demonstrates knowledge of essential scientific basis for psychological assessment and intervention.
- b. Intern engages in program evaluation, empirical research, or program development.
- c. Intern demonstrates the use of readings or self-study to influence interventions, enhance the delivery of psychological services, and/or independently shares knowledge with other staff or relevant parties.
- d. Intern demonstrates the ability to teach or present scholarly information. The intern provides scholarly information in a clear and informative format and responds professionally to questions regarding shared information.

2. Ethical & Legal Standards

- a. Intern demonstrates knowledge of the current version of the APA Ethical Principles of Psychologists and Code of Conduct.
- b. Intern demonstrates knowledge of the relevant laws, regulations, rules, policies, and professional standards & guidelines governing the practice of psychology at all levels.
- c. Intern is able to recognize ethical dilemmas and apply an ethical decision-making process for a resolution.
- d. Intern conducts her/himself in an ethical manner in all professional activities.

3. Individual & Cultural Diversity

- a. Intern demonstrates awareness of how her/his own personal and cultural history, attitudes, and biases may impact how s/he understands and interact with people different from themselves.
- b. Intern demonstrates knowledge of the current theoretical and empirical knowledge base in addressing diversity in clinical training activities.
- c. Intern considers cultural, individual, and contextual variables in her/his understanding of case formulation, psychopathology, and DSM diagnosis.
- d. Intern demonstrates ability apply relevant knowledge related to working effectively with diverse individuals and groups.
- e. Intern demonstrates ability to work with individuals whose group membership, demographic characteristic, or world-views are different from or create conflict with her/his own.

4. Professional Values, Attitudes, & Behaviors

- a. Intern demonstrates behaviors reflecting the values and attitudes of psychology (e.g. integrity, deportment, professionalism, accountability, lifelong learning, and concern for the welfare of others).
- b. Intern demonstrates self-reflection regarding her/his own personal and professional functioning.
- c. Intern engages in activities to maintain and improve performance, well-being, and professional effectiveness.
- d. Intern seeks out, and demonstrates openness and responsiveness to feedback and supervision.
- e. Intern responds professionally and with an appropriate level of independence in increasingly complex situations.

5. Communications & Interpersonal Skills

- a. Intern develops and maintains effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, and clients/patients.
- b. Intern is able to communicate verbally in an appropriately clear, informed, integrated, and effective manner.
- c. Intern's written communication is appropriately clear, informed, integrated, and effective.
- d. Intern demonstrates an appropriate grasp of professional language and concepts.
- e. Intern demonstrates effective interpersonal skills and the appropriate skill in managing difficult communications.

6. Assessment

- a. Intern demonstrates knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
- b. Intern demonstrates awareness and understanding of human behavior within its context (e.g., family, social, societal and cultural).
- c. Intern applies knowledge of functional and dysfunctional behaviors, cultural, individual, and contextual variables to the assessment and diagnostic process.
- d. Intern selects and applies appropriate assessment methods, using multiple sources and methods appropriate to the referral question and characteristics of the client/patient.
- e. Intern demonstrates the ability to accurately administer and score psychological measures.
- f. Intern interprets assessment results accurately while guarding against decision making biases.
- g. Intern accurately and effectively communicates the findings and implications of assessments, both verbally and in writing.

7. Intervention

- a. Intern establishes and maintains effective working relationships with clients/patients.
- b. Intern's case conceptualizations are informed by the relevant theoretical and empirical knowledge-base and clinical data (e.g. history, self-report, assessment measures, clinical records, etc.).
- c. Intern develops evidence-based treatment plans that address service delivery goals.
- d. Intern demonstrates ability to implement interventions that are informed by current scientific literature and assessment findings.

- e. Intern demonstrates ability to implement interventions that are informed by the client's/patient's needs, expectations, goals, and progress, as well as cultural, individual, and contextual variables.
- f. Intern evaluates intervention effectiveness and adapts intervention goals/methods based on outcomes.

8. Supervision

- a. Intern demonstrates awareness of supervision models and practices.
- b. Intern is prepared for and makes appropriate use of supervision.
- c. Intern develops and maintains positive working relationship with supervisor(s).
- d. Intern applies knowledge of supervision in direct or simulated supervisory practice with peers or other health professionals (if applicable).

9. Consultation & Interprofessional/Interdisciplinary Skills

- a. Intern demonstrates understanding and respect for the roles and perspectives of other professionals.
- b. Intern demonstrates awareness of consultation models and practices.
- c. Intern makes appropriate use of consultation to increase knowledge and to improve effectiveness in provision of clinical activities.
- d. Intern provides effective consultation to individuals, groups, systems, or other health care professionals related to health and behavior (if applicable).

Supervision

The Internship Training Director

The Training Director is a licensed doctoral-level psychologist who is the administrative supervisor for interns and maintains primary responsibility for the Internship Program. The Training Director is responsible for intern selection, evaluation of the Internship Program and its training goals, evaluation of each Intern's training goals in collaboration with site supervisors, and the maintenance of training records and documents. The Training Director works closely with the Site Supervisors, the Director of Behavioral Health, executive management staff, and facility administrators (i.e. Wardens or Superintendents) to ensure the planning, coordination, and implementation of the Internship Program meshes well with the operations of the facilities that represent training sites.

The Internship Training Director position is written into the job duties of the Assistant Director of Behavioral Health. The Assistant Director is under the administrative supervision of the Director of Behavioral Health.

Individual Supervision

Individual supervision is provided at a minimum of two hours per week and a total of two hours of weekly group supervision is provided for a total of four hours per week. There are two hours of didactic seminar provided weekly as well.

Providing supervision/training in the profession of psychology is a critical component of the NC DPS Doctoral Internship Program in Professional Psychology. Supervision guides the interns' professional development and enhances their philosophy and practice.

Intern Supervision Consent Form

Following their orientation to supervision, each supervisor will review the Intern Supervision Consent form with their intern. Each will sign and date the form. The supervisor will keep a copy, give a copy to the intern, and send a copy to the Internship Training Director.

Standards of Supervisory Practice

Supervisors are ethically and legally responsible for the work and professional conduct of their intern-supervisees. Supervisors will uphold and model standards and practices consistent with the Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association (2002) as well as other applicable standards (e.g., from North Carolina Psychology Practice Act; Title 21, Chapter 54 of the North Carolina Administrative Code (21 NCAC 54) as they apply to psychologists and interns. In addition, they and their intern supervisees will abide by the NC DPS's applicable work rules, codes, and directives. The intern supervisor will provide supervision within the framework of these recognized professional and ethical licensing standards and guidelines for psychologists, as well as the work rules and policies of the NC DPS. These standards include, but are not exclusive to, due process, informed consent, documentation, avoiding dual relationships, harassment, sexual exploitation or abuse, competence, consultation, confidentiality, duty to warn and program and intern evaluation.

Intern Supervisor Qualifications

We are in an age in which supervisors are held vicariously and legally liable for the professional activities of their supervisees. The Tarasoff decision is a sentinel case in point, in which both the therapist and the supervisor were found negligent and liable. Therefore, it is in the best interest of the supervisor, intern, and the NC DPS that the highest quality of supervision be provided. It is therefore essential that NC DPS's supervisors uphold and model the highest ethical and practice standards from which the psychology interns may draw from in their future careers.

The intern supervisors will be North Carolina-licensed, doctoral-level psychologists in good standing and, in compliance with current licensing standards, been employed in our agency for at least 1 year and be qualified to provide the supervisory oversight in the specific areas in which they provide supervision. If an intern has a training need outside the individual supervisor's areas of competence, other arrangements must be made with additional qualified on-site psychology staff. Training records will be maintained by both the supervisor and the Training Director.

Group Supervision

Group supervision is provided by the Internship Training Director, which serves several functions. It provides weekly contact with the Training Director who can address general administrative concerns and keep a finger on the pulse of what is happening with interns and the internship process. Group supervision provides a meeting forum where interns can exchange views and experiences, and build their peer relationships. It also serves as a group experience that can foster individual growth and development.

Site Supervisor's Responsibilities

The Site Supervisors will be responsible for arranging orientation training for the interns at their site, including appropriate tours, administrative and staff notifications and introductions, and essential security procedures and responsibilities.

Intern placement requires the availability and access to necessary equipment, assessment instruments and reference material for the interns to meet their clinical responsibilities.

Supervisors will ensure that interns are held to the same work hour and rule standards as other NC DPS staff, and follow the appropriate department disciplinary processes should the need arise. A copy of department work rules and an explanation of the disciplinary processes will be provided to each intern during orientation.

The Site Supervisor, along with the intern, will be responsible for assessing the interns' clinical practice needs, setting their training and supervisory goals, overseeing the content and quality of their training, and ensuring compliance with professional and NC DPS standards, policies and procedures. They will design and supervise the intern's clinical experiences, taking the intern's skills and internship goals into consideration while making appropriate assessment and therapy assignments and providing organizational experiences. The supervisor must be sufficiently familiar with the intern's caseload so that intervention is possible in the event of an intern's absence or a crisis.

The intern supervisor will be responsible for providing the intern with on-site access to other Psychological Services' staff in the event of the supervisor's absence. It is not appropriate for an intern to be on-site without any available licensed staff. It should be remembered, however, that the supervisor is ultimately responsible for the intern's on-site activities.

The supervisor will be responsible for the evaluation of the intern's clinical work, progress in his/her placement and the provision of appropriate feedback to the intern, other supervisors and the Internship Training Director.

Supervisors will provide supervision in compliance with applicable professional, ethical and license practice standards. The supervisor is responsible for ensuring compliance with professional and NC DPS's standards, policies and procedures. This may include (but is not limited to) helping the intern to learn how to document explanation of the limits of confidentiality within NC DPS, obtain informed consent, obtain authorization to audio or video tape sessions for supervisory purposes, obtain releases of "Personal Health Information", gain authorization for collateral contacts, and gather assessment and diagnostic information from outside sources. These standards also include writing and explaining treatment plans, writing progress notes, assessing client progress, and consulting with health and non-health professionals, writing a termination summary, and documenting aftercare plans, should on-going services be interrupted by a change in site assignment or the offender's release into the community. The limits of confidentiality within NC DPS as well as outside NC DPS should also be made clear.

Supervisors will inform interns about the supervisor's theory of supervision, the areas of their supervisor's competence, the supervisory and evaluation process, the criteria used to evaluate the intern's performance and successful completion of their rotation. This includes information about how the intern's practices will be observed (e.g., audio, video and direct), what their responsibilities are, and the guidelines used to assess their competence. Interns will also be

provided and informed about schedules for supervision, limits of confidentiality within the supervisory process, and the due-process resolution of intern/supervisor conflicts.

The supervisor will provide each intern with sufficient information about their internship responsibilities, supervisory and evaluation processes such that the interns will not be caught unawares due to an oversight of their supervisor.

Supervisory Documentation

Each intern supervisor will be responsible for maintaining systematic documentation of the intern's experiences, dates of supervisory meetings, topics discussed, supervisory direction, and feedback to the intern. Additionally, supervisory records must include notes of cases discussed, problem identification, progress, and outcomes. The On-site Supervisor is responsible for completing the *Supervisor's Evaluation of Intern* quarterly and forwarding it to the Training Director.

Supervisor's Evaluation of Intern

The on-site supervisors rate the intern's at least every three months (more often if necessary) on their progress in each of the *Profession-Wide Competency* areas described above using the *Supervisor's Evaluation of Intern*.

Interns are given timely and written notification of any problems that occur as well as opportunities to discuss problems with the On-Site Supervisor and the Training Director. The *Supervisor's Evaluation of Intern* forms are reviewed face to face and signed by both the intern and the supervisor. The intern is given a copy and a signed copy is given to the Training Director.

Evaluation Ratings

Interns are evaluated across each Profession-Wide Competency area in accordance with the current stage of training (i.e. beginning, intermediate, advanced), using the rating scale below:

- **4=Exemplary:** Intern's performance exceeds expectations for interns at this level of training.
- **3= Proficient:** Meets your training program's expectations for interns at this level of training. Interns are making sufficient progress to achieve proficiency by the end of the internship. The level of performance needed to meet expectations is graduated, and increases for each quarter of the internship. In this way, growth can be identified although the rating may look the same for the fourth quarter as for the first. Thus, performance that "Proficient" at the end of rating period may not warrant a rating of "Proficient" at the end of the next because expectations rise. A place for comments follows the end of each section of the evaluation form to allow the supervisor to explain the ratings and note particular strengths or difficulties. This is an ideal place for supervisors to identify areas in which interns demonstrate proficiency before the end of the internship.

- **2= Below Proficient:** Not yet meeting your training program's expectations for interns at this level of training. May require additional training, supervision, and/or further practice to meet expectations. Supervisors who give this rating may choose to develop a formal *Remediation Plan*, but one is not required.
- **1= Inadequate:** Performance is significantly below your training program's expectations for intern's *entry* into this level of training. Supervisors who give this rating will develop a *Remediation Plan*. Several such ratings could lead to being placed on *Probationary Status with a Remediation Plan*.

Successful completion of the internship program requires that the intern obtain an average score of 3 or better by the last quarter within each of the Profession-Wide Competency areas: Research; Ethical and Legal Standards; Individual and Cultural Diversity; Professional Values, Attitudes, & Behaviors; Communication and Interpersonal Skills; Assessment; Interventions; Supervision; and Consultation and Interprofessional/Interdisciplinary Skills. In the event that earlier evaluations indicate deficiencies in meeting this criterion, a specific, written plan for remediation will be prepared.

The Internship Training Director is responsible for creating the formal, written mid-year and final intern evaluations. The mid-year and final evaluations are completed in collaboration with the Site Supervisor(s) and are based, in part, on the quarterly evaluations completed by the Site Supervisor(s). The formal, written mid-year and final intern evaluations are reviewed with the intern and copy is submitted to the intern's graduate training program.

Intern's Evaluation of Supervisor

Each intern completes a parallel rating form for his/her supervisor and the internship after discussion of the quarterly ratings provided by the supervisor. These are returned to the Training Director and this information is taken into account in evaluating the functioning of the Internship program. Significant concerns about supervision within a specific program area or with a specific supervisor would be addressed to the relevant staff on an individual basis by the Training Director.

The intern is also encouraged to discuss any issues and concerns with the Individual Site Supervisors or the Training Director as they emerge. An attempt will be made to negotiate and work out differences and conflicts so that the intern can focus on learning and developing proficiency as a professional psychologist.

INTERNSHIP SITES AND CLINICAL ROTATIONS

Our Doctoral Internship is one program, but with multiple placement sites in the greater Raleigh, NC area. Interns typically participate in 2 - 4 different placements during the year, giving them an opportunity to vary their clinical experiences. They work in institutional settings of varying degrees of security (i.e., minimum, medium, and close). An intern will spend four full days a week at clinical placements. Throughout the year, the fifth day of each week (currently scheduled for Wednesdays) is reserved for professional development, report writing, formal didactic training, and group supervision (as described above). The following site descriptions are for the sites expected to be available for the 2019-2020 training year. Some of the listed locations may become unavailable, while others may be added. Any changes that occur are due to supervisor hiring and availability.

Central Prison (CP)

Built in 1884, Central Prison is the oldest prison in North Carolina. It is a maximum security facility that houses approximately 800 inmates. The facility is broken up into 5 separate units that each house a unique population (Death Row, Restrictive Housing, Pre-Trial Detainees, Assessment/Diagnostic Center, and General Population). The mental health department is responsible for maintaining the wide diversity of mental health services that is offered to these populations. In addition to individual therapy and assessment the mental health department runs over 20 weekly structured psycho-educational groups that include art therapy, mindfulness, chess, creative writing, and drama.

Attached to the prison is the newly opened Central Prison Healthcare Complex (CPHC). The CPHC is the main hub for the entire department to address both the intensive medical and mental health needs of the entire correctional population of North Carolina. CPHC is divided up into two separate facilities which are the Regional Medical Center and the Inpatient Mental Health Facility. The Regional Medical Center holds a capacity for 122 beds and is designed to meet the community standards in terms of a broad range of medical needs for this population and includes an Urgent Care, Dental, Physical Therapy, and Oncology. The Inpatient Mental Health Center has a bed capacity of 212 beds and is designed to address the severe mental health needs of this population. Built around an treatment team model the facility offers a wide range of psychopharmacology, rehabilitation groups, assessment, intensive individual therapy, and aftercare planning.

Site Supervisor(s)*: Marcia Brumbaugh, Ph.D.
Jessica Diket, Psy.D.
Patricia Hahn, Ph.D.

*Site Supervisors may be subject to change according to staffing assignment and employment.

North Carolina Correctional Institute for Women (NCCIW)

The North Carolina Correctional Institution for Women (NCCIW) is the state's primary correctional facility for women. NCCIW houses over 1,600 female inmates of all custody levels and control statuses including death row, maximum, close, medium, minimum and safekeepers (pre-trial detainees). It houses the largest inmate population in the state and serves as the support facility for the state's other female prisons. The campus-style facility sits on 30 acres of a 190-acre tract of state land in southeast Raleigh.

The prison originally served as a road camp for male inmates who worked on highway projects. However, the NCCIW has housed female inmates exclusively since the 1930s. In 1942, Mrs. Edna B. Strickland was named Superintendent and became North Carolina's first female prison Superintendent. In 1996, the Superintendent's position was elevated to that of Warden and Carol Caldwell became the first female Warden in the state's history.

In 1986, an aggressive construction and renovation plan for NCCIW began with the funding for a 28-bed infirmary and outpatient medical services building. Over the next seven years, lawmakers funded approximately \$25 million to replace or renovate deteriorated buildings and to accommodate offender population growth. Behavioral Health is located within NCCIW's Medical Complex, a 101,000 square foot, three-floor facility which opened in 2012. The Medical Complex employs over 300 full-time staff that assist in providing ambulatory care, long-term

care, and behavioral care for the female offender population. The complex has 150 dedicated patient beds (39 inpatient medical, 70 behavioral/mental health, 42 assisted living). Urgent care, disease clinics, dentistry, dietary, physical therapy, podiatry, optometry, and OBGYN are just a handful of the many health services available on-site.

From mental health aftercare planning to acute inpatient services, the Behavioral Health department at NCCIW provides a wide range of services. On average, over half the offender population is engaged in some type of mental health treatment. Outpatient services include crisis intervention, as well as individual and group psychotherapy. Self-esteem, art therapy, medication non-compliance, and stress management are a few of the outpatient groups offered. The popular Day Treatment Program is in the process of being restarted. The Medical Complex also houses a Residential program, as well as the newly opened Therapeutic Diversion Unit which serves offenders with co-occurring mental illness and behavior management problems. The second floor of the Medical Complex houses the 24-bed Acute and Chronic mental health inpatient units for offenders in need of intensive mental health treatment and stabilization. In conjunction with NCCIW's Diagnostic Center, behavioral health providers also conduct mental health screenings, assessments and testing for new and returning offenders who may require Behavioral Health services.

Site Supervisor(s)*: Heidi Hawkins, Ph.D.
Stephanie Mannino, Psy.D.

*Site Supervisors may be subject to change according to staffing assignment and employment.

TRAINING RESOURCES

NC DAC has a wide range of training resources that are available to meet the needs of interns. We have a wealth of printed educational information and video tapes pertinent to issues common to the various populations that are treated. Interns have access to computer facilities for scoring psychological tests and report writing. Time off for relevant training may be granted by the intern's Site Supervisor. Clerical staff assists with scheduling and also provides other support functions. Interns have office and computer access with e-mail and internet services.

INTERNSHIP ELIGIBILITY

1. Three years or more of pre-internship training in a regionally or nationally accredited doctoral program in psychology.
2. Completion of at least 1,000 practicum hours
3. Advancement to candidacy for doctoral degree (i.e., completion of Comprehensive exams, completion of all doctoral program course requirements).

PAY AND BENEFITS

- \$28,662 annual stipend, paid biweekly
- State holidays
- 18 days of leave

Interns with the North Carolina Department of Public Safety, Adult Corrections, Behavioral Health Services are contractual employees with the state of North Carolina. Each intern is under a contract with the North Carolina Office of State Human Resources Temporary Solutions section. Temporary Solutions manages the pay and official employment functions as it relates to the intern's placement in our internship program. Each of these contracts is generated in accordance with the expectation of a full-time 12-month internship training schedule. Interns meet with a representative of Temporary Solutions on the first day of internship and are assisted through the process of completing relevant forms (e.g. I-9, Direct Deposit, etc).

The pay schedule for interns is biweekly and is set by Temporary Solutions. The most current information can be found on their website: <https://oshr.nc.gov/work-for-nc/temporary-solutions>. Interns must submit timesheets in order to receive pay. Timesheets submitted "late" will result in a delay in the biweekly payroll process, but will not result in a reduction in pay (please consult the pay schedule on the Temporary Solutions website for timeframes).

Intern Benefits

Interns are not eligible for the same benefits as fulltime state employees. They do not accrue years-of-experience toward state retirement, are not eligible for retirement accounts or the state pension plan, and are not provided the same Health Insurance coverage as state employees.

A specific Health Insurance plan is made available to all temporary employees of the state at a reduced cost. Current information regarding Health Insurance can be obtained through Temporary Solutions: <https://oshr.nc.gov/work-for-nc/temporary-solutions/temporary-solutions-forms-and-guides>

Work Hours and Leave

Each intern is expected to complete a fulltime 12-month internship experience corresponding to an approximate 2,000 hour training year. This means that the expected schedule for each intern includes a 40-hour work week for 52 consecutive weeks. Our internship program does not allow interns to work on-site during state holidays as the immediate availability of supervisors is limited on those days. The state typically has 12 holidays per year. The holiday schedule can be reviewed at: <https://oshr.nc.gov/state-employee-resources/benefits/leave/holidays>

Each intern has up to 4 hours per week for research/professional development activities built into the internship schedule each Wednesday after the intern has completed 2 hours of group supervision and 2 hours of didactic seminar trainings; it is suggested that interns use this time to schedule any off-site appointments they may require (e.g. medical appointments) to limit the impact on their clinical site rotations. Interns will have access to the electronic Medical Record on Wednesday afternoons as well and can complete any outstanding clinical documentation as we do not allow interns to write clinical notes or reports outside the confines of our facilities. Interns are also allowed up to 18 days of leave during the internship year for a total allotment of 240 hours of leave/holidays (12 holidays and 18 days leave) and up to 208 hours of research/professional development time (up to 4 hours per week on Wednesdays).

Interns seeking to use leave should request time off in advance by emailing the site-supervisor responsible for the impacted clinical rotation and copying the Training Director (as well as any other impacted staff or ancillary supervisor). Interns experiencing unanticipated illnesses should send notifications as soon as possible, but always prior to the start of the work day.

Interns requiring extended leaves of absence due to maternity/paternity needs or extended illnesses should consult with the Training Director and the Site Supervisor; certain situations may require an extension of the training year to accommodate the absence. Depending on the pay structure in place at the time, standard bulk pay similar to a stipend versus an hourly rate, the intern may go into an unpaid status during the period of extended leave or be in an unpaid status while extending the internship year (in the event of a standard bulk pay similar to a stipend; annual stipend divided by 26 biweekly paychecks).

For information, e-mail the Internship Training Director, Lewis J. Peiper, Ph.D., at Lewis.Peiper@ncdps.gov