NEW SOUTH WALES DEPARTMENT
OF CORRECTIVE SERVICES

DRUG AND ALCOHOL SERVICES

"GROUPWORK"

Loretta Perry,
Drug and Alcohol,
Staff Development.

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Pat LeBrun is the Senior Typist with Programmes Division.
OVERVIEW:
The National Campaign Against Drug Abuse (NCADA) has funded many programmes targeting people who abuse alcohol and other drugs. One of these NCADA funded programmes is the Drug and Alcohol Workers in Prison Programme, conducted by the New South Wales Department of Corrective Services.

Lyons (1987) has commented "the New South Wales Department of Corrective Services Drug and Alcohol Programme, which emphasizes personal responsibility, self-esteem and self-expression, provides inmates with opportunities to address the issue of their drug and alcohol use/abuse, in relevant and holistic ways". (1)

This paper will discuss this philosophy by exploring the main method of programme delivery in prisons - Groupwork. The focus of this paper is on the 'therapeutic' intervention which is integral to all of the drug and alcohol programmes for inmates. There are many interventions which could be termed therapeutic. To clarify the approach used in the prison Drug and Alcohol Programme it has been necessary to distinguish between the educational model of intervention, and what is often mistakenly perceived as traditional therapy. To do this the similarities and differences between the Groupwork and Therapy approaches are outlined.

The socio/cultural environment in which the drug and alcohol programme operates significantly influences its impact and effectiveness. This paper alludes to some of the diverse expectations held by the different groups in prisons, namely Custodial and Non-custodial Staff as well as inmates. Some of these expectations of different staff and inmates appear to be polarized and all of them affect the prison culture. This paper then suggests that prison culture can colour the approach to, and content of drug and alcohol related Groupwork which is undertaken with inmates.

After discussing the different Groupwork approaches and the effects of prison culture, this paper deals with more practical concerns. These concerns are addressed by presenting an outline of the functional issues involved in setting up a group and practical guidelines to aid the successful management of any group. (2) Issues raised in this section are group presentation, leadership skills and facilitator styles. Each of these issues have important considerations for the Groupworker in the New South Wales prisons.

The discussion then moves onto a brief analysis of the areas in which Groupworkers are employed in prison as part of the Drug and Alcohol Programme. These currently include:
- Health, Fitness and Nutrition,
- Recreation Skills,
- Vocational Skills,
- Life Management Skills,
- Interpersonal and Family Communication.

The Groupwork associated with Life Management Skills, Inter-personal and Family Communication is specifically detailed in this paper. Information is given in the Appendices on the development of prison inmates self-awareness and interpersonal skills through Groupwork. The information is in the form of basic groupwork programme notes and/or outlines on the following subject areas:
- Self-esteem,
- Assertiveness,
- Communication,
- Conflict Resolution,
- Dealing with: Anger, Loss and Grief,
- Inmate Support.

Finally, the main body of the paper concludes with views on the overall purpose of Groupwork as part of a Drug and Alcohol Education Programme in New South Wales prisons.
1. DEPARTMENTAL AIMS:
The aims of any NCADA funded programme must be consistent with those established for the Drug Offensive nationally. The national objective of Reducing Demand for Drugs (including alcohol) is the main objective of the Drug and Alcohol Workers in Prison Project. Various strategies could be used to try and reach this objective. It has been said:

"The most effective drug education does not teach about drugs at all. Instead, it recognises and accepts that people use drugs for a whole range of reasons that are as complex and varied as people themselves. Rehabilitation then, emphasises the alternatives to drugs, by developing healthy and positive attitudes, skills, personal resources and interests". (3) This view suggests drug programmes should aim to develop inmate's self-esteem, communication, assertiveness and decision making skills. These aims are reflected in the Department of Corrective Services Drug and Alcohol Programmes: 

"to promote self-esteem and confidence by identifying and developing personal resources through personal development programmes;

to provide a supportive atmosphere conducive to confronting and changing attitudes, values and lifestyle;

to provide information about and access to, recreational, social, emotional, spiritual, educational and vocational support, both within the institutions and the community". (4)

2. RATIONALE FOR GROUP WORK:
There is often concern expressed that inmates substance abuse problems are individual and should be dealt with by individual, one-to-one counselling. Sometimes one-to-one action methods do not appear to sufficiently influence client's values, attitudes and behaviour. To complement the limitations of the other 'therapeutic' approaches, Groupwork methods, which seem effective for clients who share the same problems, are therefore introduced to gaol programmes.

The group process, in affording an opportunity for discourse, provides the arena for inmates to explore their habitual emotional, intellectual, and behavioural patterns. The thought provoking topics and simulations (role reversal, role play), persuade the inmates to apply their newly formulated ideas and skills to their myriad of lifestyle problems. It is through this facilitation of individual disclosure in a group setting and the collective examination of values, feelings and actions, that inmates can develop a much better understanding of themselves and their behaviours. As a consequence, they seem more willing to trial the alternative behavioural strategies outside of the group experience.

3. GROUPWORK AND THERAPY: (Similarities and Differences)
Philadelphia believes that "Groupwork is a process aimed at the vast majority and not the minority for whom other procedures, such as therapy, might be in order". (5) Groupworkers, who are usually grounded in an educational model of human development, are not in the clinical sense, therapists.

Whilst there is a relationship between Groupwork and Therapy, there is also one important difference. This difference is in the quality and depth of the applied analytical process. Trained Clinicians who specialise in Psychology and Psychiatry, and by utilizing their theoretical and diagnostic expertise, achieve more insight into the individual and group processes. Conversely, the non-clinical Groupworker accepts the reality of the inmates' situation, and in having regard to their differing perceptions, explores more imaginative and creative ways of problem solving. The Groupworker's approach therefore emphasizes individual responsibility which has implicit assumptions:
he/she will assist the inmate to learn how to meet the environmental, social and political pressures in productive ways;

he/she will assist the inmate to develop the confidence to meet the challenge of their lifestyle consequences.

Another factor on which Groupwork and Therapy diverge is on what Boone (1975) has called "the locus of responsibility". Both Therapy and Groupwork seek change and Boone has said that the difference is through "the locus of responsibility for change - if responsibility categorically remains with the client, the process can be labelled Groupwork. If it shifts somewhat to the helper, the approach may be called Therapy." (6) Fenton (1957) further explained the difference by saying "Groupwork in the former instance, is then regarded as an introduction to the therapeutic process, very often making the latter more sought after and more effective". (7) For Groupwork and Therapy to complement one another, they must, at the very least, share the following objectives:

* to assist the inmate to cope better with the reality of his/her situation;
* to encourage the inmates' insight into their particular situation;
* to provide opportunities for them to explore their perceived future difficulties;
* to support the release of feelings;
* to utilize all resources to facilitate an improvement in self-esteem and self-control;
* to work towards growth and maturity.

4. GROUPWORK: (Aims and Expectations)

Ideally, Groupwork should be integrated with all other institutional programmes. However, as Fenton (1957) has indicated ... "when any new or different kind of approach to the problems of the inmates is brought forth, it is likely, consciously or unconsciously to be questioned by Prison employees as another evidence of what has been called by those in ignorance of its purposes, coddling". (8)

People in the Correctional system therefore hold many different views on and expectations of Groupwork. The views of Correctional Staff and their clientele on groupwork do not necessarily converge, either in orientation, or methodology. Some of the divergent expectations of Groupwork by Staff are:

* to meet Departmental Policy;
* to satisfy the economics of rehabilitation;
* to ensure that inmates recognise the significance of the conflicts thought to provoke criminal behaviour;
* to prevent/inhibit recidivism.

Sometimes, and peculiar to the Groupworker are more abstract concepts:

* to provide a venue to reinforce individual competencies;
* to provide opportunities to convey a sense of hope for change;
* to provide opportunities to support inmates through their 'failures';
* to counteract the urge to individualize "the problem"

and, generally speaking, as Philadelphia says, to create an environment where inmates do not feel the need ... "to further defend themselves, or to construct postures designed to either ingratiate themselves to survive". (9) However, and sometimes at best, the inmates may still see things very differently. He/she may only:

* seek help to adjust to the difficulties of gaol life;
* seek help to accept that he/she has a problem
* seek to be convinced that change is possible/worthwhile
* seek help to reorganise his/her life so that some meaning and pleasure can be found". (10)  

5. **PRISON CULTURE:**

Prison culture is affected by the physical facilities and their location, the security classification and most importantly, the people who populate the prison. The inmates are an integral part of the culture and are the clients for Groupwork. Therefore, they can often be caught between the external pressures of the institution and their own needs. When given the opportunity to express their feelings they will sometimes withdraw, or act out of fear of further criticism or reproach. Some of the classical behavioural stances common to inmates which mask and screen the institutional effects have been identified by Philadelphia as:

- "a tissue of thin bravado
- a seeming unconcern
- compliant passivity
- a fatalistic acceptance of the inevitable
- an acting out of the prodigal son syndrome
- overt fear, anxiety, depression
- conversion of these feelings to expressions of rage". (11)

These behavioural stances and the personal affect of institutionalisation of inmates form part of the culture in which Groupworkers operate. Groupworkers then, almost work against the very culture of incarceration. In doing so, the Groupworker has to acknowledge and adapt to the conditions the prison culture creates for both the inmate and Worker.

These conditions are:

- it is difficult to commit oneself to change, particularly when dependant upon old networks for survival. Peers can be responsible for supporting the inmate through a programme, but the converse is also true;
- it is difficult to submit to the influence of a helper, when this person is an integral part of the system;
- it is difficult to trust Workers and other inmates in Group situations;
- it is difficult for 'alcoholics' to derive any benefit from a group, numbered with drug dependant inmates and vice versa;
- it is difficult to isolate problems, and practice solutions in an environment alien to the problem;

- imprisonment often compounds and confuses the problem;

- help is a threat to self-esteem, integrity and independence all of which have taken a battering;

- some cultural traditions do not permit help outside the family.

Inmates also have pressures relating to their individual progress whilst incarcerated, such as: pre-Court expectations, pre-release nerves, judicial, parole and other in-house recommendations. It may well be understood by the inmates and as highlighted by Beaumont and Walker that their attendance in Groups can ..."enhance parole prospects, or conversely jeopardize them if they don't, even when no overt pressure is applied". (12) Such pressures on and understandings by inmates, can therefore affect the environment/climate in which Groupworkers work.

In fact the Royal Commission into New South Wales prisons (1978) stated ... "many kinds of deprivations are inseparable from a prison experience: the loss of status, dignity and independence. The loss of identity, liberty, choice, possessions and responsibility. The deprivation and often destruction of existing relationships, particularly family and opposite sex members". (13) As a consequence of incarceration, men and women are stripped of every normalizing influence that individuals in crisis, in the community still have in place.

It can therefore be argued, as Philadelphia (1978) has done that inmates "consistently and continually deal with diverse debilitating emotions and as a consequence have little time or energy with which to deal efficiently with insight and self-evaluation. Most of their energy is directed to maintaining an image, self-preservation and survival". (14) So, as Ellard has noted "to mention, let alone tackle the issue of Groupwork, drugs and imprisonment in the same discourse is to progress from jeopardy to deadly peril, for we have not a summation of difficulties, but a multiplication". (15)

Notwithstanding the reality of the cultural barriers and almost in spite of their difficulties, inmates, do join groups to learn and develop. Almost in sympathy, Groupworkers extricate themselves from the diverse philosophies and all the internal and external demands and expectations, to be effective for inmates in the prevailing prison culture.

6. GROUP WORK – (Strategies, Dynamics, Leadership and Facilitator Roles)

It is not appropriate within this paper to individually address all of the functional issues and managerial stages of Groupwork. However, it is necessary to name the different techniques and procedures to allude to the complex strategies and dynamics inherent in the group situation.

Therefore, the following structure is presented only as an overview which considers some of the general dynamics associated with Groupwork. The tasks of both the group members and the Groupworker are outlined and a number of specific stages identified. This formwork depicts those core elements of group process, member participation and worker skill.
SETTING UP THE GROUP

ENVIRONMENT
GROUP AGREEMENTS
GROUP SIZE AND ATTENDANCE EXPECTATIONS
MEETING PREPARATION AND PROCEDURE CHECKLIST

LEADERSHIP AND ASSOCIATED ISSUES

LEADERSHIP
GROUP STAGES
TASK and MAINTENANCE
TRUST
EFFECTIVE and INEFFECTIVE GROUPS

BASIC STRATEGIES

STRUCTURE and PRESENTATION
GROUP PROCESS
EXERCISES
QUESTIONING
ROLE PLAY
GIVING and RECEIVING FEEDBACK

A VARIETY OF BEHAVIOUR

NORMS and CONFORMITY
BODY LANGUAGE
COMMUNICATION SKILLS
INAPPROPRIATE BEHAVIOUR
PARTICIPATION and NON-PARTICIPATION
CRYING
CONFLICT IN THE GROUP

FINISHING OFF
EVALUATIONS
CLOSURE
SETTING UP A SELF-DIRECTED GROUP

(16)
Groupworkers then, not only must have a vast knowledge of diverse lifestyles practices, prison politics and culture, but are familiar with group interaction, dynamics and facilitation styles. Their facilitation methods are consistent with their personal style and these Coyne (1975) has addressed them in the following categories:

**Emotional Stimulation**

This style represents evocative, expressive facilitator behaviour that is personal and highly charged emotionally. The facilitator performing this function is intensely and frequently in the centre of the group. Personal confrontation is valued, high risk is pervasive.

**Caring**

This style as a functional skill is evidenced by the development of a specific, warm, personal relationship with group members. These relationships are characterized by warmth, understanding and genuineness. Caring is inversely related to technical proficiency.

**Meaning Attribution**

This is represented by the facilitators provision of cognitive behaviour and definition of frameworks for change. As a functional skill this style is typified by meaning to experience.

**Executive Function**

This action emphasizes an approach demonstrated by stopping the action and asking members to process the experience, or by the facilitator suggesting roles and procedures for group members to follow. Inherent in these four basic roles are specific behaviours:

<table>
<thead>
<tr>
<th>Emotional Stimulation</th>
<th>Caring</th>
<th>Meaning Attribution</th>
<th>Executive Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>challenging</td>
<td>accepting</td>
<td>reflecting</td>
<td>making sense of exchanges</td>
</tr>
<tr>
<td>confronting</td>
<td>understanding</td>
<td>interpreting</td>
<td>making it possible for members to contribute</td>
</tr>
<tr>
<td>releasing emotion</td>
<td>supporting</td>
<td>explaining</td>
<td>setting standards</td>
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<tr>
<td>catalyzing behaviour</td>
<td>modelling</td>
<td>labelling/</td>
<td>giving directions</td>
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<td>intrusive modellers</td>
<td>warmth</td>
<td>naming</td>
<td>testing feasibility</td>
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<tr>
<td>modelling</td>
<td>developing-relationships</td>
<td>linking</td>
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7. **LIFE MANAGEMENT, COMMUNICATION AND INTERPERSONAL SKILLS**

Under the auspices of Communications, and Interpersonal Skills, both components of the Drug and Alcohol Programme, the following Groups, or their content are mandatory, and are therefore conducted across the State Prison System:
Self-Esteem
Assertiveness
Communications
Conflict Resolution
Dealing with: Loss, Grief
Inmate Support - (see appendices)

For the personal and cultural reasons already raised, not all inmates will gravitate towards Life Management, Communication and Interpersonal Skills Groups. However, the above are seen as an integral part of the Recreational, Educational and Fitness components of any given prison programme.

Facilitators in these other specialized (Recreation, Education, Fitness) areas will incorporate the main principles of the content into their service delivery. For example, a Creative Skills Teacher would insist that the inmates understood the connection between being able to express themselves creatively, which requires concentration, communication and negotiation skills and their relationship to self-esteem, assertiveness, and self control - further, that these concepts be related to their previous drug and alcohol pre-occupation.

8. GROUPWORK - RESULTS:

So what does Groupwork achieve? P. Philadelphia writes ..."the answers, in the main, are based on observations and whilst it is natural to want to be enthusiastic on the issue of recidivism, things get in the way of this kind of simplified notion". Just because Groupwork focuses on changing an inmates attitudes, values and behaviour, it doesn't necessarily mean that they need more treatment, or harsher penalties, should they re-offend post-release. "What it does mean is that he/she may well have gained very productive insights, but while learning how to apply them, fallen foul of the law once again". Therefore, inmates like any other community member, need further opportunities to continue to practice their new and alternative behaviours and the confidence to sustain the motivation to succeed.

Philadelphia believes "In any educational programme there is a time lapse - sometimes large, sometimes small between the time it takes to learn how to apply this knowledge. This is also true of insight". There are however, some indicators useful for the evaluation of Groupwork. These indicators come from either Groupworkers, other Staff, or inmates themselves who notice and experience some shift, or change in their own or others attitudes/behaviour of themselves or others. Inmates may for example:

- be less critical of self, peers and/or Institutional Staff;
- have more self respect, mutual respect and acceptance;
- be more empathic, less selfish, be coping better;
- have some unhappiness or anxiety resolved;
- have a better understanding of their lifestyle issues/difficulties;
- recognize that they are responsible for their behaviour;
- have significantly reduced, or discontinued their substance use/abuse.

If Drug and Alcohol intervention only improved the emotional well-being of the inmate and therefore, the morale of the prison environment, it must be considered to be of value.
9. **CONCLUSION:**

This paper, in identifying Groupwork as the primary method for Drug and Alcohol programme delivery, emphasizes the group processes offered to the inmates to address their personal, institutional and societal concerns.

The relationship between an inmate and his/her environment, and an inmate and his/her external world is complex. Therefore a number of services have evolved to assist the inmate on behalf of the institution or the society: Welfare, Education, Parole, Custodial and Psychological Services. It is sometimes the case however, that the services themselves, although initially established for the inmates, become complex or entrenched in the actual system. As a consequence, inmates experience difficulties in making these services work for them.

This paper has therefore demonstrated their Drug and Alcohol Workers/Groupworkers have diverse responsibilities, often acting as a buffer between the inmates and the institutional and societal systems that need to be negotiated. By adhering to assessment and referral practices and skills development courses designed to empower inmates with taking responsibility for their actions, Groupworkers identify and develop inmate's internal resources. This skills based intervention better enables the inmates to comprehend and "work" the external resources/systems.

As discussed in the paper, it is part of the Groupworkers mandate to view the inmate as constantly acting and reacting to his/her environment. The Groupworker's skill in this instance and as outlined in the paper, includes facilitating awareness and resolution of inmate's personal complexities in tandem with the impact of the institutional setting.

The common elements, such as group dynamics and the associated issues, which represent the core of groupwork have been examined as have the skills and unique facilitation styles of Groupworkers.

Groupworkers who hover between the inmate's private world and the society's public concerns, have learned to recognize in clients their potential to learn and change. As Philadelphia acknowledges, "within the most alcohol and/or dry dependent individual are incredibly wholesome potentials which, if properly identified and developed can effect rehabilitation" (21)

Therefore, Drug and Alcohol philosophy, which was founded in this educational notion, must, at the very least, provide the inmate with a chance of rehabilitation.
APPENDICES
SELF ESTEEM

Basic to all the course concepts is the belief that self-esteem comes from two sources:

1. Outside factors such as praise and recognition from others, educational success and valued possessions etc.

2. Inside factors such as the degree of self-acceptance, self-knowledge, awareness of and acceptance of feelings, wants and goals, and the ability to effectively express ourselves in a relationship.

Balance between these two issues is important. For example, people enjoy receiving praise and encouragement from others, but dependence on the "outside" for self-esteem is subject to ups and downs which cannot be controlled. It requires that other people are there when praise is needed. It requires consistent help from relatives, friends, teachers and others. It often means that we have to achieve highly to retain approval and we see ourselves as successful only if others consider us to be so.

The skills taught in this course offer ways of developing self-esteem from the "inside". If we can learn to meet our own needs for acknowledgement and acceptance, anything which then comes from "outside" sources becomes a real bonus. People with a solid base of "inside" self-esteem tend to feel more comfortable with themselves and others, more in control of their lives and less dependent on others for a sense of well-being.

Self-esteem:

The favourable opinion we have of ourselves as opposed to the opinion others may have of us; the regard and respect we have for ourselves; the worth or value we place on our own being.

Self-confidence:

Firm trust and expectation that we can rely on ourselves to be or behave in a certain way.

Self-talk:

The internal messages, opinions, rules or expectations we repeat to ourselves about events, people and behaviours in an attempt to make sense of our experiences, (i.e. self-talk is what we say to ourselves about what we experience).

Feelings:

The emotional responses we have to what we experience. Feelings are accompanied by definite body sensations and give us information about what satisfies or does not satisfy us.
ASSERTIVENESS

Some authors define "assertiveness" as merely the skill of speaking up for one's personal rights. There is, however, an increasingly common agreement that unless people have high self-esteem and a belief in the rights of others, as well as their own, they are unable to speak up for their own rights in an assertive fashion.

It is important that course participants have an opportunity to explore any negative reactions to the term "assertiveness" and become fully aware of the definition of assertiveness in this course. Participants need to appreciate that assertiveness includes not only a belief in their own rights, a sense of self-worth and the communication skills to speak up for their rights, but also a respect and concern for the rights of others and communication skills in listening and negotiating in order to resolve conflicts over rights.

Assertiveness:

The ability to relate effectively to the people and situations in our environment, a state of being which results from a sense of self-worth and self-confidence, a belief in our rights and the rights of others, and communicating effectively.

Rights:

Equitable and just entitlements an individual can claim. (NOTE: The rights referred to in this course are those most closely related to assertiveness: e.g. the right to express one's thoughts, feelings and beliefs).

Interpersonal Relationships

The way a person behaves in interactions with other people in his/her life, with particular reference to speaking for self, listening and problem-solving.

Identity:

An individual's overall impression of who they are, what they want and where they are going. It is derived from: (a) those characteristics which signify us as unique human beings, and (b) the part we play and the relationships we have developed in the world around us.

N.B. An integral part of all these course concepts is self-acceptance, the ability to accept oneself and one's parts as they are without judgement.

Health, Media Education Centre.
COMMUNICATIONS:

AIM:

To assist people to become more assertive, to enable them to feel more confident and relate more effectively with others.

OBJECTIVES:

To assist people to communicate more effectively by:

1. Identifying the elements of effective communication.
2. Understanding the blocks to effective communication.
3. Distinguishing between aggressive, passive and assertive styles of relating.
4. Improving their ability to send messages assertively.
5. Becoming more effective in dealing with resistance from others.
6. Improving their ability to confront other people.
7. Knowing how to become more relaxed when confronting.
8. Improving their ability to listen with understanding.
9. Understanding how to work through conflict more effectively.
10. Experiencing how taking responsibility for oneself and having a sense of control over one's life can improve well being.

CONTENT OVERVIEW: CONCEPTS, ISSUES AND SKILLS

Following is a brief description of the concepts, issues and skills presented in the course.

BLOCKS TO EFFECTIVE COMMUNICATION

Communication is a two-way process of sending and receiving messages and is effective when each person understands the other.

In this course, the emphasis is on how communication can be blocked when misunderstandings arise because of less tangible things, such as:

* The different ways people perceive and interpret messages and events.

* Conflicting messages when spoken and unspoken communication don't match (lack of congruence).

* Different emotional states.

* Difference in personal values.
Assertiveness entails feeling confident about yourself and relating effectively with other people, and results from a sense of self worth, a belief in your own rights and the rights of other people, and the ability to communicate effectively.

Dealing with Resistance

Learning to be more assertive also entails the use of listening skills to cope with the resistance from others which can occur when you speak up and/or confront.

Sending Messages Assertively

The ability to send clear messages by speaking up about your opinions, needs, and feelings, in order to gain co-operation to meet your own needs, reduce potential misunderstanding, work through any conflict, and promote honesty and trust.

Confronting

The ability to let other people know when what they say or do is upsetting you, or preventing your needs being met, in a way which is clear and does not convey blame.

Being More Relaxed When Confronting

Speaking up openly and honestly about your needs and feelings can make you more vulnerable, and is often accompanied by anxiety and nervousness.

Effective Listening

Being able to listen effectively is the other side of clear communication.

Working Through Conflict

Knowing how to work through conflict to find options which are satisfying to both sides in a way which reduces ill feeling and promotes co-operation, is also part of relating more assertively.

Health Media Education Centre.
COMMUNICATIONS:

"All behaviour is an interactional situation and therefore has message value
communication". The purpose of this programme is to learn how activity or
conversely inactivity - words and silences, carry messages, therefore
meanings. Such messages and meanings all have vast personal and
interpersonal consequences.

Communication can be divided into three areas:

- information giving
- meaning (overt and covert)
- affects on behaviour

1. Information giving - The how, when, where and why of
communication

2. Meanings - factors enhancing/inhibiting the
understanding of communication,
e.g. tone, context, converse,
cultural, verbal and non-verbal
messages.

3. Affects on, or for
behaviour - actions, reactions
- external/internal

INTERPERSONAL COMMUNICATIONS:

Interpersonal Communication : information in relation to task.
: information about the individual's
feelings toward each other and to
the task.

Listening/Empathy : attention given to each other.

Involvement : level of involvement in situation/
task.

Cues : verbal, non-verbal.

Maintenance : personal identity, and security.

Much of our personality is learned in, and supported by a social context,
through information which our significant others communicate to us,
concerning their evaluation of us. Because of this, we are susceptible to
change when our social supports are destroyed, or removed.

Potential influenceability : at the level of opinions and beliefs
: image of ourselves (conscious or unconscious)
: fundamental values

When interpersonal cues cease to confirm the social relationships upon which
the individual depends, he/she becomes socially alienated and susceptible to
change at the level of opinion, belief, self-image or basic value. The degree
and depth of influenceability depends on the degree of alienation, the degree
of pressure to change, and the availability of new opinions, beliefs, sel-
images, or values.

'Social Psychology and Everyday Life',
Franklin/Kohout.
LOSS AND GRIEF:

"It is true that many kinds of deprivations are inseparable from a prison experience: The loss of status, dignity and independence. The loss of identity, liberty, choice, possessions and responsibility. The deprivation, and often destruction of existing relationships, particularly family and opposite sex members".

The purpose of such Groupwork is to:

Alleviate the mental and emotional suffering surrounding loss and which is most often the result of "fear of the unknown". The healthiest response to fear is action - fleeing the object of fear, or turning to face it to hopefully to break its hold to progress in life.

Definition of Loss:  
"    " Grief: (anticipatory, preparatory)

Losses:  
identity, freedom, relationships, possessions.

Stages:  
Cycle
Feeling states

Characteristic Behaviours:

Mythologies:  
Hero, Fool, Martyr, Morbid, Wise.

Sacrifices:  
The deals we make in crisis
- we create a bargain between feelings
  and thoughts - how we choose not to act.

Language of Grief:

Protection:  
maintaining an image
secrecy
guilt
victim
fearful
challenge

Practical Considerations:

Interventions:  
problem solving

Each one of us passes through the six stages of loss, and according to our personality and experience, the stages last longer or shorter, or hold more potency for us. What does seem important, is that we learn there is a point where we release others to a pattern of their own making. What we cannot do is protect others from their hard life lessons by telling them what they should or should not do, either by trying to influence or manipulating them out of, or through an experience which holds no value for us.
ANGER

"Anger is a difficult problem to deal with in a culture that has so many taboos against its expression. We rightfully fear the violence and destruction from anger gone wrong, but as frightening and troubling as anger can be, it can also be expressed in helpful and positive ways".

The purpose of the programme is to look at Anger from a different perspective; transforming the anger energy into a more creative, and positive response:

1) Values, attitudes, demands, expectations:
2) Triggers:
3) Styles of Expressing Anger:
4) Effects:
5) Consequences: expectations, resentments threats, violence
6) Legitimization: overt and covert expressions and behaviours
7) Behaviours: indirect and direct
8) Coping with Anger:
9) Alternatives: problem solving

Threat

<table>
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<tr>
<th>Anger</th>
<th>Assumptions</th>
</tr>
</thead>
</table>

Assessment of Situation

Many of our attempts to correct others, even when we believe we are offering constructive criticism, are really attempts to attack them by demonstrating their wrongness and our rightness. When others do not change in accordance with our expectations, we are likely to regard them as wrong and thus, reinforce our own beliefs on right or wrong.
## CONFLICT RESOLUTION

**AIMS:**

To develop skills in the understanding and handling of conflict issues in many areas of interpersonal relationships e.g. family, work environment, and friendships.

To transform problems into challenges, that can be handled constructively, to enhance the quality of involvement, energy and enthusiasm.

<table>
<thead>
<tr>
<th>SKILL</th>
<th>CONCEPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Win-Win</td>
<td>Conflicts can be resolved so that nobody is a loser.</td>
</tr>
<tr>
<td>Creative Response</td>
<td>Problems create opportunities for positive change.</td>
</tr>
<tr>
<td>Empathy</td>
<td>There are other points of view and motives to be seen.</td>
</tr>
<tr>
<td>Appropriate Assertiveness</td>
<td>Knowing your needs and rights and stating them clearly.</td>
</tr>
<tr>
<td>Co-operative Power</td>
<td>The difference between power over someone and power with someone.</td>
</tr>
<tr>
<td>Managing Emotions</td>
<td>Handling one's own emotions and anger.</td>
</tr>
<tr>
<td>Willingness to Resolve</td>
<td>Resentment prevents successful negotiations.</td>
</tr>
<tr>
<td>Mapping the Conflict</td>
<td>Identify underlying needs, values, objectives and visions of all participants.</td>
</tr>
<tr>
<td>Development of Options</td>
<td>Choices allow participants to choose an option/action most appropriate to all.</td>
</tr>
<tr>
<td>Negotiation</td>
<td>The problem is the enemy, not the person.</td>
</tr>
<tr>
<td>Broadening Perspectives</td>
<td>All points of view have validity and are part of the whole story.</td>
</tr>
<tr>
<td>The Third Party Mediator</td>
<td>Understanding the role of the mediator/negotiator and the importance of neutrality.</td>
</tr>
</tbody>
</table>

Conflict Resolution Network
INNATE SUPPORT GROUP:

The purpose of such a group of inmates is for them to, either individually or as a group, offer care and support to fellow inmates. Secondly, that the notion of self-help be promoted.

AIMS: to help the inmate get to the bottom of his/her problem;
: to help them devise their own solutions;
: to help them resolve or act on the issue or come to a mutual agreement;
: to care for and support inmates in crises.

PROGRAMME

1) Values
   Attitudes
   Active Listening
   Question Formation - open, closed
   informational, clarifying, non-verbal

2) Brainstorming

3) Peer Pressure
   Being neutral and impartial
   Problem Solving - process and skills

4) Observing the issue/conflict
   Mediation styles
   Pitfalls in intervention

5) The Role of Supportive Inmate

6) Ground Rules

Inmate support people are not judges or counsellors. They are trained to listen carefully and to avoid value judgements, letting each inmate present his/her side of the 'problem'. In most cases such a role involves learning certain skills such as listening, questioning and reflecting. It also involves such things which cannot be taught, but can be practised: sense of timing, and intuition. The most important resource is the inmate him/herself who focuses on the future rather than the question of punishment, revenge, who is to blame, and what happened in the past. Inmate support people do not resolve situations, they may simply support some inmates with some kinds of problems and not others. Some problems need other ways/personnel to be solved.

Meditation Training,
The Conflict Resolution Network.
TRADITIONAL DRUG AND ALCOHOL:

Substance Abuse:
Attitudes: Self/Societal
Values: Self/Societal

HISTORY OF USE/ABUSE:
Physiology and Pharmacology,
Problems associated with chronic use,
Social aspects of abuse.

CATEGORIES OF DRUG USE:
Depressants: Barbituates, Tranquilizers, Narcotics, Alcohol, Marihuana;
Stimulant Use: Amphetamines, Cocaine;
Hallucinogens: L.S.D. Marihuana.

SOCIOLOGICAL EFFECTS OF SUBSTANCE ABUSE:
(Perception of Drug Users)
Causes: Physical Aspects;
Psychological Aspects;
Social Aspects;

FORMATION OF SELF IMAGE:
How a person's image is formed - attitudes, values, esteem, belief system.
How it affects our behaviour.

EXPLORATION OF ALTERNATIVES:
- Decision Making - esteem, assertion, conflict resolution etc.,
- Problem Solving - change, blocks
- Altered States of Consciousness - relaxation, meditation, exercise.

REFERRAL POSSIBILITIES:
Representatives from or discussion about -
Therapeutic Communities, A.A., N.A., Fitness, Craft, Drama, Yoga,
Counselling, Loss/Grief, Anger, Groupwork approaches.
ENDNOTES


19. Ibid, p.16.

20. Ibid, p.16.

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