

PSYCHOSOCIAL INVOLVEMENT IN EDUCATION PROGRAMS ON PRISONERS

Maria Dorina PAȘCA

University of Medicine and Pharmacy, Tg.Mureș, Romania

Abstract: Goal, objective, hypothesis: : finding and implementing new educational programs, regarding different categories of prisoners, having in mind their reintegration in community ,becoming aware of the necessity of implying prisoners in therapeutic and educational actions which have as a goal their preparation for reintegration in society, implying him in developing his own personality, reducing at maximum the risk of relapse, social maladaptation and psychic trauma.

Method: the way how prisoners develop a positive attitude behavior, applying occupational therapies, in programs developed during 3 months in classes of 60 minutes, having a structure of 12 themes for minors, young people, adults, men and women, 12 in a group.

Results: a new conception and vision from the prisoners on the importance of educational programs regarding the development of his personality, taking in consideration that such an attitudinal demarche represents an alternative to his complex metamorphosis during the imprisonment and not only.

Keywords: impact – implication – educational program – community – prisoner – reintegration – socialization.

INTRODUCTION

Promoting an intervention program involves the detainees to consider change of behavior and attitude by applying those methods focusing on positive reinforcement and a technique for increasing the repertoire.

From this point of view, the programs implemented in Romanian prisons, starting in their construction value from:

1) increasing humanity by promoting moral values in relationships bringing hope and peace in a turbulent world and depressing;

2) continuing to cultivate relations with the family and all outside factors causing joy a human relations approach and reconciliation;

3) providing direct programs to develop cultural level, educators and psychologists is true knowledge modelers;

4) providing juveniles detained and not only of the second chance on reducing social and psychological vulnerability;

5) The understanding of the world and place in the world with a permanent call to meditation, the struggle between good and evil, the meaning of life and happiness without you indulge cynicism and resignation, eventually to reach your goal, that of spiritual maturity and the construction of morality function prisoners after release.

To these may be added as recovery

experiences specialized custom built with those programs as starting points: community reintegration needs of prisoners from their psycho-social impact on attitudes and behavior beyond.

Thus, this conceptual approach, we developed and implemented in 2002-2007, three therapeutic educational programs and currently applicable to their specific form and addressing:

1) minors

Together - pedagogical intervention program

2) youth, adults, men, women:

With you - the program sent detainees unsought by anyone;

3) young adults, men, women:

Moral health of the family - a crime prevention program; already implemented in the prisons interested in these topics and existing custom system.

As specific features three programs are identified by:

1) Together:

Psycho-pedagogical intervention program addressed to young offenders (14-16 years old) is a new way to find sources and educational resources to implement a new approach to code and later prepare for the social reintegration of the preadolescent years counting and adolescence.

Adolescence, considered by most age which

raises, in particular, can mitigate weaknesses in a program that is intended primarily for those deprived of liberty, and can manifest at some point conduct behavioral risk.

However, psycho-pedagogical intervention program, is part of the action of the socio-educational departments (in rehabilitation centers and prisons) to identify viable solutions with a good community reintegration of young offenders (14-16 years old).

The program also psycho-pedagogical intervention, highlights the quality and gives confidence, using with good results psychotherapy programs coming in prevention, particularly affective and behavioral weaknesses of preteen and adolescent.

Completion of this psycho-pedagogical intervention program developed and specifically targeted young offenders (14-16 years old) will be validated when the person concerned, but especially that it is understood and accepted, and that the chosen path at a time given (voluntary or involuntary) is no longer alone.

We, meant you were close, give it a chance and we're basically together.

Specific compartments psycho-pedagogical intervention program can be found, defined and documented substantial educational value priority, the following goals and objectives that complement each other, forming a whole:

- Education through school education;
- Training and development of skills and work habits;
- Facilitating the educational sequence specific behavioral behaviors to reduce or eliminate the risk;
- Realization of educational and psychological counseling to improve the state of preadolescent and adolescent personality destructiveness;
- Preparation for reintegration into the community, focusing primarily moral and civic education parameters and legal;
- Maintaining and nurturing relationship with the family in a state of deprivation of liberty for the reintegration and re-socialization of the person subject to the law, the best, favorable and stable conditions

2) With you:

The program addresses inmates, inmates who are not looking for anyone (no family or other people). We chose this segment of the incarcerated persons as may be in a time sequence taken behavioral attitude compared to other categories of prisoners who arouses interest and report on social change. "Abandonment" both from their family and other "sources affective" networking and communication lead to situations that may arise deviant behavior "daily" these prisoners, especially affective-emotional and volitional behavior.

Lower self-esteem, self-knowledge and self-confidence and persistence to permanent psychosomatic discomfort arising from these offenders can trigger mutations on destructiveness personality, implementing behavioral-attitudinal swings.

The program also aims to highlight the human quality, reducing the elements: acceptance, understanding, respect and fairness, so the conflicts that may arise at some point and trigger stop "making virus" isolation and loneliness, not accepting and intolerance.

Through its particular structure, the program is intended as a way both the original design and realization (excluding psychotherapy) a strategy in which the prisoner unsought to feel less alone, to accept the help that is offered, and to overcome the front by increasing self-esteem and confidence, and these "cover" the facts, attitudes and behavioral approaches.

Understanding himself will understand others and accepting yourself together, then surely you understand that the chance and hope that is given, it determines not to be alone in fact he is no longer alone.

As intended , the program aims to achieve gradual awareness prisoners unsought , thinking that they are absolutely alone, finally accepting aid offered to them to preserve their moral-psychological integrity . What is the specificity of this program is how to achieve the idea to be decoded identity elements of regression self esteem and self confidence , with no moral and social support from family or others endorsed the prisoner unsought .

In this situation , the application of the

exclusive group psychotherapy mainly based on occupational therapy creates availability pedagogical approach to the subject in the context of the group, reporting to him and finding himself. This approach purely psychotherapeutic starts from the assumption that keeping paramount in such situations is always well-being of the prisoner unsought, given by WHO (World Health Organization) the following components:

1) Acceptance of self = positive attitude towards oneself, accepting personal strengths and weaknesses, positive perceptions of past experiences and future.

2) positive relations with others = trust people, sociable, intimate, need to receive and give affection, empathic attitude, open and warm.

3) Control = feeling of competence and personal control on tasks creates opportunities for exploitation of personal needs, make choices according to their needs;

4) The meaning and purpose in life = directed the medium and long-term purposes, the positive experience of the past and the future relevance of the belief that they deserve to get involved, curiosity.

5) Personal Development = openness to new experiences, a sense of valuing their potential, capacity for self-reflection, self-perception changes, positive, efficient, flexibility, creativity, the need to challenge the rejection routine

Also, by designing the program, it tries an alternative to relations with outsiders (the idea of finding someone to come to visit - actually know that it is not always a viable and balanced, and simply visit not solve the problem as such, but on the contrary to be the prisoner only around for a limited time and not only his family (the one that they report being incarcerated at the time)

3) the moral health of the family - a crime prevention program, present and developed in prison, aims primarily belonging to the family rediscover and redefine elements of morality that lead ultimately to maintain the health of the institution, certifying that the implementation of new educational strategies specific to given target group - people incarcerated (owned).

However, increased self esteem and

confidence of inmates certify the need for methods aimed to neutralize those elements related to: not belonging, irresponsibility, emotional weakness and alienation, the human condition, all of which can trigger at a time, conduct / risky behavior as a first step towards the end, appearance and installation delinquency.

In essence, the program aims to restore and upgrade the quality of the human family seen through the inmate will have to return, to restore or to rely on, first, the love of others, at that and report fully engaging. Particular structure of this program lies in the fact that the family can be represented as an identity of seven keywords: concept - couple - child - account - communication - cooperation - compromise, designed to empower those directly involved in maintaining moral health.

The purpose of the program lies in how to achieve gradual awareness of the importance of the family in these situations and others, with perspective, education in the spirit of being a family and taking into account the psychosocial implications of this goal.

The "scan" above is actually successful implementation of psycho-therapeutic elements (occupational therapy) as ways that personalizing a concept and a construction value, aiming at the maintenance of mental health and reintegration into the community, with the "previous" schedule "With you".

Matrix shown in three therapeutic educational programs described above, the need for the author to customize the intervention taking into account:

- Age of prisoners;
- Age, sex;
- Social situation (social status, social role, social position);
- The offense;
- State criminal;
- Sentence (months, years);

giving endorsement success, the realization of the desired in good condition. It's actually an identification of the elements that characterize, at one time, cause and effect, psychological intervention and / or psycho-pedagogical proving in time efficient.

In this contextually, psychosocial impact

of these programs determine a new attitudinal behavior, with the ways of alternatives that bring to the fore the involvement detainee himself existential revealing their flaws.

Importantly, from those who develop educational and therapeutic programs focused on a specific issue, to integrate, socialize and recover the person deprived of liberty, eliminating the home: isolation, marginalization of non-involvement, thus making the object man being man

And all this, while therapeutic based educational action will be team: psychologist - teacher - social worker - the priest, then you will notice the behavioral attitude of the prisoner, desired change, reducing the counterparty risk of relapse, social maladjustment and psychological trauma

The big winner in the application in such a therapeutic educational program identity designed, I thought to be co-participation, involvement and constructive approach to change the prisoner passing phase "out the program to check a business "to" get involved, I do, I feel differently, I do well, "the facts that really toiling of this area, it is the feedback in simple yet so emotionally charged statements like" only so "," over so soon? "," different number now days because Wednesdays counts, thank you. "Comments should be extra important will be the success.

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