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Building Life Skills And Reducing Recidivism

Kassandra Severson

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BUILDING LIFE SKILLS AND REDUCING RECIDIVISM

by

Kassandra Severson, OTDS

Advisor: Andrea Young, OTD, OTR/L

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This scholarly project submitted by Kassandra Severson in partial fulfillment of the requirement for the Degree of Occupational Therapy Doctorate from the University of North Dakota, has been read by the Faculty Advisor under whom the work has been done and is hereby approved.

Andrea Young _Andrea Young_____

Date ____13 April 2022_____

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Department: Occupational Therapy

Degree: Occupational Therapy Doctorate

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ABSTRACT

Purpose: In the United States, about two-thirds of incarcerated women who have been released back into the community after they have served time, are re-arrested (Gordon, 2018). This scholarly project was created to help decrease the recidivism rates amongst the female population. Even though there are still more males incarcerated than females, female prisons population have increased 700% both on the state side and locally (Cowan, 2019). The purpose of developing *Putting Together the Puzzle of Life* is to illustrate the role of occupational therapy in the treatment of incarcerated individuals to reduce recidivism rates amongst the female population.

Methods: To complete the program, an extensive literature review was completed to develop *Putting Together the Puzzle of Life* program. Literature regarding integration of Person Environment Occupation (PEO) model (Law et al., 1996) and Occupation Adaptation Model (OAM) (Schkade & Schultz, 1992) was included. The role of occupational therapy (OT) in this area of practice is not officially distinguished; however, the role of occupational therapy would be beneficial for this population. OT includes holistic, client-centered, and occupation-based interventions to address the needs of the women that are currently incarcerated. This life skills program was designed for women who are transitioning back into the community to refine or build skills for them to succeed. For this population, a life skills program was developed, which included seven professional led sessions for individuals to engage in. This program is flexible and can be modified for the population and what is most important to the women in the facility at that time.

Conclusion: *Putting Together the Puzzle of Life* was developed in collaboration with a department of corrections and rehabilitation facility to decrease the amount of recidivism and be successful as they reintegrate into the community. By creating a holistic, client-centered program, it increases motivation and encourages individuals to participate and maximize their learning.

CHAPTER I

INTRODUCTION

Most women who spend time locked up are eventually released and expected to successfully reintegrate into society (Wendt & Fraser, 2018). In the United States, about two thirds of women who transition into the community after their sentence are re-arrested (Gordon, 2018). Implementing an occupation-based program is purposed to help women who are incarcerated to support skills, habits, routines that are healthy to promote the development of new skills to help reduction of recidivism (Skinner et al., 2019). It is important for individuals leaving incarceration to practice important life skills so that they are successful when they go back into the community.

Many facilities have started to realize that women will not be successful outside of prison due to being treated the same as the male prisoners. Most of the programs that are developed for incarcerated males, are not appropriate to use for the incarcerated women. At the facility that this scholarly project was completed, they have transitioned to using a "gender responsive" program. Every new employee must complete a four-hour training meant to encourage employees to be sensitive to the fact that the residents at this site are women, and to carry out duties in such a way that is gender responsive. "Gender Responsiveness" increases sensitivity to the women residents needs and building effective programs that will work long term (Covington & Bloom, 2006). Out of all the women incarcerated, fifty-three percent have been abused, twenty-six percent have no previous convictions, twenty-five percent have mental health problems, and eighty-one percent are in prison for non-violent offences (Covington & Bloom, 2006).

In hopes to reduce the rates of recidivism within the female population, the area of focus for the program will be to promote the development of life skills for the women who are

transitioning back into the community. To be more specific, the women at incarcerated this specific location, are minimum security/transitioning back into the community within the next few months. Each woman sent here will spend approximately 6-7 months at this facility prior to being released back to a community reentry program or to family depending on their status when they leave. Soon, this facility is hoping to expand their campus to include all incarcerated women to be at the same place and in a more central area of North Dakota.

There is a wide variety of factors that can impact the implementation and success of the life skills building group. Factors may include alterations to meet the needs of the population/facility, client involvement and motivation, and if funding/resources are available for the appropriateness of the group within the facility. To determine which of the women's needs are to be addressed, an assessment will need to occur prior to the group. Administrative support is dependent for the success of this program.

Guided by research, a program was developed for occupational therapists to address the various needs of the women including: career searching, job skills, healthy leisure participation interests, creating a healthy routine, and identifying healthy roles in their lives. The program includes assessment tools, interventions, and strategies to be used by occupational therapists. The goal of this program development is to improve the quality of life and well-being of the women while continuing to expand the scope of occupational therapy.

To provide optimal opportunities for skill building and successful implementation of the program, occupational therapy models and theories of practice have aided in providing a foundation for development. Person-Environment-Occupation (PEO) model (Law et al., 1996), Occupational Adaptation model (OAM) (Schkade & Schultz, 1992), and rehabilitation frame of reference and Maslow's Hierarchy of Needs (Maslow, 1943) were all used to aid in program

development. Together these three elements of practice will complement each other and provide the original basis of the program development.

An occupational therapist (OT) can positively influence successful reintegration into the community. However, there is limited research and information about the approaches in correctional systems from OTs. OTs use client-centered skills to assess and intervene and help to assist individuals to be successful in the community again. This program was developed to provide the client-centered experience for the female residents, at this facility, to encourage successful participation in their meaningful occupations. Occupational therapy practitioners can employ skills of rapport building, emotional intelligence and provide an optimal learning environment. With the use of these skills, it will help to assist in reduced rates of recidivism among the female prison population.

Chapter II includes a comprehensive literature review of what women within the criminal justice system face every day. The review of literature points out risk factors that these women face and what would help them to be successful within the community. Chapter III consists of the methodology that was used to gather the research that was used in the literature review and to develop the program. Chapter IV contains the program manual that can be used for women within the criminal justice system as a guide for OTs for assessment, intervention, and follow-up. Chapter V contains a summary of the scholarly project and the support/limitations for a program like this to work within a criminal justice setting.

Key Terms

Recidivism: "is measured by criminal acts that resulted in rearrest, reconviction or return to prison with or without a new sentence during a three-year period following the person's release" (National Institute of Justice, n.d., para 1).

Solitary Confinement: "is commonly understood to be the physical isolation of individuals who are confined to their cells for 22 to 24 hours a day and allowed only minimal meaningful interaction with others" (Penal Reform International, n.d., para 3).

CHAPTER II

LITERATURE REVIEW

Introduction

There are two million individuals currently incarcerated and almost five million that are currently under a type of supervisory or custodial control within the criminal justice system and only seven percent of that population is female (Gordon, 2018). Unfortunately, due to only seven percent of the population being female, the majority of research on incarcerated populations continues to focus on men and so there is little to no research on why so many more women are ending up in jail (Hall et al., 2013; Swavola et al., 2016). Even though this is such a small percentage, women are still the fastest growing group of inmates coming into the criminal justice system (Nuevelle, 2016). The rate of women being incarcerated continues to be lower than that of their male counterparts however, the number of women imprisoned since 1980 has nearly doubled (Covington & Bloom, 2003). The United States (U.S.) is the leading country in imprisoning women, at least three times more than any other nation (Hartney, 2006). Women offenders generally differ from male offenders in a way that their offenses are typically contain less threat of violence, economically and socially marginalized, childhood and adult victimization, substance abuse, and diagnoses of mental illness (Wright et al., 2012). Out of all the women residing in a prison setting, 53% have been abused, 26% have no previous convictions, 25% have mental health problems, 81% are in prison for non-violent offenses (Covington & Bloom, 2006). Nearly two-thirds of the population of women that are incarcerated are black (44%), followed by Hispanic (15%), and lastly the other races/backgrounds (5%) (Swavola et al., 2016).

According to National Institute of Justice (n.d.), recidivism is one of the most common fundamental concepts within the criminal justice system. Gordon (2018) states that about two thirds of women who transition into the community after their sentence are re-arrested. "Using rearrest incidence and timing as a dependent measure, number of prior arrests, age at release, and being African American were found to be the biggest predictors of female patterns of recidivism" (Deschenes et al., 2017, pp. 57). Studies have reported the challenges that women face when they are released back into the community after their sentence including: addressing substance and mental health problems, safe and stable housing, steady employment, positive social supports, providing for their family and unhealthy sleep patterns. There is a lack of programming available for preparing residents for reintegration, as a result, these women are at risk to continue their previous behaviors, directly affecting the rates of recidivism (Wodahl, 2006). Further targeting the needs of the women within the criminal justice system and assisting them to build life skills are crucial to assist in decreasing recidivism rates.

Mental Health and Substance abuse

According to Reed & Lyne (2000), sixty four percent of women in custody of the criminal justice system reported symptoms of depression in comparison to the eleven percent of the general public. There is increasing research that indicates that being incarcerated creates or exacerbates mental health symptoms and conditions (Collier, 2014). According to Collier (2014), ten to twenty-five percent of incarcerated individuals have been diagnosed with a severe mental illness. Mental health services within a prison are either unaffordable or not readily available. Residents are less likely to open about their mental health concerns in an environment where they are not totally comfortable (Collier, 2014). Solitary confinement is another part of being imprisoned that leads to severe mental health problems, individuals spend twenty-three hours or

more with no social interactions or programming (Collier, 2014). It is important for individuals to have something to do while they are in solitary confinement and someone to talk to occasionally throughout the day to help their mental health and promote success once they are released.

Substance abuse and sleep problems usually coincide in unexpected and complex ways (Volkow, 2020). Those who report suffering from insomnia, appear to turn to different methods to address their sleep problems including using alcohol or other drugs to help them relax (Volkow, 2020). On the other hand, individuals can use stimulant drugs to stay awake during the day to combat daytime fatigue.

Housing and Employment

Despite the importance housing has on recidivism rates, residents are released from prison without knowing where they will be going or be able to find a place shortly after their release (Wodahl, 2006). People who are released in the community and are residing at a shelter or on the street are lacking a permanent address or a phone number where they can be contacted (Rodriguez & Brown, 2003). Which in turn leads to a problem trying to maintain steady employment. Housing and employment are two of the biggest issues that individuals face, and they work together in a vicious cycle (Gordon, 2018). People who spend time incarcerated will carry the title of "criminal" with them for long period of time once they have been released back into the community, which leads to stigma and prejudice against them (Gordon, 2018). Finding employment post-incarceration can be challenging. Many individuals are unable to obtain employment due to past criminal activity (Gordon, 2018). Along with all these challenges, not having a residence makes it harder to establish mental health or substance abuse connections (Wodahl, 2006).

Parenting and Relationships

Women that end up incarcerated are continually told that they cannot be good moms and children are told to be ashamed of their incarcerated mothers when dads are not similarly shamed (Nuevelle, 2016). Nearly 80% of incarcerated women are mothers and most of the time, they are single parents (Swavola et al., 2016). No matter what home life is like for the mother and her child, once a mother has been imprisoned, she may experience being ostracized (Baunach, 1985). Unfortunately, once a mother has been imprisoned, she receives ostracism by society and being deemed to have failed as a mother (Baunach, 1985). Being incarcerated comes with many missed opportunities of being with your children on milestones they experience as they grow up. Whether conscious or not, a sense of guilt and bitterness overshadows the pain for mothers who are incarcerated (Baumach, 1985). Reunification of the child and mother after incarceration is important during the reintegration process, those who are not reunited with their children have a 50% greater chance of recidivism (Collica-Cox & Furst, 2018). Children who have parents incarcerated, are six times more likely to also be involved in the criminal justice system but if the child can maintain contact with the parent, that can assist in reducing the risk of criminal behavior (Collica-Cox et al., 2018).

In the past, prison education was a focus as a means to employment but is now being seen as a driving force for personal, social, and cultural development (Nichols, 2017). Criminal actions and lifestyles have been linked to having weak family bonds, structures, and support (Nichols, 2017). Being able to identify the factors to help continue those family bonds is critical in preventing the continuous criminal acts (Nichols, 2017). Any healthy relationship that one can obtain is an important part of an individual's recovery, relationships play a remarkable role in

everyone's everyday lives. Family involvement with individuals who are imprisoned can either be encouraging or discouraging (Nichols, 2017).

Unhealthy Sleep Factors and Leisure Exploration

During times of hormonal changes, women are at an increased risk for sleep disturbances such as poor sleep quality and sleep deprivation such as restless leg syndrome, insomnia, and obstructive sleep apnea (Pengo et al., 2018). Sleep is an important occupation for individuals to participate in to maintain a healthy balance of life. Sleep schedules can affect everything you do during the day if you are not getting an adequate amount of sleep. Literature from the American Occupational Therapy Association (2017) suggests that we function at our best in occupations when we have enough quality rest. Substance use directly affects your sleep-regulatory system (Volkow, 2020). People using drugs will experience insomnia while going through a withdrawal. So, when a person is first incarcerated and if they had been using substances, it is tough to quit using drugs, those individuals may experience insomnia. Prescription drugs that are used while in prison can also impact sleep. Sleep is important for consolidating new memories, poor quality of sleep, and learning new coping and self-regulation skills; therefore, it is a necessary aspect for recovery (Volkow, 2020).

Theoretical Framework

Basic needs are the most important concern that must be addressed for women to be successful and any progress to be made. The facility at which this capstone was completed uses Maslow's Hierarchy of needs to ensure that those basic needs are being met for the residents (Maslow, 1943). Abraham Maslow created a hierarchy of needs as a guide to meeting basic needs such as food and shelter, safety, love and belonging needs, esteem, and self-actualization (Maslow, 1943). The first four levels of the hierarchy are considered deficiency needs that come

from deprivation and motivate people when they are unmet, and the top level is considered a growth need stems from the lack of something (Maslow, 1943).

For each resident at the site where this capstone took place, the goal is for staff and professionals to view each of them as an individual experiencing a different life path. Person-Environment-Occupation (PEO) model will look at the interaction between all three of those parts for each individual and determine the goodness of fit (Law et al., 1996). This model can be used to understand and analyze problematic areas that affect the client's performance and be used to improve occupational performance by enhancing the congruence of the three domains (Law et al., 1996). The population that this facility serves includes women aged eighteen and older. This scholarly project is intended to assist teaching these women life skills. Continuing the use of Maslow's hierarchy of needs and adding the PEO model will assist to create an occupation-based skill program. It is important that basic needs are being met for individuals to find the program effective. Also, incorporating their own lives into an occupation-based skill program is important for residents to determine how everything pieces together.

The Occupational Adaptation model (OAM) (Schkade & Schultz, 1992) was also used to help develop this scholarly project. This model "assumes that individuals have the desire to master activity and gain the environmental control" (Schkade & Schultz, 1992, para 1, pp. 831). The residents were included in treatment planning including being asked about meaningful activities, roles, and environments they want to see improvement in to develop the interventions that were used. The population that this facility serves includes women aged eighteen and older. This scholarly project is intended to assist teaching these women life skills. Continuing the use of Maslow's hierarchy of needs and adding the OAM and PEO will assist to create an occupation-based skill program. It is important that basic needs are being met for individuals to find the

program effective. Also, incorporating their own lives into an occupation-based skill program is important for residents to determine how everything pieces together.

Interventions

There are a variety of interventions that can be used to help with women transitioning back into the community including: leisure participation, self-development groups, resume building, occupation-based, nature-based and sleep participation, etc. According to Washington & Jaegers (2020), there is a potential mismatch between women's perceived career aspirations and interests and women may benefit from education about careers and exploration of careers to better match their interests. This is supported by the PEO model (Law et al.,1996) as it relates to the occupation part by targeting career aspirations. It is also supported by OA (Schkade & Schultz, 1992) because it encourages the individual to find what is meaningful to them. "Occupational therapy interventions have the potential to facilitate career matching and vocational training through an occupation-focused perspective" (Washington & Jaegers, 2020, para 3).

Occupations are an important part of each person's life and how one functions in society. According to the occupational therapy framework, "occupations refer to the everyday activities that people do as individuals, in families, and with communities to occupy time and bring meaning and purpose to life" (AOTA, 2020). Occupational Deprivation is defined as "a state in which a person or group of people are unable to do what is necessary and meaningful in their lives due to external restrictions" (Whiteford, 2000, pp. 200).

Current Programming

Most programs that are used within a prison setting are directed towards men and in turn programs may not be beneficial for women offenders. Women have different needs than men and

are more likely to have a history of trauma and abuse (Federal Bureau of Prisons, n.d.). Many incarcerated women experience traumas throughout their lives, yet prisons and jails offer little to no trauma-informed care (Nuevelle, 2016). Additionally, it is not expressed the trauma that women experience while incarcerated and they experience humiliation from periods; pap smears and mammograms for women's preventative health are not happening, and rapes are going unreported (Nuevelle, 2016). Gender-neutral programs are not suitable for women as they do not target those specific gender issues, such as trauma (Collica-Cox et al., 2018). Women need to connect with more people emotionally than men do, and we need to start training women to have healthy relationships (Salisbury, 2015). Working together with the women to develop an effective occupation-based program will be beneficial for the women and will meet them where they are at.

With the use of the OAM (Schkade & Schultz, 1992), Person-Education-Occupation (PEO) model, and keeping in mind Maslow's Hierarchy of needs (Maslow, 1943), an occupation-based program was developed to be client centered for individuals transitioning back into the community. The intent of the program is to rebuild life skills for the residents in this facility that can be carried back out into the community with them as well as identify their own needs and their supports. These occupations include money management, building a resume, self-esteem, and communication skills which leads to a more successful community reentry. Recidivism is a concern amongst all individuals who transition back into the community after being incarcerated (Gordon, 2018). These individuals who have been incarcerated, are at risk to fall back into their old habits such as difficulty reestablishing adaptive relationships, compounded by housing insecurity and lack of accountability to manage mental illness once released back into the community (Gordon, 2018). Targeting the risk factors that are affecting

the women and creating interventions for those risk factors are critical for reducing recidivism

rates amongst women. Occupational therapists have the potential to play a valuable role within a

women's transition into the community. Occupational therapists are skilled in providing

interventions to meet the needs of women including: creating a healthy routine, identifying

healthy roles in their lives, healthy leisure participation interests, job skills and career searching.

Occupational therapists can assist to reconnect women to their community successfully. In the

next chapter, methods used to gather the research are fully discussed as well as the methods to

develop the program.

CHAPTER III

METHODOLOGY

The chapter will offer a description of how the literature and theoretical framework guided the development of the *Putting Together the Puzzle of Life* group. This topic area and product should be brought to attention because of the growing rates of recidivism and imprisonment in the female population and the lack of occupational therapy resources that are provided while they are incarcerated. Occupational therapy groups provided to the women while incarcerated are prepared to give the women the best success when they transition back into the community. The goal of the program was to assist the women with building life skills and refining the skills they already have.

Data bases used include: PubMed, CINAHL, and google scholar. American Journal of Occupational Therapy (AJOT) was also used as a source for peer-reviewed literature. Search words include "women AND prison AND occupational therapy," "programming AND prison," "parenting AND incarceration," "life skills AND incarceration," "women AND prison," "sleep routines AND women" and "gender responsive treatment AND incarceration" to identify the most effective evidence-based programming. Research indicates that there are few programs that are available to the inmates for reintegration and therefore leads to recidivism. North Dakota has been working towards a more rehabilitative versus a correctional setting (ND DOCR, n.d.). Men and women have different gender needs and different ways they need to be interacted with while they are imprisoned. With the rise of women becoming imprisoned and re-arrested, this program aimed to be gender responsive and assist the women to build life skills that support engagement in meaningful occupations.

After the literature was reviewed, important themes were identified regarding the needs of the site and the incarcerated women. These important themes include building self-esteem, money management, building a resume and communication skills. Furthermore, the literature dug deeper to show the effectiveness of the programming. A four-week program was created and titled *Putting Together the Puzzle of Life: Building Life Skills for Incarcerated Women Program.*

Theoretical models were also used to adapt the development of this scholarly project. With the use of the Occupational Adaptation model (OAM) (Schkade & Schultz, 1992) and remembering that the facility uses Maslow's Hierarchy of Needs (Maslow, 1943), the basic needs and the interaction of the person environment and occupation were considered. Using OAM (Schkade & Schultz, 1992) and keeping in mind Maslow's Hierarchy of needs (Maslow, 1943), the following progression through life skills includes: Sleep education, self-esteem, money management, building a resume and communication skills. Pulling together evidence-based literature, theory, and occupational therapy models into the *Putting Together the Puzzle of Life* program, is purposed increase the success of this program.

Including using Maslow's Hierarchy it helps to address those basic needs, with the intent to foster or influence a trajectory toward successful/desired outcomes (Maslow, 1943). Each participant will contribute based off their personal history and life experiences. Due to personal history and experiences influencing how a person engages in these sessions, a group bonding and self-esteem course were the first two modules to be addressed. For all these reasons, using PEO (Law et al., 1996), OAM (Schkade & Schultz, 1992), and remembering the importance of Maslow's Hierarchy (Maslow, 1943) this facility has the attributes that would facilitate building the *Putting Together the Puzzle of Life* skill development program and continuing it.

These seven modules were planned for the group to meet two times a week for a four-week period within the locked facility. The sessions will proceed in order of presented based off OAM (Schkade & Schultz, 1992) and Maslow's Hierarchy of need (Maslow, 1943). Each topic will be touched on at least once, and as needed, topics will be brought back up to re-visit any questions or further clarification that is needed. The skills that are addressed were determined from a literature review, through verbal communication with the women, and the use of PEO and OA the top priority of life skills of those individuals in the facility at this time was determined. Throughout the program, it is important to bring back the skills that have already been addressed, such as building a resume, communication skills, and money management, to ensure those skills are not forgotten.

This methodology includes consideration of the women that it was intended for, it is important that participants engage in all sessions as this might assist with them receive the most benefit from it. This program was made to build new skills or expand on the ones that women who are incarcerated already possess. If a person must miss a session for an excusable reason, it is important to visit with them on a one-to-one basis about the session that they missed. The use of available evidence, information from the site, and integration of theoretical model postulates to design the foundation and details of the program sessions.

CHAPTER IV

PRODUCT

Theoretical Framework

As stated previously, the progression of the topics presented were developed guided by the PEO and OAM and kept in mind the how the facility emphasizes Maslow's Hierarchy of needs (Maslow, 1943). At the site that this capstone took place, emphasis for the staff and other professionals on site is to look at each resident as an individual and understand that each one of them is on a different life path. PEO was used to look at each person and find the goodness of fit between their environment and occupations (Law et al., 1996). OAM is used to keep in mind that the individuals have an internal motivator, and it is important to have the residents be a part of planning their meaningful activities, roles, and environments (Schkade & Schultz, 1992).

Product Goals/Objectives

Product Goal

The goal for *Putting Together the Puzzle of Life* is to help the female residents who are transitioning back into the community refine or build new life skills to help them be successful in the community. This program is designed as a guide for the facilitators and to meet the needs of the females that are currently imprisoned.

Product Objectives

Facilitators

- Facilitators will verbalize the importance of building/refining life skills to support successful community re-entry and reduce the risk of recidivism
- Facilitators will promote confidence and well-being within the residents

Residents

- Residents will identify their own needs to assist with successful community re-entry

- Residents will demonstrate ways to use life skills to support community re-entry and reduce the risk of recidivism.

Product/Program Structure

Putting Together the Puzzle of Life includes five sessions. All sessions are completed within a locked rehabilitation transition center and will support resident transition into the community. Over the four-week period, groups should meet at least twice a week. Group sessions or individual sessions can be added as necessary for reviewing topics. The modules include objectives, an introduction, activity as well as discussion questions that can be modified for each session. Any of the modules provided can be adapted and modified to best fit the resident's needs. Additional activities can be added to fill in extra time or meet any other areas of concern brought up by the residents.

When preparing to facilitate, pause to remember that you are helping a group of women who are close to being released back into the community. Pragmatics includes, print off the assessment, give to each of the members that will participate, and figure out if more sessions need to be created or added.

Time frames to implement the product include providing the pre assessment within 3 months of the planned discharge for the resident. After you have gathered all the information on the pre assessment, gather the different sessions that will be used for this specific group of residents. Give about two weeks for preparation for the group to start since new life skills could be brought up and would need to be developed prior to starting.

Supporting the Program

The needs of female residents within the prison setting are often overlooked and go untouched, which helps contribute to the rise in recidivism rates that we are seeing in the United States. This scholarly project brings to light a manual for important life skills for the residents to learn prior to transitioning back into the community. *Putting Together the Puzzle of Life: Building Life Skills for Incarcerated Women* was developed with a literature review and with collaboration of the residents at the facility.

Through the continual change of the residents within the facility, and all residents having different needs, facilitators are encouraged to adapt and modify the schedule of the sessions or activities provided in each module to meet the need of the residents. Any life skills programs that the female population wants to work on can also be added. This program was made to be flexible and easily adaptable to the population and needs of the participants. The purpose of *Putting Together the Puzzle of Life* program manual is as a guide for the facilitators. Any modules that include handouts, are included in the appendices with the appendix mentioned within the facilitators packet. The program is designed to meet all needs of the residents that are coming in and out of the facility to assist with the development and modification for life skills. With the use of this scholarly project, the facility can use this as a guide to help female residents with successful community transitions and decrease the rate of recidivism.

Financial Planning

This facility, where the doctoral experiential placement occurred, was given a Microsoft Word and a PDF copy of the program manual. This will give the site the opportunity to print more copies of each of the groups as frequently as needed. Having a virtual copy will add sustainability to the program because it will always be available to the facility on the G drive and

will remove the cost of printing consistently. If the site chooses to print, the cost will vary depending on the methods and materials that are used. No revenue is expected directly from the program that was developed.

Program Marketing

This scholarly project that includes a program manual is meant to educate the residents at the Heart Correctional Center about life skills they may need to be successful in the community. This program that was developed will be promoted through the case managers recommending *Putting Together the Puzzle of Life* group during their first meeting when they arrive at the facility. This will be helpful to promote the group because the case managers meet with the women after a couple days of being here to talk about information so that they can somewhat situate themselves to their new environment.

Chapter five includes a summary of this scholarly project and the support and limitations for a life skill program to succeed in a prison-based setting.

PUTTING TOGETHER THE PUZZLE OF

LIFE

Building Life Skills for Incarcerated Women Program

Session 1
Sleep Jeopardy

Greet each person as they enter the group; introduce yourself

Materials Needed:
- Print out jeopardy table (at least one per group)
  - Could also write the jeopardy board on a white board (can have a volunteer)
- Print off questions for instructor
- Pen/marker to mark off the jeopardy board

Objectives: Members will be able to:
1. Identify healthy sleeping environments by the end of the session.
2. Identify the importance sleep has on everyday activities by the end of the session.

Introduction *(about 5 mins)*
- Introduce self, title, and name of the group

Set the tone: Have a light tone, guiding group members towards open and honest conversation.

Group rules/expectations:
- Together, let's set guidelines/group expectations for the group.
- What do you expect from yourself and the other participants?

Let each group member voluntarily share their ideas and write down suggestions. Examples:
- *Be on time*
- *Actively participate throughout the group*
- *Respect*
- *Actively listen to other members of the group*
- *Just interrupt when you have a question/comment*
- *HAVE FUN* ☺

Outline the Session:
Today this session should last about one hour. We will start with an ice breaker question to start the conversation and get everyone a little bit more comfortable with each other. Next, we will play some sleep jeopardy. After jeopardy, group members can volunteer to share more about their thoughts from the activity. We will further discuss how this information can help in the future and then conclude.

Warm-up question: Tell me one fun fact about yourself.

Activity *(about 30 mins)*
Sleep Jeopardy
- Split the group into smaller groups (2 or 3)
- Hand out the jeopardy board or have someone write it on the board

- Have each group pick a group name or can use Group 1 or 2
- Pick who gets to go first
- Stealing questions is optional and instructor decides
- Play the game!!!
- Winner gets bragging rights for the rest of the day

Encourage volunteers to answer questions; ask all or choose a few or make up other questions depending on the conversation; reword as needed

Sharing *(about 2 min)*
- What did you learn from this experience?
- What did you like about this activity?
- How could this activity be changed?

Processing *(about 2 min)*
- How do you think activity will help you with sleep routines?

Generalizing *(about 2 min)*
- "I noticed this activity had a positive impact on a lot of members and that people seemed to have fun"
- "I noticed that most people seemed to be engaged"

Application *(about 2 min)*
- Now that we understand more about sleep, how will you use this information once you are released?
- What are some things you look forward to trying with sleep?

Summary *(about 2 min)*
- What is one thing that you have learned today about sleep?
- Today we learned about sleep hygiene, and how important sleep is to complete everyday tasks and hopefully this is information you can take with you to be successful. Reflect on objectives.
- Any questions?
- Thank you for your participation.

Feedback session as needed *(about 30 mins)*
- Allow participants the opportunity to voice suggestions or concerns about topic
- Can include further knowledge and discussion

Sleep Jeopardy Board

Misconceptions about sleep T/F	Sleep Disorders	Sleep hygiene	REM Sleep	OT & Sleep
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Misconceptions about sleep T/F

100: More sleep is always better
==False==: Although you may need more sleep while recovering from an illness, excessive sleep-in general can be a sign of an underlying health issue (Suni, 2020).

200: A good sleeper does not move at night
==False==: minor movements are healthy and normal

300: Hitting snooze does not offer meaningful, extra rest
==True==: Fragmented sleep is not restorative, so if you get up the first time your alarm goes off, you will feel more refreshed (Suni, 2020).

400: Alcohol before bed can help you sleep
==False==: Alcohol will cause drowsiness and help you fall asleep initially, but it throws off sleep cycles and you do not go into your deep sleep (Suni, 2020).

500: Your body cannot adapt to getting less sleep
==True==: The drowsiness that you experience right away, may appear to stabilize overtime but it does not mean that you are functioning at your best. Consistent sleep deprivation leads to making harmful decision-making, memory, focus, and creativity and can also affect your metabolism, cardiovascular system, immune system, hormone production, and mental health (Suni, 2020).

Sleep Disorders

100: Being unable to fall asleep and stay asleep. This is the most common sleep disorder.
==Insomnia==

200: A breathing disorder where you stop breathing for at least 10 seconds while asleep
==Sleep Apnea==

300: A tingling or prickly sensation in your legs, along with the urge to move them
==Restless leg syndrome==

400: Extreme daytime sleepiness resulting in being unable to stay awake during the day
==Narcolepsy==

500: Sleeping, eating, or talking while falling asleep, sleeping, or waking from sleep
==Parasomnia==

Sleep Hygiene T/F

100: How long should a nap last?
- 1.5 hour
- 2 hours
- ==10-20 minutes==
- 45 minutes

The longer the nap, the groggier that you feel when you awake. Naps should be taken after 3 pm.

200: If you haven't fallen asleep within 20 minutes of laying in your bed, you should:
- Play on your phone/tablet/iPad
- ==Get up, go into a separate room, read a book, or listen to music==
- Lay there and think about life
  You should go to bed when you are truly tired. If you are not asleep in 20 minutes, get up and go to a separate room where you can do something relaxing.

300: Before bed, you should have a routine that you follow every night
  ==True==: Your bedtime routine will trigger your body that you are getting ready for bed. Make sure you that have a relaxing routine that does not include your phone or any blue light.

400: You should watch tv, use your computer and read in bed.
  ==False==: When you watch tv, read or use your computer your brain associates the bed with wakefulness and the blue light can adversely affect your circadian rhythm. The bed should only be used for 2 things.

500: What temperature should your sleeping environment have
- ==Between 60-67 degrees Fahrenheit==
- Between 70-75 degrees Fahrenheit
- Between 40-50 degrees Fahrenheit
- Between 75-80 degrees Fahrenheit
  Between 60-67 degrees Fahrenheit is the most optimal temperature for sleeping. If the bedroom is too hot or too cold, you are more likely to wake up and less likely to experience REM sleep.

REM SLEEP
100: What does "REM" stand for?
  Rapid Eye Movement – this is when our eyes can be seen moving under our eyelids

200: How many periods of REM sleep do we experience while asleep?
  4-5 periods

300: After we are asleep, how long does it take for REM sleep to start?
- 10 minutes
- 50 minutes
- ==90 minutes==
- 120 minutes

400: REM sleep helps our brains_____?
  Mature

500: In REM sleep, you are not sleeping as deep as in non-REM sleep

True, the activity levels in REM sleep are like when you are awake, and that is why you seem to have more intense dreams

OT & Sleep
100: What is the most important occupation for function and participation for other occupations?
  Sleep

200: OTs can assist you with environmental factors, developing healthy habits and evaluating your positioning
  True: OTs have skills in evaluating occupations such as sleep and can provide interventions for you

300: There are no interventions that OTs can use to help with sleep
  False: there is a variety of different interventions that one can try to help with sleep

400: OTs can measure sleep problems through assessments and screenings
  True: There are many different screens/assessments that OTs can use to help determine sleeping habits

500: How can OT help with sleep?
  Use a holistic, client-centered approach to help live life to the fullest

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      disorders/sleep-101

Session 2
Self-Esteem

Greet each person as they enter the group; introduce yourself

Materials Needed:
- Provide each person with a blank sheet of paper
- Print out positive attributes for people to hang in their room
    - Can bring sticky notes or other sheets of paper to make their own
- Pen/pencil/marker

Objectives: Members will be able to:
1. Identify one positive attribute about themselves
2. Engage in positive self-talk once a day

Introduction:
- Brief recap of the last session and address any questions or concerns.
- Introduce self, title, and name of the group

Set the tone: Have a light tone, guiding group members towards open and honest conversation.

Review group rules that were set at the first session as needed.

Outline the session:
The session we will have today will last about 1 hour. We will do a quick ice breaker activity to allow us to get to know each other and feel a little bit more comfortable with each other. Following the ice breaker, we will then do a positive attribute worksheet. Then we will discuss further through the worksheet.

Warm-up question: What is one positive quality that you like about yourself?

Activity
- Explain that this activity is to bring out the things that are positive about you that you may not be aware of; rebuilding your self-esteem; be able to accept compliments; compliment others and get to know yourself a little better
- Have the participants write their full names out on their sheet – whether it is vertical or horizonal, have each participant come up with positive attributes whether physical or personality wise that they can think of that starts with each letter in their name. For example
    - J - joyful
    - A - appreciative
    - N – nice legs
    - E - equal
    - D - delightful
    - O - optimistic

29

- o E – easy-going
- If they are struggling to come up with something for a letter. Ask a peer, maybe they have a good idea
- Any questions?
- Allow time to finish worksheet

Encourage volunteers to answer questions; ask all or choose a few or make up other questions depending on the conversation; reread questions or phrases however needed

Sharing
- What did you enjoy about this activity?
- What would you change about this activity?

Processing
- How will this activity help your self-esteem/accepting compliments?
- How does it feel to think through positive attributes about yourself?

Generalizing
- Were there any similarities/differences amongst group members?

Application
How will you be able to apply these skills on a day-to-day basis?
- Write positive attributes on the bathroom mirror when you get released with a dry erase marker
- Write them on a sticky note and put them on the fridge
- Repeat them to yourself

Summary
- In this activity, we learned a little bit about ourselves and ways that we can rebuild our self-esteem, accept compliments, compliment others, and learn new positive attributes about ourselves. I have some sticky notes/ pieces of paper if anyone would like to have one to write one of these positive attributes on and hang it in their room to see every day.
- Any questions?
- Thank you for your participation.

Feedback session as needed *(about 30 mins)*
- Allow participants the opportunity to voice suggestions or concerns about topic
- Can include further knowledge and discussion

Positive Mantras

I
AM
HAPPY

I
AM
BEAUTIFUL

I
AM
HEALTHY

I
AM
STRONG

I
AM
KIND

I
AM
CONFIDENT

I
AM
SMART

I
AM
KIND

I
AM
SUCCESSFUL

I
ATTRACT
POSITIVITY

I
AM
WORTHY

I
ATTRACT
OPPORTUNITY

Session 3
Money Management

Greet each person as they enter the group; introduce yourself if necessary

Materials Needed:
- Writing utensil
- Blank sheet of paper

Objectives: Members will be able to:
1. Identify future monthly expenses by the end of the session.
2. State the importance of budgeting by the end of the session.

Introduction (5 mins)
- Brief recap of the last session and address any questions or concerns.
- Introduce self, title, and name of the group

Set the tone: Have a light tone, guiding group members towards open and honest conversation.

Review group rules that were set at the first session as needed.

Outline the session:
The session will be about 1 hour. We will do an ice breaker question to help all of us feel a little more comfortable. Following the ice breaker activity, we will then work on money management skills. After the activity, group members will voluntarily share how they felt about the group and if they found it beneficial. We will then discuss how you can use this information in the future.

Warm-up question: What is one way that you have used in the past to budget your money?

Activity
Discuss benefits of budgeting. Have participants come up with benefits they know of.
- Provides limits for spending
- Helps achieve financial goals
- Helps ensure you do not spend money that you don't have
- Helps prepare for emergencies
- Helps save for retirement

Have each participant write down their expected expenses that they think they will have and write them down on a sheet of paper.

Encourage volunteers to answer questions; ask all or choose a few or make up other questions depending on the conversation; reread questions or phrases however needed

Sharing
- How might you manage if any unexpected costs come up? (Can work together as a group to come up with different ideas and provide resources)
- What did you enjoy about this activity?
- Is there anything that you would change about this activity?

Processing
- How will this activity help you with money management?
- How does it feel to think through the process of budgeting your money monthly?

Generalizing
- Were there any similarities/differences amongst group members and what they might change about their money management?

Application
- How will you be able to apply these skills on a day-to-day basis?

Summary
- In this activity, we learned about money management and how sometimes we need to put our needs before our wants. You will be able to take these skills with you for your everyday living.
- Any questions or comments?
- Thank you for you participation

Feedback session as needed *(about 30 mins)*
- Allow participants the opportunity to voice suggestions or concerns about topic
- Can include further knowledge and discussion

Session 4
Building a Resume

Greet each person as they enter the group; introduce yourself if necessary

Materials Needed:
- Writing utensil
- Resume template
- Blank piece of paper

Objectives: Members will be able to:
1. Identify important components to a resume by the end of the session.
2. Complete a personal resume by the end of the session.

Introduction (5 mins)
- Brief recap of the last session and address any questions or concerns.
- Introduce self, title, and name of the group

Set the tone: Have a light tone, guiding group members towards open and honest conversation.

Review group rules that were set at the first session as needed.

Outline the session:
The session will be about 1 hour. We will do an ice breaker question to help all of us feel a little more comfortable. Following the ice breaker activity, we will then get the opportunity to build a resume with a group. After the activity, group members will voluntarily share how they felt about the group and if they found it beneficial. We will then discuss how you can use this information in the future.

Warm-up question: What is an example of an experience or talent that you would include on your resume and explain.

Activity (25 mins):
Give individuals the resume format that is provided and a black sheet of paper. Instruct the participants to go through the resume on their own and add their own answers to the sheet provided or else have them create their own resume. Provide them 15/20 minutes to complete the resume and ask questions.

Encourage volunteers to answer questions; ask all or choose a few or make up other questions depending on the conversation; reread questions or phrases however needed

Sharing (5 mins)
- Invite each member to share their experiences with this activity
- What did you learn from this exercise?
- What did you learn about yourself?

Processing (5 mins)
- What was it like to reflect on what was working and what wasn't working on a resume?
- How did you feel presenting your resumes to the group today?

Generalizing (5 mins)
- "I noticed that (activity) was positive for a lot of members as an opportunity to build their resumes"
- "I noticed that most people seemed to be engaged"
- "What is a general idea that came out of this group today?"

Application (5 mins)
- Now that we understand what different things go on a resume, how will we apply these things moving forward?
- What are some things you want to try moving forward?

Summary (5 mins)
- Ask the group members to share one thing that they learned from the group.
- I have left over templates for the resumes. If anyone would like one to take with them to work on it individually. These are nice to just always have on hand just in case anything pops up and you need a resume handy.
- Any questions?
- Thank the individuals for their participation.

Feedback session as needed *(about 30 mins)*
- Allow participants the opportunity to voice suggestions or concerns about topic
- Can include further knowledge and discussion

NAME

⌂

✉

☎

Objective

Experience

Education

Professional Skills

Awards and Acknowledgements

Leadership

Session 5
Communication Skills

Greet each person as they enter the group; introduce yourself if necessary

Materials Needed:
- Writing utensil
- Passive, Aggressive, and Assertive Communication worksheet
- Whiteboard

Objectives: Members will be able to:
1. Define and distinguish between all three types of communication by the end of the session.
2. Role plays a situation using the three different ways of communication by the end of the session.

Introduction *(5 mins)*
- Brief recap of the last session
- Introduce self, title, and name of the group

Set the tone: Have a light tone, guiding group members towards open and honest conversation.

Review group rules that were set at the first session as needed.

Outline the session:
Today we are going to start out with an ice breaker question to get the conversation started and then we will move on to an activity. We will do some brainstorming and then we will also do some role playing. After the role plays, we will voluntarily share our experiences and how we felt during the group. Finally, we will talk about how these ideas will help in the future and finish up the group.

Warm-up question: How would you describe good/effective communication?

Activity *(about 30 mins)*
Pass out the worksheet. Encourage participants to use the worksheet to take notes if they would like.

Does anyone know the differences between aggressive, assertive, and passive communication? *Write down answers on the white board.* Help fill in and discuss whatever was important that was missed.

Assertive Communication
- Listens without interruption
- Clearly states needs and wants
- Willing to compromise

- Stands up for own rights
- Confident tone/body language
- Good eye contact

Passive Communication:
- Soft spoken/quiet
- Allows others to take advantage
- Prioritizes needs of others
- Poor eye contact/looks down or away
- Does not express ones' own needs or wants
- Lack of Confidence

Aggressive Communication:
- Easily frustrated
- Speaks in a loud or overbearing way
- Unwilling to compromise
- Use of criticism, humiliation, and domination
- Frequently interrupts or does not listen
- Disrespectful towards others

As a group, come up with a scenario and work through the differences of each communication together. Example – You are doing an interview for a job and the interviewer says, "At this time, we are looking for someone with a little bit more experience."

Give the group 10 minutes to come up with 3 scenarios that they want to use for the role play with a partner. Once they complete the first two, hand out the other two scenarios and instruct them to find a partner and role play the scenarios with each other. Have volunteers role play their scenarios with the group or share the possible responses that they came up with.

Encourage volunteers to answer questions; ask all or choose a few or make up other questions depending on the conversation; reread questions or phrases however needed

Sharing *(about 2 mins)*
- What did you enjoy the most about this activity?
- What would you change about this activity?

Processing *(about 2 mins)*
- How does this activity help you with your communication?
- How does it feel thinking through all the different ways of communication?

Generalizing *(about 2 min)*
- Where there any similarities/differences amongst the group answers?

Application *(about 2 min)*
- How will you be able to apply these skills outside of this group?

Summary *(about 2 min)*
- What is one thing that you learned today about sleep?
- In this activity, we learned about the differences of passive, aggressive and assertive communication. You will be able to take these skills with you and use them in your day-to-day life. Reflect on objectives.
- Any questions?
- Thank you for your participation.

Feedback session as needed *(about 30 mins)*
- Allow participants the opportunity to voice suggestions or concerns about topic
- Can include further knowledge and discussion

Practice Scenarios:

Assertive Communication:

_____
_____
_____

Passive Communication:

_____
_____
_____

Aggressive Communication:

_____
_____
_____

ROLE PLAY SCENARIOS

Scenario	
Assertive	
Passive	
Aggressive	

Scenario	
Assertive	

Passive	
Aggressive	

Scenario	
Assertive	
Passive	
Aggressive	

Session 6
Time Management

Greet each person as they enter the group; introduce yourself if necessary

Materials Needed:
- 2 copies of the pie chart for each person
- Pens/pencils/colored pencils

Objectives: Members will be able to:
1. Identify time management problems with their lives prior to being incarcerated
2. Identify positive activities to fill their time
3. Determine the most important things to fill their time

Introduction *(5 mins)*
- Brief recap of the last session
- Introduce self, title, and name of the group

Set the tone: Have a light tone, guiding group members towards open and honest conversation.

Review group rules that were set at the first session as needed.

Outline the session:
Today we will discuss the importance of finding non-drug-related activities and how to structure your time to help maintain that sobriety or productiveness that a person needs to be successful outside of this setting. We will start with a warm-up question and then do an activity that charts out our daily routines prior to being incarcerated and then what we would want our schedules to look like post incarceration.

Warm-up question: What productive and enjoyable activities do you participate in to structure your day?

Activity *(about 30 mins)*
- Pass out the sheet of paper with the time management pie chart and the examples of what to include
- Explain that each person will fill in the circle like a pie chart. Draw lines from the center of the circle to the sides, sectioning off what portion of time you spend each day on the specific activity
- Encourage them to use color for the different activities
- Remind them to be as honest with themselves as they can be
- Discuss each person's pie chart
- Then pass out another sheet and ask them to do the same thing but ask yourself "How do you want your day to look?"
- Further discuss what they need to do to prioritize daily activities to maintain a better balance of life.

Sharing *(about 2 mins)*
- What surprised you as you filled out the circle?
- How can you prioritize daily activities to maintain a better balance?
- What did you like about the activity?
- How could this activity be changed to make it better?

Processing *(about 2 mins)*
- How do you think this activity will help you manage your time?

Generalizing *(about 2 mins)*
- "I noticed that everyone was engaged throughout the activity"
- Where there any similarities/differences amongst the group answers?
- Find commonalities amongst group members

Application *(about 2 mins)*
- How will you use this information in the future?
- What are some ideas that you look forward to trying?

Summary *(about 2 mins)*
- What did you learn today about time management?
- Today we learned about different ways to manage our time, and how important it is to use our time wisely. Hopefully we can take some of these ideas and use them in the future.
- Reflect on objectives
- Any questions?
- Thank you for your participation

Feedback session as needed
- Allow participants an opportunity to voice suggestions or concerns about the topic.
- Can include further knowledge and discussion as it comes up

Time Management Pie Chart
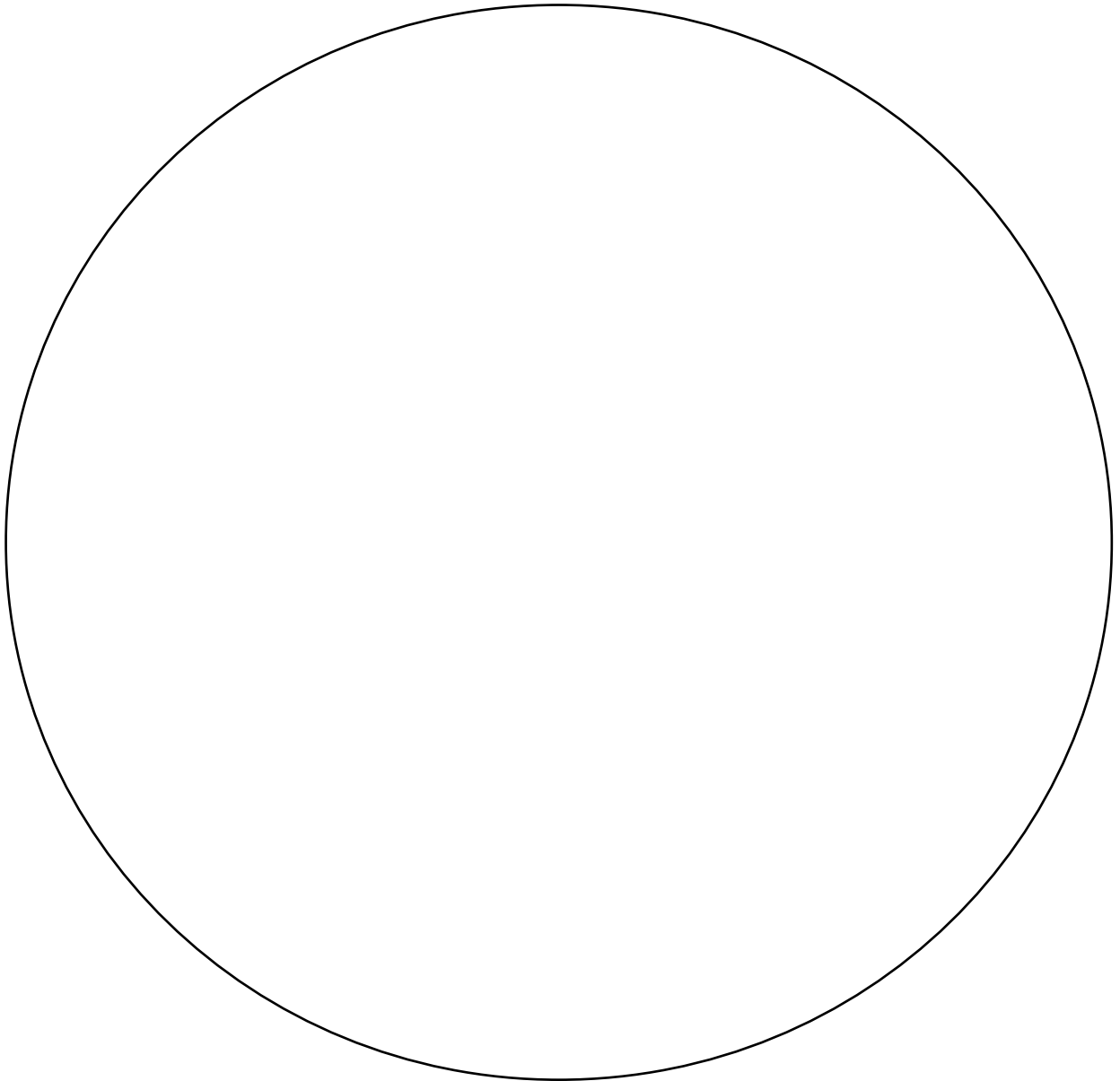
Examples of what to include in your chart:
- Eating
- Sleeping
- Self-Care
- Sleeping
- Working/School
- Hanging out with friends/family
- Taking care of kids/pets
- Other

Session 7
Healthy Relationships

Greet each person as they enter the group; introduce yourself if necessary

Materials Needed:
- M&M's
- Pieces of paper
- Code for each color (can be modified if needed)

Objectives: Members will be able to:
1. Identify healthy qualities in a relationship by the end of the session
2. Identify what is important to them in a relationship by the end of the session

Introduction *(5 mins)*
- Brief recap of the last session
- Introduce self, title, and name of the group

Set the tone: Have a light tone, guiding group members towards open and honest conversation.

Review group rules that were set at the first session as needed.

Outline the session:
Today we will discuss qualities of relationships that we have experienced in the past and how we want our relationships to look. Relationships include friends, significant others, family members, etc., anyone in our lives that we interact with. We will start with an icebreaker question and then move into the activity.

Warm-up question: Tell us about relationship that you value and why do you value that relationship?

Activity *(about 30 mins)*
- Pass out a handful of M&Ms to each participant – make sure that each person gets a few of each color
- Remind them NOT to eat the M&M's until after the activity
- Have each participant sort out their colors
- Read out the first color that you want to start with. Such as "Yellow is sharing with the group…" and have them write down their answers to help everyone remember what they want to say and less copying
- Go through all the colors

M&M game:
Yellow: for each yellow M&M you must share with the group one thing that someone has said to you in today or in the past that made you feel good about yourself

Red: for each red M&M, you must share with the group red flags in a relationship (unhealthy relationship qualities)

Brown: for each brown M&M, you must share with the group ways that you want to be treated by people that you care about.

Blue: for each blue M&M you must share with the group names of people that have made you feel good about yourself

Green: for each green M&M you must share with the group healthy relationship qualities

Orange: for each orange M&M you must share with the group qualities you have that make you a good friend.

Encourage volunteers to answer questions: ask all or choose a few or make up other questions depending on the conversation; reread questions or phrases however needed

Sharing *(about 2 mins)*
- What did you like about the activity?
- How could this activity be changed to make it better?

Processing *(about 2 mins)*
- How do you feel discussing healthy relationship qualities?
- How does a positive relationship help you feel?

Generalizing *(about 2 mins)*
- Where there any similarities/differences amongst the group answers?
- Find commonalities amongst group members

Application *(about 2 mins)*
- How are you going to use this in the future?

Summary *(about 2 mins)*
- Today we learned about the qualities we all enjoy about any relationship.
- Reflect on objectives
- Any questions?
- Thank you for your participation

Feedback session as needed
- Allow participants an opportunity to voice suggestions or concerns about the topic.
- Can include further knowledge and discussion as it comes up

Chapter V

Summary

The purpose of this scholarly project was to help decrease the recidivism rates amongst the female population and illustrate the role of occupational therapy (OT). As recidivism rates rise, it is important to gain an understanding of the OT role within a correctional setting. It was evident while looking for research that specific needs of the female prisoners is not being met. Most of the programing is based around the male population and does not correctly address problems within the female population. This scholarly project was designed to fit the needs of the women who are incarcerated. Occupational Therapy within a prison setting is an underserved area and would benefit from increased awareness. With the advertisement of how an occupational therapist can work within this non-traditional setting and how it impacts the individuals, it will encourage facilities to investigate an occupational therapist and decrease the rare of recidivism amongst female offenders.

To meet the needs of the women in this facility, *Putting Together the Puzzle of Life*, was developed to address building or refining life skills. The program is built to begin or continue building skills within the prison setting while they are getting ready to transition to the community or a community transitional setting. Providing this program while females are being readied for release, will promote those skills, and decrease the likelihood recidivism.

Putting Together the Puzzle of Life program was designed to address life skills that the women in the facility identify as important. Having a client-centered design provides for a higher level of meaningful and motivation towards activities. This program is also designed to be flexible and have adaptability dependent upon the client population and what they identify as

important. This program also allows for adaptability to other populations included, males, juveniles and outside of the prison setting to increase the generalization across settings.

With program development being for a variable population, it is hard to predict the limitations and challenges. One limitation that was identified throughout this scholarly project was the time limitation. Being this was a capstone project, and only having fourteen weeks to implement the product, only four of the groups were implemented. So, the success and the implementation of the group is unknown currently.

Another limitation comes from the setting that the group is held within. Although we hope to be in a realistic environment, within the locked facility, it is a restricted environment and only allows for minimal freedom. Being an intern at this facility, it is required that I am not alone or out of the building without someone else.

To foster success with this life skills program for incarcerated women, recommendations include modifications with the program as the needs are identified. Further development of the program manual to adapt to the needs and wants of the residents that are in the facility at that time, may be necessary. It is also recommended that this product is fully implemented to determine the effectiveness of the program. The final recommendation is to collaborate with the case managers, substance abuse counselors, wardens, etc., to fully understand the needs of the women within the facility at the time.

Implementation of *Putting Together the Puzzle of Life* is highly dependent on the facility and the population that it is going to serve. By hiring an occupational therapist to direct the program, this will ensure that the program stays client centered and maintains the program to be meet the fluctuating needs of the different population. Services from an occupational therapy

practitioner and use of this product will strengthen the interdisciplinary approach and effectiveness of this program to support successful community re-entry.

In summary, this scholarly project presents *Putting Together the Puzzle of Life,* a program to reduce recidivism and build life skills. Giving the women the opportunity to practice life skills within the prison setting sets them up to build a particular skill and promotes successful community re-entry.

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Appendix A: Pre/Post Assessment

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I have effective communication skills and know when to be passive, aggressive, and assertive	1	2	3	4	5
I am confident in building a resume for myself to give to employers	1	2	3	4	5
I am confident in my money management skills	1	2	3	4	5
I have a positive self-esteem	1	2	3	4	5
I get 8+ hours of sleep every night and know the importance of it	1	2	3	4	5

What life skills would you find beneficial learning more about and why would you find the education helpful?
**Life skills ideas: Time management, stress management, getting up in the morning, anger management, giving and receiving feedback, relationships, etc.

What life skill, area or role in your life do you feel the most limited in?