



The Academy of Justice

Research plan related to the validation of the cognitive-behavioral method used in *Problem Solving Model* on Polish prisoners

pvt. Maja Zawadzka
assisstant

mjr Jarosław Rychlik PhD
assistant professor

Any differences due to penitentiary systems ...?

„Prisoners think the one who opens his door is the one who can solve his problems. But it doesn't work like that (prisoner)“

(Liebling A., Price D., Shefer G.,2011)

Why is it so important ?



ANNUAL STATISTICS CENTRAL BOARD OF PRISON SERVICE

YEAR	2019	2018	2017	2016	2015	2014	2013	2012	2011
NUMBER	198	208	244	197	173	175	188	150	191
2010	2009	2008	2007	2006	2005	2004	2003	2002	2001
147	211	191	174	188	187	135	130	172	190

Why it is so important:



- *Self-harm among prison population is also related to mental breakdown (Przybyliński, Marczak, 2008),*
- *Imprisonment is unusual experience, when everything changes, according to situation, providing basic needs, family bounds, job perspective, living conditions (Michalska-Suchanek, 2001),*
- *Mostly, a psychological shock and time is needed to adapt to this new environment but if process is too difficult to facilitate or cannot be feasible, such consequences appear as mood changes, depression, a sense of hopelessness, so probability of committing suicide is much higher',*

(Przybyliński, Marczak, 2008)

How does it start?

- training for facilitators (psychologists, educators from District Inspectorate of Prison Service in Bialystok, Warsaw; Central Board of PS, HSCPS Warsaw),
- evaluation after workshop (decision about issue who should be a mentor, who lead the scheme in prison – Prison Staff, not prisoners as in UK).




**Two essential parts of bilateral collaboration between
The University of York and The Academy of Justice**



- I. Cultural adaptation process (in order to the level of acceptance of problem solving technique applicability and psychoeducational materials)
- II. Experimental study in Polish prisons (double time measurement in Polish prisons after conducting workshops using PS technique)

I. Cultural adaptation of booklet:

- forward and back translation of booklet, surveys, formular of consent, privacy notice,
- acceptance of York University Ethics Committee.


Broszura  dotycząca umiejętności rozwiązywania problemów 2021

Krok czwarty: Jan próbuje burzy mózgów, myśli o opcjach

Jan poczuł się zniechęcony, próbując rozwiązać problem za pomocą Problem Solving.

Początkowo czuł, że nic mu nie pomoże w tej sytuacji.

Kiedy zaczął, wkrótce wpadł na kilka pomysłów, które pomogły mu poczuć większą kontrolę.



Moim problemem jest:
Moja partnerka jest zmuszona do przeprowadzki, mogę nie widywać się z rodziną co tydzień w czasie widzeń.

- Poproszę moją partnerkę, aby zadzwoniła do rady miasta, aby dowiedzieć się więcej na temat przeprowadzki.
Poproszę ją, aby przyniosła swoje zdjęcia i dziecka.
- Będę próbować dzwonić do domu częściej.
Zorganizuję odwiedziny.
- Zaplanuję mój czas.
Będę starał się mieć zajęcia.
Dostanę prace.
Spróbuję podjąć pracę.
- Idę na siłownię.
Ćwiczenia w celu: pompki, przysiady, wypady, podskoki.
Yoga, relaksacja, ćwiczenia oddechowe.
Znaide hobby.
- Stop, pomyśl
Uspokój się
Bądź cierpliwy.
- Napiszę o moich myślach i uczuciach.
Poproszę kogoś o wystuchanie i wsparcie.
Porozmawiam z księdzem.

Jan spojrzal na swoje pomysly, a nastepnie podzielim je na trzy kategorie:

- Działania mające na celu bycie zajęтым aktywnościami,
- Metody organizacji czasu,
- Strategie radzenia sobie ze stresem.

PROGRAM ROZWIJANIA UMIEJĘTNOŚCI ROZWIĄZYWANIA PROBLEMÓW W SYTUACJACH TRUDNYCH

Praktyczny przewodnik i broszura dla mentora w siedmiu krokach





- Measuring opinions on the applicability of Problem Solving technique to the Polish penitentiary system (training participants, prison staff, national security's students),
- After the process of translation conducting surveys' study (training participants, Research and Developmental Institute's scientists) at a time interval. In general good opinions (RDI) about overall presentation of idea (above 4/5 point scale):
 - Useful materials (34% very acceptable),
 - Useful in everyday work (33% very useful),
 - Statistics conclusion: The comparison of 27 students and 39 PO using Chi square test.

The trend level is close to statistical significance ($p=0.064$); *It points out that prison with high probability that prison officers better evaluate the PS technique than students in the context of necessity to implement PS technique as a part of prison staff's standard training.*

Kind of participants	Number of participants	Number of positive evaluations	Number of negative evaluations	Chi square value	Level of statistical significance
Students of penitentiary	27	13	4	3,45	P=0,064
Professional Prison Staff	39	38	1		



The last stage studies in Prison Staff population and participant workshops was to check the final result of cultural adaptation. The second measurement of workshop's participant and prison staff's general opinion (75-100% positive feedback) about psychoeducational materials/ booklet, but also selected indicators (quality, clarity, structure, diagrams, training modules, user-friendly, understandability and clarity of materials' content, language specificity),

MAIN CONCLUSIONS in order to prison Staff training and the avaluation of PS technique:

I. Problem-solving skills should be taught to prison officers as part of standard training in opinion of prison staff.

II. Prison Officers would you like to participate in such training, which includes role-play and case study examples (the positive significant difference at the 2nd measurement of PS technique and psychoeducational materials' applicability). This was confirmed by comparing the assessments with use of the test U (Mann – Whitney).

Evaluation without training in PSS (medium rank)	Evaluation with training in PSS (medium rank)	Value of test U Manna-Whitneya	Level of statistical significance
222	243	51,00	P=0,016

This result confirms the adequacy of the adaptation proces of case studies included in materials.

III. There is no significant difference in order to evaluation of Problem Solving technique by penitentiary and non- penitentiary department.

Conclusion, explanation for the qualitive and quantitative result: it is useful, understandable and simply to implement, apply by every Prison Officer despite the directional education or official function in prison system.



Evaluation results of penitentiary and non-penitentiary officers



1. Do you think problem-solving skills should be taught to prison officers as part of standard training?
2. Do you think there are benefits of learning the skills?
3. Could you see them being used in your job role?

Tabela 2x2 (amanda evaluation sheet in polish 39 osób)			
	Kolumna1	Kolumna2	Wiersz Razem
Liczności, wiersz	16	0	16
Procent całości	40,000%	0,000%	40,000%
Liczności, wiersz	23	1	24
Procent całości	57,500%	2,500%	60,000%
Razem w kol.	39	1	40
Procent całości	97,500%	2,500%	
Chi-kwadrat (df=1)	,68	p= ,4083	
V-kwadrat (df=1)	,67	p= ,4142	
Chi-kwadrat skoryg. Yatesa	,04	p= ,8362	
Fi-kwadrat	,01709		
dokł. p Fishera, jednostr. dwustr.		p= ,6000 p=1,0000	
Chi-kwadrat McNemary A/D	11,53	p= ,0007	
Chi-kwadrat McNemary B/C	21,04	p= ,0000	

Tabela 2x2 (amanda evaluation sheet in polish 39 osób)			
	Kolumna1	Kolumna2	Wiersz Razem
Liczności, wiersz	12	11	23
Procent całości	30,769%	28,205%	58,974%
Liczności, wiersz	12	4	16
Procent całości	30,769%	10,256%	41,026%
Razem w kol.	24	15	39
Procent całości	61,538%	38,462%	
Chi-kwadrat (df=1)	2,08	p= ,1495	
V-kwadrat (df=1)	2,02	p= ,1548	
Chi-kwadrat skoryg. Yatesa	1,22	p= ,2684	
Fi-kwadrat	,05326		
dokł. p Fishera, jednostr. dwustr.		p= ,1340 p= ,1923	
Chi-kwadrat McNemary A/D	3,06	p= ,0801	
Chi-kwadrat McNemary B/C	0,00	p=1,0000	

Tabela 2x2 (amanda evaluation sheet in polish 39 osób)			
	Kolumna1	Kolumna2	Wiersz Razem
Liczności, wiersz	5	18	23
Procent całości	12,821%	46,154%	58,974%
Liczności, wiersz	1	15	16
Procent całości	2,564%	38,462%	41,026%
Razem w kol.	6	33	39
Procent całości	15,385%	84,615%	
Chi-kwadrat (df=1)	1,74	p= ,1873	
V-kwadrat (df=1)	1,69	p= ,1930	
Chi-kwadrat skoryg. Yatesa	,75	p= ,3856	
Fi-kwadrat	,04459		
dokł. p Fishera, jednostr. dwustr.		p= ,1960 p= ,3703	
Chi-kwadrat McNemary A/D	4,05	p= ,0442	
Chi-kwadrat McNemary B/C	13,47	p= ,0002	

Two essential parts of bilateral collaboration between The University of York and The Academy of Justice



- I. Cultural adaptation process (in order to the level of acceptance of problem solving technique applicability and psychoeducational materials)
- II. Experimental study in Polish prisons (double time measurement in Polish prisons after conducting workshops using PS technique)

Planned research group

100 inmates from therapeutic wards for convicts with non-psychotic mental disorders or intellectual disabilities, serving sentence in the Prison in Racibórz and Prison in Kłodzko.



Planned research group

Approximated characteristics of the research group:

- penitentiary recidivists aged 22 to 65;
- 20% - 30% of the group shows auto-aggressive tendencies;
- 5% - 10% of the group shows moderate intellectual disabilities;
- 10% - 15% of the group shows mild intellectual disabilities;
- 20% - 40% of inmates have a diagnosis of personality disorders

(Most often inmates were diagnosed with dissocial or abnormal personality, but also with histrionic personality. Sometimes there are also people with borderline personality.)

- 15% - 25% of inmates have a diagnosis of addiction to psychoactive substances - most often to alcohol, slightly less often to drugs;

Inmates serving sentences in therapeutic wards for prisoners with disorder are perpetrators of various crimes but often associated with forms of physical aggression.



Essential elements of the research plan:

- Designation of two research groups: an experimental group and a control group based on randomization;
- Perform two measurements of problem-solving ability (examinations with an interval of 6 weeks).



- Acceptance of York University Ethics Committee

Essential elements of the 2 nd stage of experimental research plan:

The use of such a research plan will allow to compare both groups (approximately 70 persons) and obtain knowledge about the effectiveness of the Problem Solving method and to verify that the possible replacement resulted from factors other than those related to the operation of this method. We expect that between the first (July and August 2021) and second measurement (time interval 7 weeks) in the experimental group there will be an improvement in ability, while in the control group there will be no significant changes in the ability to solve problems.



The method of measuring the dependent variable

In order to verify the potential changes in the functioning of inmates, in addition to the tool included in the psycho-correctional materials for convicts (in the booklet for convicts), two other tools with Polish psychometric validation will be used in the study:

- **Goldberg's GHQ-28 questionnaire** - enables the measurement of temporary changes in mental state;
- **COPE Questionnaire** - allows you to measure the intensity of various predispositions to coping with stress, such as Active Coping, Planning, Searching for Instrumental Support, Searching for Emotional Support, Avoiding Competitive Actions, Turning to Religion, Positive Re-evaluation and Development,
- **Patient Health Questionnaire (PHQ-9)** is used to monitor the severity of depression and response to treatment, but also to make a tentative diagnosis of depression in at-risk populations



The method of measuring the dependent variable



The use of additional measurement tools will increase the certainty as to the accuracy of measurement in the studies of changes in the functioning of the inmates in terms of their ability to solve problems, and will be an element of adaptation to the Polish conditions of the tool contained in psychocorrectional materials.





The Academy of Justice

Thank you for your attention

e-mail: jaroslaw.rychlik@swws.edu.pl

maja.zawadzka@swws.edu.pl