



## **PRACTICES DAILY PERFORMED – METHODOLOGY AND TOOLS**

Analysis of practices daily performed by organisations involved in activities aimed at supporting social inclusion and entering in labour market of prisoners

### **Rationale**

The project is aimed at improving knowledge processes management in organisations dealing with social inclusion and vocational training of people in prison. The approach will be constructivist: we consider learning as a social practice and so knowledge is a shared product of a common process in which each subject shares its skills, know-how, practices, etc.

Main areas of intervention of the project will be:

Improve active social inclusion and entering in labour market of people in prison.

Improve management of our adult education organisations facing the difficulties and stress of social work plaid in prison.

The two areas are strictly linked because stressing situations not well managed, can hardly affect effectiveness and efficacy of social interventions and wellbeing of social workers.

The project comes from staffs needs and wishes. VIP is aimed at recognizing supporting methodologies and exchange good practices among trainers in order to improve the effectiveness of their intervention in their context and their competences and skills in the social inclusion of people in prison.

Often trainers improve their skills by experiences: they need time and space to assess their skills for becoming more and more aware of them, refining them acquiring awareness of what they need to improve.

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Further more sometimes trainers don't play managerial role and sometimes is very difficult to share know how from a person to another, because someone is not aware of his/her knowledge learned by experiences. Moreover in organisations – above all in small organisations – there is little time to carry out team building activities because often people play different roles in the same time. Nevertheless awareness is the key word for managing this kind of matter and improving effectiveness of actions performed by trainers.

Otherwise, awareness and peer to peer support/comparison is an important mean in order to overcome stress of social work plaid with people in prison. In order to improve management of our adult education organisations, we need to share good practices, methodologies, approaches, tools, for stress management.

## **Methodology**

In order to obtain the right answers, we need to ask for the right questions. This methodology arises from this common reflection. In fact, when we have questions to answer we have possibility to stop for a moment and reflect about what normally we perform daily.

On the other hand, in order to have possibilities to compare different practices, we need to have a shared organisation of the issues we are going to compare.

Here you'll find three different tools that have to be used together. Please, accomplish the requirement of the tools respecting the order of the list. And, please, if possible involve the same persons in all the tools. This way, people will arrive to the focus group prepared and aware of the matter.



## Tool N° 1

### Questionnaire addressed to people working with convicts in prison

At least two different persons have to answer the questionnaire per each organisation. If your organisation is not directly engaged in working in prison, please, contact people working in prison as trainers/guidance providers

**01 Please describe your users typology**

Timisoara Penitentiary has in custody male prisoners, older than 21, in open and semiopen system. There is also a preventiv arrest section for males divided into three age categories: minors (16-18 years old), teenagers (18-21 years old) and adults older than 21.

**02 Does your organisation assess users' needs and expectations? And, if yes, how does it assess them?**

An anual analysis of needs for psychosocial asistance for inprisoned people in Timisoara Penitenciary has been drawn up.

**03 Does your organisation assess context needs in order to organise activity? And, if yes, how does it assess them?**

Yes, conforming with System Procedure P.S./DRS- 021- stage I- Annual planning f educatinal and psychosocial asistence activities, P01- Sugestions Report.

**04 How is the activity funded?**

**By public funds**  
By public or private call  
By private funds  
Users pay for attending activity  
Other  
Please, chose one or more options and then explain it

**05 What is the methodology you use as ground of your activity?**

Governmental order nr.2199/C of 28.10.2011 for the aproval of the Regulation regarding the condition of organising and deployment for educational, cultural, therapeutical, psychological counseling and social asistence activities in penitenciaris



**06 Have you chosen this methodology? Or does it come from your organisation?**

The methodology has been imposed by NAP, but there is the possibility to adapt it to the prisoners and to the available human and financial resources.

**07 bis If the methodology used is chosen entirely by your organisation, Do you change something? What? And Why?**

No, the minimum standards of social reintegration activities must be followed. Yes, it is periodically reviewed and each penitentiary makes its own suggestions.

**08 Why has this methodology been chosen for this typology of users?**

It corresponds to the particular needs of those imprisoned

**09 Please, describe the activity you are dealing with. Please, do not forget to explain timetable of activities, their frequency within the week, number of users, number of trainers**

The minimum standards for the psychologist referring to the social reintegration activities: They assess for a psychological perspective the needs, the risks, the behavior and the personality of those deprived of freedom. They use methods and tools that are according to the professional proficiency, such as interviews and the direct observation of the behaviour. The interpretation of data and results comes to confidentiality incidence.

According to the unit type, they develop activities or programmes that are adjusted to the identified needs that are to be found within the programmes manual issues by the central administration.

They have the following activities for a week: Initial assessment: 7 ppl, Evolution assessment: 10 ppl, Final assessment: 5 ppl, counseling: 12 ppl, a psychosocial intervention programme that has two meetings a week frequency

**10 Is the activity plan flexible and adaptable to users individual needs?**

The Deputy Manager of the psychosocial intervention draws up and applies the annual plan of activity for the educational field and the psychosocial assistance. All this is according to action suggestions coming from NAP. This plan is reviewed every semester

**11 Is the activity plan flexible and adaptable to needs arising during the process?**

Yes, it is. It is revised at least twice a year and every time it is necessary.



**12 If you have answered yes to 10 and/or 11, who adapts activities plan?**

Experts  
Trainers  
**Managers – The Penitentiary Manager and The Deputy Manager of the psychosocial intervention**  
Users  
A team composed by different figures

**13 If you have answered yes to 10 and/or 11, do users share the adaptation of activities plan?**

Yes, they do. They sign the individual plan of evaluation as well as the educational and therapeutical intervention that can be revised every six month.

**14 What kind of skills/competences would you like to improve?**

- a) parental abilities;
- b) social abilities;
- c) decisional abilities when it comes to risk situation;

**15 Describe the relation between your organisation and the prison administration, underlining weak and strong points**

The Service where I deploy my activity is called The Psychosocial Assistance Service. There is a subordination relationship with the NAP.  
Strong points: The Psychosocial Assistance Service was the accreditation as a social service supplier. The unitary appliance of a unitary methodology for the system.  
Weak points: the lack of specialists within the service: 2 psychologists, 3 social assistants. Limited material and financial resources. A large amount of work.

**16 Describe the relation between you and the prison staff, underlining weak and strong points**

Hierarchical relationship subordinate to the psychosocial assistance service manager and The Deputy Manager of the psychosocial intervention, who is the manager of the Penitentiary  
Functional relationships supporting the tasks fulfilment that belong to me:  

- I cooperate with the staff of the social reintegration service;
- I cooperate with the staff of all the compartments belonging to the Penitentiary;
- I cooperate with the staff of the legal services to belonging to the Penitentiary system

**Strong point**  
The psychologist decides the choosing and applying of the most suitable psychological methods and techniques according to the execution moment and according to the identified needs of the freedom deprived people. Professionally speaking he is held responsible only by the Psychologists College in Romania.  
**Weak points**  
He is employed by the Penitentiary and sometimes there may occur conflicts between him and the



penitentiary board of administration. He has to carry out some other tasks of administrative character or he has to have certain roles within unit established commission.

**17 Do you follow a behaviour protocol / ethic code in your relations with convicts? If yes, please describe it**

1. The Deontologic Code of being a free practice psychologist
2. Order Nr. 2794/C of October 8th 2004 for approving the Deontologic Code of the personnel within penitentiary administration system
3. The Inner Order Regulation of the Timisoara Penitentiary

**18 Is the behaviour protocol / ethic code prescribed by your institution? Or is something shared in the institution but not aware? Or is it a personal approach?**

**Este codul etic impus de institutie dumneavoastra? Sau este ceva comun în instituție, dar nu cunoscut? Sau este o abordare cu caracter personal?**

The Deontologic Code of the personnel within the penitentiary administration system is valid for the whole penitentiary system and it is known the whole staff.

The Inner Order Regulation of the Timisoara Penitentiary is issued by the leader and it is known by the whole staff. This is periodically checked in order to certify the cognition of the regulation.

**19 Has your institution tools in order to assess satisfaction of trainers and other professional engaged? Please, describe it.**

Between 1.01.2012-31.03.2012 there was issued an action of improving CAF at the Penitentiary in Timisoara. Its purpose was to apply a tool for measuring the needs, satisfaction degree and the improvement suggestions of the unit employees

**20 If satisfaction of trainers and other professional engaged is not high, does organisation carry out action in order to improve it?**

Yes, it does. Between 1.12.2011-31.08.2012 it was implemented the plan of Improvment CAF 2011

**21 If the activity is a project with an end, how do you foresee to continue your work here described?**

It does not apply



## Tool N°2

Case Study: Please, describe at least two different cases per each typology.

### Pressure from users

What kind of pressure from users you deal with?

Describe typical situations and describe practices that decrease pressure, and what does not work.

Pressure	Practices that work	Practices that do not work
<p><i>Example: learner with aggressive attitude (trainer/learner conflict)</i></p>	<p><i>Keeping the situation open.</i> <i>Expressing trainer's concern to the trainee.</i> <i>Involving a neutral third party (triangulation)</i> <i>Etc. etc.</i></p>	<p><i>Having an aggressive attitude.</i> <i>Absolutely wanting to resolve the conflict only for reasons of credibility in front of the group or for personal pride.</i></p>
<p>When returning from a walk in the ward, a prisoners refused to enter the cell as he wasn't been selected to take part in to productive activities.</p>	<p>The conflict negotiation tehniqeu is used in order to settle a problem. Getting the prisoners of the crises situation. The prisoner is taken into the supervision's office and he didn't get anxious or violent. The prisoner has been talked to and he has been explained the reason why he can't go to work.</p> <p>Proposed solutions:</p> <ol style="list-style-type: none"> <li>1. Moving him to the working area</li> <li>2. Moving him to the room for services (?)</li> <li>3. Taking him out to the cleaning proces within the section</li> </ol> <p>The chosen solution: the 3th</p>	<p>The prisoner had debts to the cell mates and he was hoping to get to a working section in order to earn money and pay his debts</p>



## Pressure from colleagues

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What kind of pressure from colleagues you deal with?

Describe typical situations and describe practices that decrease pressure, and what does not work.

Pressure	Practices that work	Practices that do not work
<i>Example: you and your colleague do not share the same assessment about one user</i>	<i>Keeping the situation open. Listening to the colleague (the reason is not in only one place) Use active listening Ask for a third party as mediator (both the persons have to trust the mediator) Etc. etc.</i>	<i>Having an aggressive attitude. Absolutely wanting to resolve the conflict only for reasons of credibility in front of the group or for personal pride.</i>
A supervisor colleague ask me to repay a prisoner, because that is „to be trusted“.	I listen to my colleague and offer him the chance to explain his point of view. I explain to him my competence limits. I show him the legal way of granting the rewards.	The prisoner didn't deserve to be repaid as the „information“ was wrong.

## Pressure from your organisation

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What kind of pressure from your organisation you deal with?

Describe typical situations and describe practices that decrease pressure, and what does not work.

Pressure	Practices that work	Practices that do not work
<i>Example: Too much pressure for getting positive results</i>	<i>Involving the organization about your work. Explaining clearly your job, its specificities, its difficulties (sometimes managers don't know precisely what is your job).</i>	<i>Considering that your organization can't understand your situation and never communicate with it.</i>
It does not apply	It does not apply	It does not apply



## Pressure from penitentiary administration

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What kind of pressure from penitentiary administration you deal with?

Describe typical situations and describe practices that decrease pressure, and what does not work.

Pressure	Practices that work	Practices that do not work
<i>Example: interference of the administration in your work</i>	<i>Keep calm, explain the reasons of your choices and approach of the work in prison, try to get a mediation in every way, use of non violence techniques for the solution of the problem</i>	<i>Cut off the relation with the administration, Not to accept mediation</i>
The selection of some prisoners to work outside the penitentiary without supervision although this does not correspond to the psychologic profil.	Invite the person to have a constructive dialogue. I explain the reason why I don't recommend the selection of the prisoner to go for working outside without supervision. If the penitentiary employee supports his position (choise), I ask for the matter to be presented by the penitentiary manager and with the presence of both social reintegration deputy and work comitee manager in order to find and implement a procedure.	Refuses to talk over the matter



## Tools N°3

Carry out a (light) focus group with at least 1 persons working with people in prison

Track for the focus group:

- 1) what obstacles do you daily cope in your work? How do you overcome them?

I do not face (encounter) obstacles in my work. If there comes an unexpected obstacle, I try to solve it having into consideration the existing situation and the already achieved experience. If I can't manage it, I ask to help to my hierarchic superiors. For exemple if 20 prisoners are brought in the penitentiary the very same day, a psychologist must evaluate them all. I can handle this situation by efficiently organizing my working time for that day or I can ask for help to another coleague of mine.

- 2) How can I improve effectiveness, efficacy and satisfaction of my work in prison?

a. Tools :

- Using e-learning sistem for instruction
- Taking part to the working group and organisation problem solving

b. Competences :

- Identify and deal with the risk individual and group psychologic vulnerability factors in order to prevent the institutional unadjustment pfenomena;
- Manage the crisis situations, the critical incidents and negotiate them;
- Improve the relationship among the individuals (a better communication with the employees and the superiors starting with an active listening, understanding the tasks and a role assuming in the penitentiary), improve the working enviroment through developing some pozitive relationships within the members of the working group.
- Research the penitentiary pfenomenology, both regarding theory and methodology
- Professionaly forming of the psychologists in their speciality field



- c. Flexibility of relations : through clarity, coherence, fluence, the ability of having relationships and teamwork, selfcontrol, empathy. Formal and informal working meeting.

3) How to improve the relations with:

- a. Penitentiary administration : free expression of opinion and points of view, promoting suggestions and recommendation. It's achieved through promoting and making easier the professional development of employees
- b. Prison staff – personal - by means of objectivity, honesty and well trust in the professional activities. Taking part to formal or informal character activities
- c. Convicts –ppl – using a kind of language that expresses the respect for the others dignity, both in written and oral communication choosing and applying the most suitable methods and psychological techniques. It respects the person's right to stop (without motivating it) taking part to the offered service, as a beneficiary.
- d. Colleagues colegi : a fair setting aside of the working tasks within the same professional category. Periodically organize a working meeting to which educational and psychosocial assistance services members can attend. Offer unconditioned help in order to fulfill the working tasks concerning other colleagues.
- e. Organisation : it does not apply

4) What kind of expectation have you about your work/carrier?

A promotion in the position of Psychosocial Assistance Service Manager

Get the certification of free practice as a psychologist specialized in the national security and clinical psychology fields

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