Designing & Implementing a Comprehensive TC Curriculum & Integrated QA System at Multiple Sites

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Naya Arbiter
Extensions

Outline

- Cultural background of the TC
- Rising need for evidence based practices
- Development of TC curriculum
- Assuring quality of services
- Practical application of collected data
- Future perspectives and possibilities

Cultural background of the TC

- Historically, the TC tradition was passed along orally

- Community was generally composed of people with high IQ, but low academic exposure

Rising Need for Evidence Based Practices

- Need to ask: "What really works?"
  - Which faculty/staff are most effective in the TC?
  - Current funding "buzzword" – how do we adjust for what funders want and retain essence?
  - How do we adjust for socialization in a society where 1 in every 100 is incarcerated?
    - In California (2007), 70,000 men and women were returned to custody on technical violations

Evidence Based Practices

- Our communities are driven by the "evidence" of who is actually in trouble

- Curriculum content was designed out of focus groups, retreats, etc. to ensure that it was relevant to the population it aimed to serve

Why Curriculum?

- Promotes strength-based practices
- Fosters development of pro-social norms
- Non-punitive focus in community
- Equips faculty and students with transferable skills
- Defines expectations, boundaries and direction of treatment process
- "catch people doing something right"
- Ensures that everyone has access to same content in terms of treatment
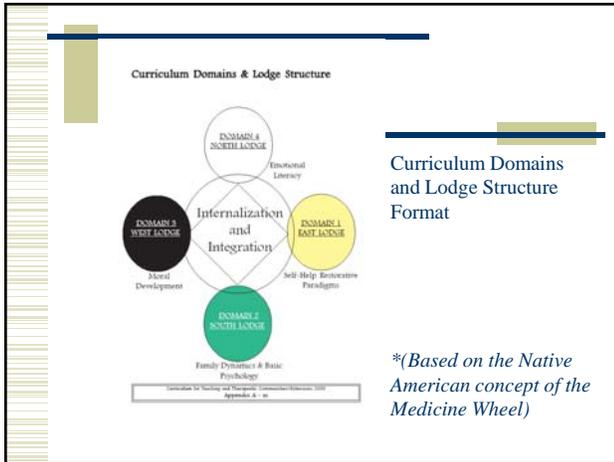
Extensions Curriculum

- Current curriculum has been developed over course of several decades; Volume format in recent years
- Originally existed in format of retreat books, workshop materials, seminar handouts, etc.
- Field tested for relevance: multicultural groups, variable socio-economic backgrounds, marginalized populations, etc.
- Materials presented as student workbook and accompanying demonstrator (teaching) guide

Teaching Tools & Learning Styles

- Curriculum designed to account for varied learning styles represented in TC population
- Each TASK/Module utilizes a variety of tools that support the modern TC as a strength-based, performance-oriented, interactive model
- De Leon Elements are incorporated into content and delivery method in curriculum

Curriculum and De Leon Essential Elements

- De Leon's 8 Essential Elements are addressed in curriculum
  - Directly
  - Indirectly
    - eg: Encounter group (regardless of topic)
      - Is a COLLECTIVE FORMAT FOR GUIDING CHANGE
      - Promotes OPEN COMMUNICATION
      - Elicits MEMBERSHIP FEEDBACK
      - Is effectively based on RELATIONSHIPS

Tools for the TC Practitioner

- Framing & Closing Sessions (Emotional Sanctuary)
- Physical Environment (Physical Sanctuary)
- Drill Questions
- Documentary Movies
- Interchange/Polarized Teaching
- Teaching Circles
- Workshops
- Journal Pages

Basic TC Concepts: Teaching Tools Used to Deliver Modules

Circles for Beginners — De Leon Elements task table

Slide 1

Curriculum Domains & Lodge Structure

Curriculum Domains and Lodge Structure Format

(Based on the Native American concept of the Medicine Wheel)

Slide 2

Curriculum Domains

DOMAIN 1 (East Lodge)
- Self-Help Restorative Paradigms

DOMAIN 2 (South Lodge)
- Family Dynamics & Basic Psychology

DOMAIN 3 (West Lodge)
- Moral Development

DOMAIN 4 (North Lodge)
- Emotional Literacy

Slide 3

ORIGINS OF RESTORATIVE PARADIGMS

THE THERAPEUTIC COMMUNITY: A PARADIGM SHIFT ENGAGED IN A PERSONAL REVOLUTION

DEMONSTRATOR GUIDE

East Lodge
- Orientation
- Circles for Beginners
- Origins of Restorative Paradigms
- Basic Assumptions of the Therapeutic Community (Vol. 1)
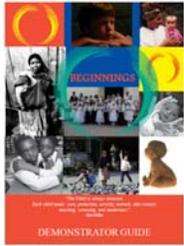
South Lodge

- Beginnings: Family Dynamics
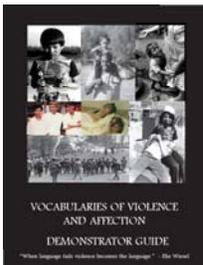
West Lodge

- Resentment, Rationalization, Resistance, Reaction & Perseverance
- Vocabularies of Violence & Affection

North Lodge

- Emergence
- Tending the Heart's Garden
- Number to Name

Thresholds of Change Series

THRESHOLDS OF CHANGE CURRICULUM

VOLUME I
INTRODUCTION TO THE THERAPEUTIC COMMUNITY
SELF HELP GROUPS
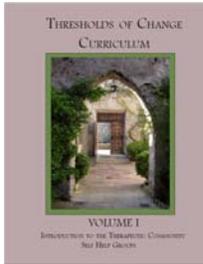
VOLUME 1
Introduction to the TC
Self Help Groups
VOLUME 2
Basic TC Concepts
Motivation for Continued Treatment
Relapse Prevention
VOLUME 3
Fundamental Social Skills
Conflict Resolution
Personal Moral Development

Macroscopic Benefits of Curriculum

- Future benefit: what went right? What went wrong?
- Ensures adherence to model & creates a consistent culture within an agency
- Removes the "black box" of the TC process
- Research project

Community Level Benefits

- New personnel have a clear understanding of expectations in terms of performance
- Defines a common language and framework
- Unify a heterogeneous staff
- Encourages role development: "teacher" and "learner/student"

Community Level Benefits

PARTICIPANT	FACULTY	ADMIN
-sense of completion & accomplishment	-sense of completion & accomplishment	-awareness of content of treatment
-engaged in learning process	-awarded with letter of recognition	-ability to track performance of staff & retention of participants
-balanced exposure to whole person education	-build professional portfolio with tangible feedback	-ability to "course correct" or make modifications
-exposure to culture & history beyond their own experience		-informs goal setting for the community

Why Quality Assurance?

- Success is typically measured by standard of funding source (medical model)
- Keeps faculty learning and growing
- An accurate alert to problem areas
- Effective utilization of training dollars
- An opportunity to affirm good work and bring attention to effective communities

Current QA Strategies

1. Learning Sheets
2. Daily Reports
3. Curriculum Competency Questionnaires (CCQ)
4. Curriculum Comprehension Assessments (CCA)
5. Curriculum Summaries
   a. Certificate of Completion (Student)
   b. Letter of Acknowledgement (Faculty)

1. Learning Sheets

2. Daily Report

DAILY REPORT
CURRICULUM DELIVERY QUALITY ASSURANCE

In-Prison Therapeutic Community Substance Abuse Program
Amity Foundation @ Pleasant Valley State Prison (PVSP)

Date	Demonstrator Name	Initials	SHIFT	Curriculum Title	Task # or Activity	Completed (Yes/No)
10.03.08	C. Laliberte		AM	Vocabularies of Visit. & Affection	Task 14	YES
			PM	Vocabularies of Visit. & Affection	Task 12	NO
			AM			
			PM			
			AM			
			PM			
			AM			
			PM			
			AM			
			PM			
			AM			
			PM			

Page 1 of 2
Curriculum Delivery Quality Assurance
Amity Foundation

3. Curriculum Competency Questionnaire (CCQ)

- ◆ Performance-based questions
  - ■ "What recommended reading materials have you read?"
  - ■ "Have you hosted a workshop (extended session) for your students?"

- ◆ Knowledge-based questions
  - ■ "De Leon cites 4 components that enable 'community' as a method for change. What are they?"
  - ■ "What is wrong with this scenario?"

CCQ's *(Continued)*

- Currently 5 versions of CCQ test
- Range in emphasis on PERFORMANCE vs. KNOWLEDGE based questions
- Variety of type of question – accessibility and fairness to test taking strengths

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4. Curriculum Comprehension Assessments (CCA)

Student test
- designed to assess the knowledge gained by the student during the course of the curriculum

Entry Level Demonstrator test
- is a measure of staff performance. It covers the fundamental content of the material and gauges whether staff have performed the recommended tasks, ceremonies, etc.

Master Level Demonstrator test
- designed to gauge faculty members' understanding of theory of curriculum

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5. Curriculum Summary

- Gathers salient data of treatment during timeframe of curriculum
- "at-a-glance" review of key information
  - Participant retention
  - Duration
  - Staff participation
  - Community information

Slide 1

- Subjective feedback from faculty member
- Role development: an opportunity to express themselves from the position of "learner" as well as "teacher"

Slide 2

- Retention information
- Student participation information
- Affirm student completers with certificate of completion

Slide 3

Certificate of Completion

- Participant receives acknowledgement of the work they have done
- Contains salient data from the course work
- Summary narrative of curriculum content presented

Sample Certificate of Completion

Extensions
Certificate of Completion

EXTENSIONS

Is hereby granted to:

STUDENT NAME

*to certify the successful completion of
the requirements of*

NUMBER TO NAME

*on <date>, and is credited with
104 contact hours of curriculum work*

"Community is the antidote to personal alienation. The way out is to let others in.
You alone can do it, but you can't do it alone."
- TC Tradition

*Name, Demonstrator
Agency Name, Community Name*

*Name, Director
Agency Name, Community Name*

Sample Certificate of Completion

NUMBER TO NAME

Course Description: When asked to describe a "convict," most people generate a stereotypical, Hollywood image of a criminal kingpin. In reality, the people that find themselves incarcerated are typically excluded and disenfranchised through poverty, racism, and homelessness. They are addicted to drugs and/or alcohol, and have committed a variety of non-violent crimes. These are the men, women and adolescents that represent the bulk of the prison population today. More than 80% of those behind bars are incarcerated for crimes related to selling, buying, using, or possessing illegal substances. There are far more people incarcerated for crimes related to using drugs than for crimes of a stereotypical kingpin.

Throughout time, this forgotten population has been relegated to the back stairs of society, never having been offered tools for rehabilitation or habilitation. Few people remember that the first jail in the United States was built as a reform in response to punishments of public humiliation, stocks, tar-and-feathering, and more. Few people are aware that the Eastern State Penitentiary was the largest public building of its time, and the first to have flushing toilets ...even before the White House.

Incarceration creates an environment in which people are dehumanized and excluded, isolated even from their own experience. This curriculum is written for those who have been arrested, tried, convicted, transported, documented, fingerprinted, urine tested, hair tested, evaluated, chained, photographed, searched, detained, process, and assigned a number. For these women and men, their number has replaced their name as they exist in a structure of exclusion and are warehoused on the outskirts of society.

The material in this curriculum addresses current societal attitudes towards incarceration, rehabilitation and habilitation, and the powerful impact made by those with a vision for change. It is the culmination of the work that has been done in the therapeutic community.

The goal of this curriculum is to create formats for individuals to study the history of punitive incarceration, and, more importantly, their personal histories of incarceration. Through the exercises and encounter groups, students develop and articulate the effects of incarceration in their lives (microcosm) and in society (macrocosm). Students identify anti-social behaviors that preceded their incarceration, and develop strategies to practice antidote behaviors.

Documentary Movies: The DVD documentaries utilized in this curriculum depict the history of prisons and politics of incarceration, beginning with the first prisons in the United States up to the passage of the Third Strike legislation. Philip Zimbardo's famous Stanford Prison Experiment shows how young men were socialized into negative roles using an environment of incarceration.

(1) Alcatraz (2) Eastern State Penitentiary (3) Juvies (4) Leavenworth (5) Lifers: Reaching for Life Beyond the Walls (6) Number to Name: Six Weeks in the Door (7) Solitary Confinement (8) Quiet Rage: The Stanford Prison Experiment (9) The Farm: Inside Angola Prison (10) The Legacy: Murder & Media, Politics & Prisons

EXTENSIONS

Practical Application

Of what use is the collected data?

- Baseline of performance
  - Individual
  - Community
- Inform goal setting
- Alert to under-performing communities and personnel, affirm effective personnel

SAMPLE COMMUNITY "A"

SAMPLE COMMUNITY "B"

Hypothetical Situation #1

- Employee "Sally"
  - Scores 60% on new hire CCQ assessments
  - At next assessment, scores 83%
  - Has delivered 2 curriculums in first employment year
  - Submits quality documentation and thoughtful, introspective responses in written work
  - Averages better retention than faculty peer group

What if the data said…

- Senior faculty members with below avg. CCQ scores who demonstrated no improvement?
- A community with trends of lack of curriculum delivery over several month period?
- Low student retention rate?

In Retrospect

UNHEALTHY
- Curriculum completion drops suddenly
- Disproportionate emphasis in curriculum selection
- CCQ scores do not show improvement
- Senior staff are not active in curriculum delivery
- Poor quality of work submitted
- Poor student retention

HEALTHY
- Consistent curriculum delivery by full range of staff members
- Balance of curriculum spectrum
- Testing scores are consistently good and/or show improvement
- Consistently high quality of work
- Good student retention

Future direction & possibilities

- By evaluating meaningful evidence, we can make informed decisions in our communities and take effective action

- Equipping TC practitioners with community norms that are pro-social encourages a positive culture

THANK YOU