State University of New York College at Buffalo - Buffalo State College
Digital Commons at Buffalo State

Creative Studies Graduate Student Master's Projects   International Center for Studies in Creativity

12-2014

Shock Incarceration Programs Creative Problem Solving

Djuana L. Munn
munnd01@mail.buffalostate.edu

Advisor
Mike Fox

To learn more about the International Center for Studies in Creativity and its educational programs, research, and resources, go to http://creativity.buffalostate.edu/.

SHOCK INCARCERATION PROGRAMS AND WOMEN

SHOCK INCARCERATION PROGRAMS

CREATIVE PROBLEM SOLVING

By

Djuana Munn

An Abstract of a Project
in
Creative Studies

Submitted in partial fulfillment
of the requirements
for the degree of

Master of Science

December 2014

SUNY Buffalo State College
Department of Creative Studies

Abstract of Project

Shock Incarceration Programs Creative Problem Solving

Many women who are incarcerated inside correctional boot camp prisons might have substantial low self-esteem that could worsen due to the stress of the prison environment, confinement, and being far away from their children and family members. Shock Incarceration or "boot camp" male correctional programs are degrading for female inmates: They do not meet the special needs and problems of women. Programs are based on control theory, which implies that an individual's behavior assimilates to that which is expected by society. Female inmates are taught discipline and responsibility by "breaking down and building up" to make certain they will become law abiding citizens. Boot camp prison programs were developed to address the lawlessness of men. This paper seeks to discuss the need to implement feminist programs and creativity for creative problem solving. Feminist theory advances social change for women in overcoming dominant cultural and societal norms. Creativity, a deliberate process that opens the door to change, will be effective to enable women to build their high self-esteem. The *Creative Problem-Solving Workbook: For Building Women's Self-Esteem* will be introduced. It was created to develop deliberate thinking processes for self-esteem while incarcerated.

_____

Djuana Munn

_____

Date

SUNY Buffalo State College
Department of Creative Studies

Shock Incarceration Programs Creative Problem Solving

A Project in
Creative Studies

by

Djuana Munn

Submitted in partial fulfillment
of the requirements
for the degree of

Master of Science
December 2014

Dates of Approval:

_____   _____
                                      J. Michael Fox
                                      Advisor

_____   _____
                                      Djuana Munn
                                      Student

Acknowledgment

Table of Contents

Section One: Introduction

The rate is growing for women entering prison in the United States. Research has shown that women are going to prison for crimes such as prostitution, theft, and illegal drug possession. They are less likely to be sentenced for violent crime than men. "In 2012, the U.S. had just under 7 million individuals in prison, jail, probation or parole; an estimated 100,000 individuals in juvenile detention centers; and 478,000 people held in immigration detention" (D.S. & Hewko, 2014).

"Female prisoners increased from 108,800 in 2012 to 111,300 in 2013 (up 2,500). Although females in the Bureau of Prisons increased by 1% in 2013, this was offset by a decrease in male prisoners" (Carson, 2014; see Appendix A). States with the highest number of women incarcerated include New York, Texas, California, and Florida (Carson, 2014). Female offenders also have been injured by sexual and/or physical abuse (Cox, 2012). Female inmates often face personal and interpersonal problems as well; a high percentage of female inmates have children, the majority of whom are under 18 years old reside in foster care or with extended family members. Many women enter prison with mental health conditions that are worthy of attention. Without the proper intervention during incarceration, there is a strong potential for a woman's condition to worsen during incarceration. Significant mental health conditions, such as post-traumatic stress disorder, affect women. Being confined and surviving on the *inside*, prison might create a major life change for these individuals and become an important source of stress. The women are separated from their children, partner, friends, and community relations.

Women who are incarcerated in the United States will serve their sentence, on the

average, miles away from their children and extended family members, which might

cause visitation to become impossible for a family member.

> Female inmates are more likely to have children and be the sole parent for those
>
> children. Boot Camps often restricted, or even banned, visitation, creating
>
> stressful situations for mothers and their children. Also, the programs did not
>
> teach parenting skills. (Parent, 2003, p. 3)

New York State Shock Incarceration for Women

"In response to the rising rates of serious crime, many correctional systems

established boot camps as an alternative sanction that might reduce recidivism, prison

populations and operating costs" (Parent, 2003, p. 1). The prison was designed to

provide shorter incarceration to offenders and teach training and responsibility by

breaking inmates down and then building them up, so they will no longer commit crimes.

"Consequently, correctional programming for women has reflected the punishment

orientation, aimed at disciplining 'fallen woman,' and has not considered the needs and

problems of women inmates" (Marcus-Mendoza, Klein-Saffran, & Lutze, 1998, p. 174).

New York State Shock Incarceration programs for males and females consist of a highly

structured military drilling discipline and physical hard work for men and women.

Correctional boot camp environments for women might prolong stress and potentially

worsen their mental health due to the fact that serving a jail term is a major life change.

The boot camp regimen involves tough, harsh, military- style discipline and

highly structured days filled with marching, hard work, physical training early in the

morning, education, treatment and the development of personal responsibility (Clark, Aziz, & MacKenzie, 1994). New York State's Shock Incarceration mission is to provide a therapeutic environment for offenders by giving them substance abuse treatment and academic education. The breaking down of an individual who is incarcerated at any time or level cannot be mentally healthy. "Correctional boot camps teach discipline and responsibility by breaking down and building up inmates so they will no longer commit crimes" (Marcus-Mendoza et al., 1998, p. 174). Shock Incarceration programs are held in a punishing and correctional environment. This type of prison program might be the last thing a woman who has been victimized needs for recovery. "A 1992 study noted that the programs were designed for males and did not accommodate women's special needs or problems" (Parent, 2003, p. 3). "Shock Incarceration emphasizes vigorous physical activity, drill and ceremony, manual labor, and other activities that ensure that participants have little if any, free time" (Parent, 2003, p. 2).

Female inmates who are exposed to intensive correctional experiences might develop low self-esteem. It has not been validated by research that women commit crimes for a lack of discipline. Therefore, the notion of Shock Incarceration prison for a woman will lead to her no longer committing crimes has yet to be proven. The Shock Incarceration program was originally created for young men; it was never intended or designed to suit the needs of a woman. Some "Correctional Boot Camp prison programs began accepting eligible female inmates in the early 1990s, but concerns soon emerged about whether the boot camp strategy is appropriate for women" (Parent, 2003, p. 3).

Limited research on Shock Incarceration high dropout rate among female inmates reveals serious issues with how women perceive Shock Incarceration for themselves.

> Although summary punishments that include physical abuse have been severely criticized by the courts in traditional correctional settings, summary discipline in boot camps has at times combined physical challenges with humiliating treatment that may lend itself to both physical and emotional abuse. . . . In addition to physical forms of summary punishment, verbal reprimands that publically demean the inmate also abound. (Lutze & Brody, 1999, p. 244)

Women who are sent to New York State Shock Incarceration receive an extreme haircut after entering the prison, one quarter to one half inches long for women (see Appendix B). "The prisoners have to endure extreme levels of military style discipline where they are put into platoons, have to shave their heads, and get punished for the smallest deviation from the strict rules" (Dooley, as cited in Alford, 2012). Shaving women's hair off might lower their self-esteem and create a negative self-concept; the women do not have a choice, which makes them powerless over the situation. Compliance or direct control in conjunction with other types of social control should not be based on altering the woman's physical appearance. An employee of Lakeview Shock Incarceration stated, "Women are allowed a three minute shower, they do not have time to maintain hair" (Dooley, as cited in Alford, 2012). However, women should be given more time to shower. Cutting women's hair off does not relate to building one's character or promoting responsibility so they can live on the "outside" as a law-abiding citizen.

Inmates being forced to carry logs on their backs, having to participate in

excessive exercise in foul weather, and being made to wear or carry items for the

intent of humiliation are examples of such abusive forms of summary discipline.

(Lutze & Brody, 1999, p. 244)

Correctional officers who enforce discipline by exercising their authority to make

inmates comply with the rules and regulations might cause serious psychological abuse.

Women who are incarcerated are more likely to enter the prison system having already

been traumatized as a result of physical and sexual abuse and can suffer more shock as a

result of Shock Incarceration methodologies (Parent, 2003). When the prison

environment is as demanding and grueling as this type of penal institution, women's

mental health conditions might not improve. There is a great concern for the treatment of

women who are incarcerated.

In 1992, the United States Department of Justice reported that, although women

who are incarcerated were more likely than male inmates to have been victims of

past physical or sexual abuse, most Boot Camp prisons had no psychotherapy

programs to help them cope with or avoid victimization. "Incarcerated women

need access to services to address mental health, addiction, and intimate partner

violence—but, instead, they are placed in a system that presents even *greater*

barriers to needed care." (D.S. & Hewko, 2014)

Correctional officers play a role in the treatment of women; they can be a part of the

problem for traumatizing the inmate or a part of the process to support and create an

environment conducive for the mental health of female inmates. "Correctional Officers

work as drill instructors, initially using intense verbal tactics designed to break down the

inmate's resistance and lead to constructive changes" (Parent, 2003, p. 2.). Mental health

issues, including post-traumatic stress disorder, depression, anxiety, and drug addiction

are the significant conditions of females who become incarcerated. "Their physical and

mental health is routinely put at risk by ill-conceived security policies, as well as delays

in accessing both emergency and routine health care" (D.S & Hewko, 2014).

Prison Environment

Treatment of women's mental health needs to be a greater priority for boot camp

prisons and New York State Shock Incarceration programs. It is imperative that they

exercise the ability to provide nurturing support and services, and implement creativity

skills into the boot camp environment to help women who are incarcerated to function in

a healthier way. Furthermore, prisons and jails might be considered very stressful

because women are removed from their children, confined and stripped of power, and

might experience cruel and inhuman treatment from correctional officers and other

inmates. Incarceration places women at risk of widespread sexual and physical violence

at the hands of correctional officers (D.S. & Hewko, 2014).

Research findings of women incarcerated have reported that their physical and

mental health declined or remained the same as a result of incarceration. "Rarely is it

possible for them to share their stories about the conditions—of poverty, stigma, abuse,

and addiction—that lead them to acts of crime and despair" (D.S. & Hewko, 2014).

The reformatory environment, which is ultimately a punishing environment where

the women are constantly sent the message to obey and conform, causes them to become

powerless over any decision making. Added stress from the adverse circumstance of incarceration might cause the self-esteem and mental health of the women to decline. Without positive role-modeling from the staff, more harm and victimization can occur due to lack of care.

"Female inmates at boot camps reported high-stress levels, which may be why they tended to drop out of boot camp at a higher rate than male inmates" (Parent, 2003, p. 3). Cox (2012) noted that "since the majority of women in confinement enter the system with physical and mental health conditions, it is important to analyze the impact of imprisonment on the health of the inmate" (p. 209).

Network Philosophy

"The New York State Shock Incarceration program is based on a therapeutic community model called Network, supervised and operated by correction officers and supervisors" (Clark & Aziz, 1996 p. 43).

> The network model was designed to establish living and learning units within correctional facilities that are supervised and operated by specially trained correction officers and supervisors. The underlying basis of Network philosophy is a theoretical model of the causes of delinquency known as Control Theory. Part of a group of social and cultural support theories of criminality, control theory proposes that "nonconformity is a product of failure of the social bond. Through the attachment of individuals to others, conformity is assured. When such attachments fail to develop or when they are disrupted, the internalization of legitimate norms becomes problematic."

Thus Control Theory is designed to explain conformity in individuals and implies that deviation from conformity (or criminal behavior) can be explained by variation in an individual's ties to the conventional social order.

The main proponent of this theory, Travis Hirschi, asserted that "delinquent acts result when an individual's bond to society is weak or broken" (Hirschi, 1969:16). This bond consists of attachment to others, commitment, involvement in conventional activities, and beliefs in a positive value system. The assumption made by Control Theorist is that people who are at risk of engaging in criminal behavior are individuals whose bond to society has been weakened or broken. Shock Incarceration in New York has been designed to provide an opportunity to strengthen or restore the bond. (Clark & Aziz, 1996, p. 43)

Control theory was adapted from research on the criminality of men. It is not an appropriate theoretical framework for understanding the reason and motivation of female criminality.

The theories of male criminality include social control theory, which suggests that the strength of a person's social bonds and the degree of their belief in society's rules determines whether a person will commit a crime, and power control theory which posits that power dynamics in the home and workplace determine risk-taking, and therefore criminal behaviors. (Marcus- Mendoza et al., 1998, p. 177)

Feminist Programs and Creativity Programs

Shock Incarceration programs based on Laura Brown's model of feminist therapy are more effective and better suited to address the issues facing women who are incarcerated.   Feminist theory focuses on cultural and societal norms that are unhealthy to women. "Women can receive help in an environment that fosters resistance and personal integrity rather than conformity, and self-esteem rather than self-doubt" (Marcus-Mendoza et al., 1998, p. 181).

Implementing the feminist theory programs can empower women who are incarcerated. It can enhance creative problem solving methodologies for positive transformation in the lives of women who are imprisoned. "Feminist theory relates to female inmates who have dealt with poverty, abuse, domestic violence, and addictions: implementation will help them address such problems as low self-esteem and ability to trust others and anger" (Marcus-Mendoza et al., 1998, p. 180). Feminist theory can be powerful for incarcerated women because it includes a combination of related therapies which focus on societal, cultural, and political causes to create solutions to issues that might surface in the problem solving process (Marcus-Mendoza et al., 1998). "The therapist and client work toward strategies and solutions advancing feminist resistance, transformation and social change in daily personal life, and in relationships with social, emotional and political environment" (Marcus-Mendoza et al., 1998, p. 180).

Creativity and creative problem solving facilitation sessions can benefit women who are confined inside military-style correctional facilities. Puccio, Mance, and Murdock (2011) defined creativity as: "making a change that sticks (for a while) (Talbot,

1997); the production of original ideas that serve some purpose" (p. 13). Employees who are licensed therapists can be trained to become creative problem solving facilitators for guiding feminist programs and creativity programs. Moreover, any program or support group should be facilitated by licensed therapists. Creativity can be taught as a life skill for creative problem-solving to empower individuals who are incarcerated.

Divergent and convergent thinking tools should be introduced to groups; they are designed for cognitive thinking. The Department of Correction's new approach to adopt and implement feminist therapy enables the female inmate to focus on recovery from past trauma by paying special attention to developing new ways of creating self-awareness. Teaching creativity and creative problem-solving can be effective for guiding the inmate's problem-solving thought process into their desired outcome.

Feminist therapy included in the Shock Incarceration program would create and foster a supportive environment to address the needs women. Correction officers and staff can be taught to understand the feminist theoretical framework. New changes can make a difference in the employee's perception of incarcerated women. Women who are incarcerated may not experience any motivation to build their self-esteem, other than religious services conducted by the Chaplain. Creating a new alternative could replace control theory for women, thus building women's self-esteem and fostering and nurturing personal growth in an environment that demands conformity.

Network Programs

Shock Incarceration program's therapeutic community model called "Network", created to establish living and learning components within the prison, are

supervised and operated by correction officers and supervisors. . . . Network

program's therapeutic model is based on control theory and seeks to restore

inmates' bonds to society" (Clark & Aziz, 1996, p. 39).

The total learning environment of New York State's Shock Incarceration includes a

therapeutic community, daily meetings, decision making seminars, and self-help groups,

and should not be led by correction officers and supervisors, except when they are

licensed therapists or trained facilitators. Research has shown that rehabilitation and

therapeutic programs are held in Shock Incarceration prisons at the end of the day

(MacKenzie & Grittner, 2001). Inmates experience rigid drilling, exercise, and work

starting at 5:30 a.m. until 6:00 p.m. They are very tired and often physically exhausted

by the evening. The end of the day is not the best time to implement programs such as

alcohol and substance abuse treatment (ASAT). Staff members facilitate the group

counseling program for a 3-hour session, one day a week. Inmates might receive a

greater understanding if programs began earlier in the day. They would have a better

opportunity to develop and implement the problem-solving strategy throughout the day.

Shock Incarceration programs are designed for rehabilitation and therapy for inmates;

therefore, if inmates have three hours in the evening, per week, for programs, the

majority of their prison stay will have very little rehabilitation (Marcus-Mendoza et al.,

1998).

Daily Schedule for Offenders in New York State Shock Incarceration Facilities

On a typical day, the participants arise before dawn, rapidly dress, clean their

living quarters, and march in cadence to an exercise area. They will spend an

hour or more doing calisthenics and running. They march back to their quarters

for a quick cleanup before breakfast. As they do at every meal, they march to

breakfast and stand at parade rest while waiting to be served. They stand at

attention until ordered to sit and eat without conversation. Following breakfast

they may work 6 to 8 hours. This is usually hard physical labor such as cleaning

state parks or public roads. They return in the late afternoon for additional

physical exercise or practice in drill and ceremony. After a quick dinner, they

attend rehabilitation programs until 9 p.m. when they return to their dormitories.

In the short period before bedtime, they have time to be sure their shoes are

shined and their clothes are clean and ready for the next morning. (Mackenzie &

Grittner, 2001)

A detailed description of the intensive schedule of those incarcerated in New

York Shock Incarceration facilities is as follows:

A.M.

5:30	Wake up and standing count
5:45-6:30	Calisthenics and drill
6:30-7:00	Run
7:00-8:00	Mandatory breakfast/cleanup
8:15	Standing count and company formation
8:30-11:55	Work/school schedules

P.M.

12:00-12:30	Mandatory lunch and standing count

12:30-3:30	Afternoon work/school schedule
3:30-4:00	Shower
4:00-4:45	Network community meeting
4:45-5:45	Mandatory dinner, prepare for evening
6:00-9:00	School, group counseling, drug counseling, prerelease counseling, decision-making classes
8:00	Count while in programs
9:15-9:30	Squad bay, prepare for bed
9:30	Standing count, lights out

(Clark, Aziz, & MacKenzie, 1994, p. 5)

Section Two: Background to the Project

Programs designed by Shock Incarceration should include creativity and problem

solving tools, such as brainstorming, a divergent thinking tool for individuals and group

participation. However, the tools have to be facilitated by someone who is experienced

or they will not be effective. It is imperative for the staff to be trained as professional

facilitators, or the Department of Corrections should contract with individuals who are

specifically trained and skilled in the area of creative problem-solving process.

Trained Facilitators

Correction employees who are licensed therapists should become trained in

creative problem solving facilitation to guild the support groups, decision making

seminars, daily meetings, and self-help groups. A new change among correctional staff

behavior can help promote a nurturing environment for women who are incarcerated. If

employees are certified in change leadership, creative problem-solving group sessions

will become more effective in developing a safe, therapeutic, motivational environment

that helps to promote problem-solving. An efficient facilitator, in working with

individual woman or with groups of women who are incarcerated, must guide the inmates

in identifying their problems, which is the most critical part of the creative problem-

solving process.

The facilitator's role is to understand, plan, and guide the process: a process

aligned approach. "They use knowledge to plan where to enter and exit the creative

problem-solving framework, what language to use to encourage different forms of

thinking and what tools to use in order to focus a group on accomplishing particular outcomes" (Isaksen, DeSchryer, Dorval, McCluskey, & Treffinger, 2000, p. 58). A skilled facilitator empowers people by creating a climate that is safe for sharing thoughts and new ideas.

Implementing Creativity Programs

Creativity programs might become more eminent for inmates if the curriculum implements the *Creative Problem-Solving Workbook: For Building Women's Self-Esteem* (created by Djuana Munn, writer of this Project) as a teachable tool and learning skill. The *Creative Problem Solving Workbook* is designed to help women seek new ways for building their self-esteem inside the prison environment. The focus of the workbook is to develop creativity of the incarcerated women through a deliberate process of looking inward, to find their own ideas for creative change. It can be used by individuals or groups to take ownership of their challenges. There are certain steps, thinking tools, and vibrant graphic illustrations implemented in the book to create a fun and nurturing environment for the user. Specific directions are given throughout the workbook that need to be followed by the group or individual for creative process. Shock Incarceration Network programing can move into a new direction with *The Creative Problem Solving Workbook*. It can be used as a powerful tool to develop creativity, as a relevant skill, which can be life-changing for women. A new learning approach for problem solving can take place by giving inmates the tools to facilitate change. Shock Incarceration's decision to implement *The Creative Problem-Solving Workbook* as a teaching and learning tool will help improve the physical environment that nurtures thinking.

Creative Problem Solving Workbook

The *Workbook* enables individuals or groups of inmates to shift through the deliberate creative process. The first phase, called Clarification, will help women identify their low self-esteem issues that need to be addressed. The second phase is called Transformation, in which they begin to ideate to create plans to increase their esteem. Phase three of the process is called Implementation, where the outcome has been created: to live out self-actualized, high self-esteemed women.

Rationale for Selection

Working as an intern in the ASAT Unit and Chaplaincy Department for the Department of Corrections has allowed me to witness how the daily environmental stress of incarceration affected the well-being of women. I have observed, watched, and listened to the women's feelings and attitudes in the Network support groups. The internship work experience has enabled me to gather facts about what female inmates are experiencing in daily life as a group or individual, in the punishing, lonely, prison environment. Much of my attention has led me to identify and understand how the inmates deal with their problem. Serving a prison term for a woman might cause great distress. She has to endure living with the difficult challenge of being in custody.

After careful evaluation of research and conducting an interview with a woman who completed the Shock Incarceration Program, I proposed that creative problem solving should be included in the Shock Network Programs. It is a teachable and learnable skill that the Department of Corrections should develop for people who are incarcerated. Creative thinking can help individuals feel different about themselves and

their situations by identifying goals, developing a plan of action, and implementing the

new resolution. It is a deliberate creative strategy which is learned by practice. Women

will develop new cognitive strategies and learn the use of thinking tools to develop

different ways of thinking. The creative process will allow inmates to identify and own

their challenge, which is the first step to achieving their desired outcome.

Women who are confined have little or no power and control when it comes to

dealing with environmental issues that occur in prison. When conflict situations arise,

women often do not have an opportunity to seek out creative alternatives for themselves.

Prison rules and policies for inmates are strictly enforced; inmates must comply. It is

imperative for the women to implement their own creativity skills and abilities for

finding ways to build and maintain high self-esteem.

Stressors That Affect Female Inmates

Women incarcerated are miles away from family; they do not have the ability to

spend time with their children. The loss of freedom and family support might become

very stressful. Many conflict situations occur. For example, being together, showering

in a bathroom among other women; not having the ability to have privacy when bathing

might create an uncomfortable environment which could be intensified. Inmates living

together in close proximity can also cause women to experience stress indirectly, by

being affected by what other inmates are feeling.

Reactions to daily negative events that occur for women inside prison might affect

their well-being and create poor physical and mental health. Frustration, powerlessness

and disappointment are the daily sources of negative stress that sometimes causes acute

anxiety and exhaustion for a woman who is incarcerated. It appears, as long as she stays

in the confinement environment, she cannot escape stress situations. However, women

do not have to become overwhelmed by it.

Introducing Creativity

"Creativity is focused around the four P's. These are the creative *person,* the

creative *process,* the creative *product*, and the creative *press*--the environment" (Rhodes,

1961, p. 305). Creativity can be taught and facilitated inside the prison by a trained

Creativity and Innovation professional or a Department of Corrections staff member who

has been certified through SUNY Buffalo State International Center for Studies in

Creativity. Applying deliberate creativity-relevant skills can cause a change for

individuals who are incarcerated to cope effectively with change, conflict, or stress by

developing creative strategies to provide relief from environmental stress of

imprisonment. The creative problem-solving process involves metacognition, the ability

to think about what you are thinking. Meta cognitive tools guide the individual thinking

in the creative solving process implemented for individual and group.

Noller (as cited in Isaksen et al., 2000) defined creative problem-solving by

focusing on each of the three main words: creative, problem, and solving.

By creative, we mean: having an element of newness and being relevant at least to

you, the one who creates the solution. By problem we mean: any situation which

presents a challenge, offers an opportunity, or is a concern to you. By solving we

mean the situation or adapting the situation to yourself. Creative problem-

solving, or CPS, is a process, a method, a system for approaching a problem in an imaginative way resulting in effective action. (p. 40)

Female inmates vary in age, race, and religion. Creativity is something that everyone within this population can benefit from. It helps to create a new mindset among individuals and groups that can benefit and help those who may feel emotional about conflict situations that cause additional problems for the incarcerated.

Developing my own creativity skills has helped me to be a more effective Pastor and facilitator, by becoming more emotionally aware and sensitive to the thoughts and feelings of those I lead in my congregation. Creating an environment that nurtures a climate for creativity involves being sensitive to the needs of others. Every week spent during my internship at the prison, I develop and strengthen my self-awareness to what the women might be experiencing. According to Goleman (2011), "Emotional self-awareness--the ability to be aware of and understand your feelings--is critical for empathizing with the emotions of others (social awareness)" (p. 12). Becoming aware of my own thoughts and feelings has helped me experience a greater communication and interpersonal skills. I have also increased the ability to defer judgment when coming up with ideas or solutions to my problems, which might appear unrealistic. My own emotional self-awareness has made me effective in working with groups and individuals who are imprisoned. Collaborating with other Department of Corrections professionals, providing comprehensive creative problem-solving process, will be a social- supportive effort and play a key role for designing in creative problem-solving programs with a

marginalized population: incarcerated women. It is about meeting their need to achieving

their decision.

Psychologically Safe Environment for Creativity

Women who spend their time in a punishing environment being incarcerated do

not have an opportunity to exercise their ability to make a decision, because they must

follow rules and choices are made for them. Creative problem-solving allows women to

follow their voice in creating solutions for building self-esteem in stressful situations.

My ability to develop the *Creative Problem Solving Workbook for Building

Women's Self-Esteem* will give all women an opportunity to focus and work on looking at

their situation from a different lens, by utilizing cognitive thinking tools to reach their

self-worth within their personhood. It is imperative for women who are incarcerated to

create their own psychologically safe environment for themselves. It is important for

inmates not to depend on the correctional staff to provide an environment that nurtures

their self-esteem and creativity. The prison environment is demanding, and the staff is

trained to exercise autocratic leadership.

Section Three: Pertinent Literature

Shock Incarceration and Boot Camp Prisons

MacKenzie and Grittner (2001) reviewed literature on the efficacy of Correctional Boot Camp programs since their inception in the 1980s that were first established in Georgia and Oklahoma. Programs were started because of the large increase of convictions resulting in prison overcrowding and huge probation caseloads. To try to meet this new challenge, boot camp was offered as alternatives to prison or supervision in the community (probation). Some deficiencies were seen in both of the latter methods. When boot camps were established in the 1990s, they had become controversial. Some were closed, others were scaled back; several prison personnel were even fired or put under criminal investigation. However, they are still in existence throughout the nation (MacKenzie & Grittner, 2001).

The boot camps are almost alike with a military/regimented routine designed to instill self-discipline and respect for authority and rules. Inmates, who volunteer for programs between 3-6 months, expect to receive lighter sentences upon completion of the program. Unfortunately, dismissal rates can be significant, ranging from 8 to 80% (MacKenzie & Grittner, 2001). Most programs target nonviolent offenders. Programs are designed with military type basic training but vary with the amount of rehabilitation and/or therapeutic programming they might offer. Some offer academic help or substance abuse counseling. There are also many after-release programs for boot camp graduates.

Drug treatment programs have increased over the years, and the amount of treatment varies greatly. Most programs have also increased community supervision. New York State uses an Alcoholic Anonymous type of approach while Illinois has developed a three-tier program. They reported some positive results with regard to drug or problem drinkers completing their programs. However, one study, conducted by MacKenzie and Souryal in 1994 (as cited in MacKenzie & Grittner, 2001), revealed that boot-camp inmates with drug addiction problems "entered programs not because of the therapy drug treatment program but because they hoped to spend less time in prison."

Regarding their performance in community supervision situations, it is noted that "there were no significant differences between these offenders in recidivism rates" (MacKenzie & Grittner, 2001) when compared to non-boot camp offenders. Boot camp training did not reduce recidivism or positively change inmate behaviors. However, in New York and Illinois, studies found some evidence for "fewer revocations for new crimes" (MacKenzie & Grittner, 2001). In a Louisiana study of drug involved offenders, boot camp graduates did not do better than other offenders during community supervision. With regard to problem drinkers, positive results were seen, but these results were not seen in a New York State Correctional Department study (MacKenzie & Grittner, 2001).

Boot camps are still unproven. Studies from the United States Justice Department reported, "Boot Camp recidivism rates ranging from 64-75 percent . . . compared to rates from 63-71 for those who served time in traditional centers" (MacKenzie & Grittner, 2001). There are still concerns about the perception of psychological and/or physical

abuse in some of these programs. However, boot camp programs have their advocates.

Some officials continue to believe the effects are positive and in some areas, "Boot

camps remain a popular alternative sanction" (MacKenzie & Grittner, 2001).

Ten Years of Research

Parent (2003) analyzed research for a 10-year period concerning boot camps for

the National Institute of Justice. He discovered boot camps seemed to improve the

psychological, emotional, and behavioral characteristics of inmates during incarceration.

Furthermore, personality changes did not result in reduced rates of recidivism. Also,

practically speaking, limited gains were seen with regard to lower prison costs as well as

reduced prison populations. It was reported that three factors were largely responsible for

limited boot camp successes. They are (a) States have reduced sentences through early

release programs, therefore negating volunteerism for boot-camps; (b) there is a "lack of

a standard boot-camp model" (Parent, 2003, p. 1); and (c) deficiencies in aftercare

services to help graduates. Because of these and other problems, boot camps have

diminished in numbers by one third since the 1980s, even though service elements have

improved, such as the addition of drug rehabilitation programs, pro social skills training,

and educational/vocational components.

Parent (2003) also found that strategy to offer boot camp training for female

inmates was not successful; drop-out rates were high and the failure to recognize the

unique characteristics of the female population resulted in failed programs. Although

recommendations have been made, there appears to be little recent research to determine

if changes have been made for women and if they have been improved.

The author noted that "NIJ evaluation consistently showed boot-camps did not reduce recidivism for adults or juveniles for first or second generation programs when treatment programs were added" (Parent, 2003, p. 7). Failure was due to the relatively short nature of the programs, failure to help graduates when they entered society, unrealistic goals or mandates set by State legislatures, and the fact that programs were not really developed with a sound treatment plan/model.

Furthermore, the Parent's (2003) approach to separate boot camp studies results revealed substantial problems differentiating boot-camp graduates from non-boot-camp inmates. There were difficulties calculating boot camp cost savings and counting hypothetically empty beds. Many studies had ambiguous findings. Findings were that boot camps did not, overall, reduce recidivism. However, studies from three of eight boot camps may have had lower recidivism due to better treatment programs and longer program aftercare supervision.

Parent (2003) went on to say, "evaluators admitted they could not untangle the particular effects of each program component on recidivism" (p. 6). Ultimately, Parent (2003) felt "some mixture of rehabilitation and intensive follow-up supervision plays an important role" (p. 6) in success rates.

Feminist Therapy in Prisons

Marcus-Mendoza et al. (1998) addressed the "moral philosophy that has dictated the laws that govern women and the punishments they receive" (p. 173). Since the 1880s women who committed crimes "were incarcerated for such 'moral' crimes as disorderly conduct, vagrancy, drunkenness, and prostitution" (Marcus-Mendoza et al., 1998, p. 175.

There have been some improvements in understanding and treating women in prison.

Greater emphasis was given to understanding the factors leading to criminal behavior. It

appears prisons value discipline contrary to education and training. "Women were taught

to be submissive and feminine. They received training in domestic skills (cooking and

ironing)" (Marcus-Mendoza et al., 1998, p. 175). After release, these skills were almost

useless and some women found themselves back incarcerated because they could not find

employment.

In the 1990s it became clear most female inmates were young women who had

experienced "social, emotional, or personal problems" (Marcus-Mendoza et al., 1998, p.

176). Marcus-Mendoza et al. (1998) reported a number of researches that found "50-

80% of women inmates had experienced physical, sexual, or emotional abuse" (p. 176).

Women inmates also reported a high incidence of substance abuse. Complications

regarding women inmates: the fact that they often have economic problems as well as

personal problems. Research has determined one-half of women inmates were

unemployed before arrest. Also, a high percentage was single mothers who received

inadequate child support.

As noted by Marcus-Mendoza et al. (1998), women commit crimes "for reasons

unrelated to control theories or gender stereotypes" (p. 177) and, therefore, differ and

should be treated differently than men where criminality often includes control theory.

More reforms could help institute better prison programming for inmates such as

educational, vocational, and life skills. However, the author also referred to researched

findings where programs often reflect gender stereotyping and still do not produce

graduates with marketable skills. "This is contrary to feminist therapy theory, which

encourages women to resist dominant role expectations so that they can formulate their

own life goals" (Marcus-Mendoza et al., 1998, p. 181).

Boot camps, in general, have produced only mixed success rates and, in fact,

some have noted very detrimental effects due to the fact some are demeaning to

individuals. According to Marcus-Mendoza et al. (1998), the typical goals of boot

camps--to instill good self-concept and instill discipline--are at odds with the goals of

feminist therapy. In particular, Marcus-Mendoza et al. (1998) cited the 1996 work of

Laura Brown who recommended therapy "towards strategies/solutions advancing

feminist resistance, transformation and social change in daily personal life and

relationships with the social, emotional, and political environment" (p. 180).

This type of therapy and recent other therapies better deal with issues such as

"poverty, abuse, domestic violence and addiction" (Marcus-Mendoza et al., 1998, p. 176)

which will ultimately be more productive in helping women in prisons. Boot camps are

viewed to be contrary to feminist therapy practice "where all women inmates are dressed

alike, drilled and work in a regimented manner" (Brown, as cited in Marcus-Mendoza et

al., 1998, p. 180). Furthermore, the prison climate of boot camps and the authoritarian

nature of the relationships in them may be detrimental to women who have already

experienced abuse and authoritarian behavior. Marcus-Mendoza et al. (1998) stated that

boot camps are "first and maybe foremost, punishment" (p. 182). This does not treat the

needs of women; therefore, it is unproductive for women.

The conclusions of this article reported that therapists must "separate themselves from the power structure of prisons" (Marcus-Mendoza et al., 1998, p. 182). Therapists must "face the challenge of working in a punishing environment" (Marcus-Mendoza et al., 1998, p. 182) and nurture growth by allowing women to identify and express their feelings, while countering the negative messages and effects of boot camps. "Therapists in boot camp programs could orient interventions to helping women to identify and attain their own objectives rather than imposing other people's ideals on them" (Marcus-Mendoza et al., 1998, p. 183). Marcus-Mendoza et al. (1998) concluded that it is important to "find alternative methods of sentencing offenders . . . especially first time offenders" (p. 183). There is a significant need for "short-term programs conducted on a community or 'out-patient' basis, and without punishment. . . . Punishment need not be the focus of corrections" (Marcus-Mendoza et al., 1998, p. 183).

Control Theory in Prisons

Clark and Aziz's (1996) article focused on components of the NYS Shock Incarceration Program developed in 1987. They noted that it is not just a boot camp. The program, called Network, is "based on control theory and seeks to restore inmates' bonds to society" (Clark & Aziz, 1996, p. 44). The program has had good results and reports better recidivism rates than non-program participants, although "90 percent do well in their first year of release. However, as aftercare support falls off and resources decline, recidivism rates are not very impressive" (Clark & Aziz, 1996, p. 39). The Network program was developed with the specific theories and ideologies of Durkheim, Merton, and Hirschi, as related to societal breakdown, persona anomie, and the lack of

positive values and beliefs (see Clark & Aziz, 1996, p. 40). The Lakeview Shock facility

was one of the first of four, and the largest, of the facilities in the nation. Similar to other

programs, young, nonviolent offenders were inmates, many of whom were drug

offenders, needing substance abuse therapy and rehabilitation. The military components

were retained to "instill a sense of maturity and responsibility and to promote a positive

self-image" (Clark & Aziz, 1996, p. 41). In addition, a major part of Network was to

provide "social control theory and principles taught in Alcoholics Anonymous and

Narcotics Anonymous programs" (Clark & Aziz, 1996, p. 44). They were implemented

to ensure program elements made use of the best practices of counseling and therapy seen

in today's society. Inmates were also urged to become active with ASAT (Alcohol and

Substance Abuse Treatment).

Four main components of F. Ivan Nye's theory were incorporated. They were

summarized by Wells and Rankin (as cited in Clark & Aziz, 1996) as follows:

- Direct control (punishment and reward to gain compliance)

- Indirect control on affectional attachment with conventional persons
  (parents)

- Internalized control, autonomous patterns of conformity in
  personality(self-concept or conscience)

- Control over opportunities for conventional and deviant activities where
  compliance results from restricted choices or alternatives. (p. 45)

Under indirect control, it is desirable for inmates to relate to *good* authority figures. The

Network employees receive a great deal of training. Rules are given for high expectation

to them. For example, participants are taught how to use the SMART program. The

program emphasizes orders must be Specific, Measurable, Attainable, Realistic, and

Timely. It is important that staff members understand the agenda, theory, and

expectation of them. They are carefully trained in cooperation with an emphasis on

teamwork.

In the third type of Nye's program, inmates are ultimately responsible for

changing and growing. They are asked to self-assess and to "begin to see the need to

change their values and approaches to life" (Clark & Aziz, 1996, p. 51). Aftercare is also

an essential component of the Shock Incarceration program. "During the first 6 months

after inmates graduate, parole staff help them maintain the decision making and conflict

resolution counseling that began at Shock Incarceration facilities" (Clark & Aziz, 1996,

p. 57).

Statistics from the Shock Incarceration program revealed about 85% of graduates,

from the academic component, increased their math scores by at least one grade level,

and in reading almost 63% increased their scores by one grade. Nearly 68% passed the

GED in contrast to 52% in the general prison population. The Shock Incarceration

program requires male and female prisoners to work in community service projects. The

results revealed, in 1993, that inmates performed about 1.2 million hours of community

service. Clark and Aziz (1996) concluded that, "while not the cure-all many enthusiasts

have portrayed them to be, Shock Incarceration programs, like the New York State's

program, can constitute an effective intervention" (p. 63).

Personal Communication with Former Inmate

One of the ways to understand what a woman has experienced being put in prison at New York State Shock Incarceration is to ask her. I have interviewed L., who completed the New York State Shock Incarceration Program. The former inmate shared testimony about her day-by-day life experience in custody and how the negative prison environment affected her during and after release. L. has been instrumental in giving a greater understanding of how and why a woman who is incarcerated might suffer from low self-esteem due to the grueling, punishing, prison environment. Appendix C contains the full transcript of L.'s testimony. Shock Incarceration prison programs that include feminist theory and creative problem solving will foster a healthy environment for the women to build their self-esteem while incarcerated and after release.

Section Four: My Approach Using Creative Problem Solving Process Steps

In developing my process plans to create a creative problem solving workbook for women in Shock Incarceration, I utilized the Creative Problem Solving: Thinking Skills Model (Puccio et al., 2011) as my theoretical framework, to organize my ideas (see Appendix D). The creative problem solving steps facilitated my ability to make conceptual distinctions for the development of metaphoric images, language, and exercises of the workbook.

Assessing the Situation

My original plan was to develop a Creative Problem Solving Session to build self-esteem for the women at Shock Incarceration during my internship. I experienced blocks and barriers to using creative problem solving in the correctional setting. Creativity discovery was not received by the supervisors or staff. I was intrinsically motivated for the internship to help women by introducing creative problem solving to help incarcerated women become proactive. Working with women in the Chaplaincy Department and ASAT Program has helped to become an experienced Chaplain and Group Facilitator for the prison setting.

I shared my literature search about boot camp prisons with the employees, and it was not welcomed. It was a risk-taking move for me to share my research findings with some of the staff. Now, as I reflect on my situation being an intern, I realize creativity and creative problem solving could be introduced by implementing a creative problem solving workbook used in the support group component of Network programs. The

workbook will be effective for female inmates who are going to be released as well as those involved in aftercare programs to help give them creative thinking for life outside of prison.

After the internship ended, I reflected on my work experience there. Deliberating on the prison environment situation helped me to understand the Shock Incarceration methodology. Spending hours learning about the day-to-day life of women in the Shock Incarceration environment prison helped me to realize that prisoners are also people. There were a few occasions where I spent some time working with male inmates during religious services and support group meetings. My thoughts and feelings have changed regarding bringing creativity and creative problem solving into prisons. It is critical for the Department of Corrections to employ creative thinking programs that implement my *Creative Problem-Solving Workbook: For Building Women's Self-Esteem* (see Appendix E) for giving inmates new innovative ways to create change in their lives. Through creative problem solving, these individuals will learn how to take ownership of the problem, situation, or circumstance which is the first step in finding the solution.

I used brainstorming as a divergent tool to generate ideas for how to bring creative problem solving into the prison setting. I thought of things like creating DVDs, introducing workshops through volunteer services, and writing a book. After looking at and evaluating different ideas that were relevant and realistic for the prison setting, I selected the idea about writing a book. I began to think about the book idea and decided that a workbook would give individuals or groups their own application of the creative problem solving process.

Exploring the Vision

My first step was to generate a list of wishes for my book that would be creative and fun for women who were incarcerated. Colorful words and illustrations were important for the design. I wanted it to look like something fun to use. My affirmative statement was: "It would be nice if women could have the ability to learn and apply reading problem solving to build their self-esteem."

I implemented a cartoon storyboard as a tool to help me reach my desired goal. In the first step, I illustrated my desired outcome of making sure every woman incarcerated will have the book in the last panel, utilizing the creative problem solving literature to create a vivid and imaginative workbook. Throughout the beginning and remaining panels, I examined my current situation, roadblocks, or hindrances that might potentially stop me from reaching my goal.

Formulating Challenges

I carefully examined my current situation and began to assess any roadblocks or hindrances that might potentially stop me from reaching my goal of getting the book to the women. I generated a list of concerns that I must overcome in order to move forward in reaching my vision. The final statement starter was: "How might I overcome creative problem solving not being accepted by Shock Incarceration employees?"

Exploring Ideas

After generating many ideas for overcoming my situation, I selected the idea to create a novel *Creative Problem Solving Workbook* specifically designed for women to think about ways to create their high esteem. The workbook would have to be user

friendly. I had to keep in mind that some of the women were working on their GEDs,

meaning the workbook content should be easy to understand as well as the tools. I

proceeded to invent the creative problem solving workbook idea as a solution by thinking

this was the only way to introduce creativity and creative problem-solving into boot camp

and Shock Incarceration prison programs.

Formulating Solutions

I implemented divergence by generating a list of Pluses Potentials Concerns and

ways to overcome concerns by designing a prototype creative problem solving workbook.

I generated many pluses for why the workbook would help women find ways within

themselves to realize they have the power to overcome blocks and barriers that might

hinder the ability to become self-actualized.

The prototype/workbook was reviewed by Dr. Keller-Mathers and Tamara Lamb

for feedback on how to make improvements for my creative solution to launch the

creative problem solving process to prison programs. During my collaboration process,

which was used as a convergence process, it was determined the language and wording in

the workbook were too technical for the reader who might be introduced to the creative

problem solving processes for the first time. I was encouraged by Dr. Keller-Mathers and

Tamara Lamb to modify the language and change the wording in order to make the book

comprehensible for any reader. I spent many hours and days illustrating and designing

specific metaphoric images for the reader. It was very important that the visual

representations were carefully thought out, to give a mental picture and to help shape the

workbook, and to give connection and association as a mental representation to the

reader. I decided the workbook should have many colorful images on every page. The

language and phases were changed to be clearer and more concise for the reader. This

was the greatest way to find a workable solution to guide individuals through the

workbook.

Exploring Acceptance

If Shock Incarceration does not receive the *Creative Problem Solving Workbook*

for the female inmates, I will attempt to present the workbook to other correction

institutes for women throughout New York State as well throughout the nation. I came to

this conclusion after making a list of correctional facilities who might accept my

workbook and those who could refuse my product. My demographics will consist of

prisons that employ therapists for facilitating individuals and groups in problem solving

and decision-making processes. I believe a therapist might assist my new ideas for

bringing creativity into the problem solving and decision making for inmates because

they facilitate individuals. Presenting my work to therapists will be my initial approach

to overcome any resistance from the Department of Corrections throughout the process.

Formulating a Plan

I have generated a list of things that need to be done to develop my plan of action.

I have selected a printing company for the workbook. However, I have decided that it

will be a better idea to allow the book to be ordered in advance. This will be the best way

to know how many books to print for each facility. I have met with a retired therapist

from Wende Correctional Facility, who has encouraged me to become involved with the

American Counseling Association to network with other therapists. These steps will

allow me to introduce the book and give me the ability to monitor feedback from licensed

mental health professionals.

Section Five: Plan and Evaluation

Formulating a Plan

I have generated a list of things that need to be done to develop my plan of action. I have selected a printing company for the workbook. However, I have decided that it will be a better idea to allow the book to be ordered in advance. This will be the best way to know how many books to print for each facility. I have met with a retired therapist from the field of corrections, who has encouraged me to become involved with the American Counseling Association to network with other therapists. These steps will allow me to introduce the book and give me the ability to monitor feedback from licensed mental health professionals.

Evaluation

John D. McGregor, M.S., Retired Counselor from New State Department of Corrections gave me a review of the workbook (personal communication, December 2014). He retired from working as a counselor in the prison system and has facilitated support groups and conducted assessments and evaluations of men and women incarcerated in New York State. Here is the list of his credentials.

- Fellow of the American Psychotherapy Association

- Certified Clinical Mental Health Counselor

- National Certified Counselor

- Certified Addiction Specialist

John McGregor's credentials prove he is qualified to give evaluation and constructive feedback on the contents of the workbook. His review will help me to measure the effectiveness of the research and development of the *Creative Problem-Solving Workbook: For Building Women's Self-Esteem.*

Book Review

"The *Creative Problem-Solving Workbook: For Building Women's Self-Esteem* is a powerful tool to empowering incarcerated women to make positive, significant changes, or choices in their lives.

This workbook combines a recipe for increasing a woman's self-esteem, by bringing positive changes within themselves. The exercises in the workbook facilitate the creative problem solving process for the individual in a variety of ways, from creating their illustrations to writing the vision that provokes the person's creativity.

This workbook can be implemented in a therapeutic environment such as drug and alcohol rehabilitation centers, psychotherapy sessions, human services agencies, support group settings, cancer treatment centers, and other health care fields."

I plan to take John McGregor's suggestions seriously by introducing the book to professionals who work in other helping fields. People who face challenges can strive for new solutions by looking at the situation through a different approach.

My mission is to introduce the knowledge and application of creativity for problem solving. This will help individuals achieve great insight and skill for practicing

their creativity through the creative process. As people develop their cognitive thinking

skills, there is no challenge or situation they cannot overcome.

References

Alford, X. (2012, October 22). Stacey Dooley in the USA: Girls behind bars [review of

BBC broadcast]. *tvblog.* Retrieved November 24, 2014, from

http://www.bbc.co.uk/blogs/legacy/tv/2012/10/stacey-dooley-in-the-usa-

girls.shtml

Carson, A. E. (2014). *Prisoners in 2013* [rev. September 30, 2014]. U.S. Department of

Justice, Bureau of Justice Statistics, National Statistics Prison Program, 1978-

2013. Retrieved November 24, 2014, from

http://www.bjs.gov/content/pub/pdf/p13.pdf

Clark, C. L., & Aziz, D. W. (1996). Shock incarceration in New York State: Philosophy,

results, and limitations. In D. L. MacKenzie & E. E. Hebert (Eds.), *Correctional*

boot camps: A tough intermediate sanction (pp. 39-68). [Research Report from

U.S. Department of Justice] Rockville, MD: National Criminal Justice Reference

Service.

Clark, C. L., Aziz, D. W., & MacKenzie, D. L. (1994). *Shock incarceration in New York:*

Focus on treatment. U.S. Department of Justice. Retrieved from

https://www.ncjrs.gov/pdffiles/shockny.pdf

Cox, R. J. A. (2012). The impact of mass incarceration on the lives of African American

women. *The Review of Black Political Economy, 39*(2), 203-212.

D.S., & Hewko, L. (2014, May/June). Reproductive (in) justice: Women and mothers in

    prison. *The Women's Health Activist*. National Women's Health Network.

    Retrieved from https://nwhn.org/newsletter/node/1671

Goleman, D. (2011). Emotional mastery. *Leadership Excellence*, *28*(6), 12-13.

Isaksen, S., DeSchryer, L., Dorval, K., McCluskey, K., & Treffinger, D. (2000).

    Facilitative leadership: Making a difference with creative problem solving.

    Buffalo, NY: Kendall/Hunt.

Lutze, F. E., & Brody, D. C. (1999). Mental abuse as cruel and unusual punishment: Do

    boot camp prisons violate the Eighth Amendment? *Crime & Delinquency, 45,*

    242-255. doi: 10.1177/0011128799045002004

MacKenzie, D. L., & Grittner, F. K. (2001). Shock incarceration and boot-camp prisons.

    Encyclopedia of drugs, alcohol, and addictive behavior. Retrieved September 24,

    2014, from http://www.encyclopedia.com/doc/1G2-3403100421.html

Marcus-Mendoza, S. T., Klein-Saffran, J., & Lutze, F. (1998). A feminist examination of

    boot camp prison programs for women. *Women & Therapy, 21*(1), 173-185. doi:

    10.1300/J015v31n01 05

Parent, D. G. (2003). *Correctional boot camps: Lessons from a decade of research*.

    Washington, DC: U.S. Department of Justice.

Puccio, G., Mance, M., & Murdock, M. C. (2011). *Creative leadership: Skills that drive*

    change (2nd ed.). Thousand Oaks, CA: Sage.

Puccio, G., Mance, M., Switalski, L. B., & Reali, P. (2012). *Creativity rising: Creative thinking and creative problem solving in the 21st century.* Thousand Oaks, CA: Sage.

Rhodes, M. (1961). An analysis of creativity. *Phi Beta Kappan, 42*, 305-310.

Appendix A

Prisoners Under the Jurisdiction of State or Federal

Correctional Authorities, December 31, 2012 and 2013

TABLE 2

Prisoners under the jurisdiction of state or federal correctional authorities, by sex, December 31, 2012 and 2013

Jurisdiction	2012			2013			Percent change, 2012–2013		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
U.S. total[a,b]	1,570,397	1,461,625	108,772	1,574,741	1,463,454	111,287	0.3%	0.1%	2.3%
Federal[c]	217,815	203,766	14,049	215,866	201,697	14,169	-0.9%	-1.0%	0.9%
State[a,b]	1,352,582	1,257,859	94,723	1,358,875	1,261,757	97,118	0.5%	0.3%	2.5%
Alabama	32,431	29,782	2,649	32,381	29,660	2,721	-0.2	-0.4	2.7
Alaska[b,d]	5,633	4,934	699	5,081	4,450	631	-9.8	--	--
Arizona	40,080	36,447	3,633	41,104	37,332	3,772	2.6	2.4	3.8
Arkansas[e]	14,654	13,594	1,060	17,235	15,904	1,331	--	--	--
California	134,534	128,436	6,098	135,981	129,684	6,297	1.1	1.0	3.3
Colorado	20,462	18,739	1,723	20,371	18,556	1,815	-0.4	-1.0	5.3
Connecticut[d]	17,530	16,312	1,218	17,563	16,328	1,235	0.2	0.1	1.4
Delaware[d]	6,914	6,348	566	7,004	6,405	599	1.3	0.9	5.8
Florida	101,930	94,945	6,985	103,028	95,757	7,271	1.1	0.9	4.1
Georgia	55,457	51,868	3,589	54,004	50,445	3,559	-2.6	-2.7	-0.8
Hawaii[d]	5,831	5,143	688	5,632	4,972	660	-3.4	-3.3	-4.1
Idaho	7,985	6,977	1,008	7,549	6,523	1,026	-5.5	-6.5	1.8
Illinois[f]	49,348	46,599	2,749	48,653	45,737	2,916	--	--	--
Indiana[g]	28,831	26,265	2,566	29,913	27,078	2,835	--	--	--
Iowa	8,733	7,949	784	8,697	7,983	714	-0.4	0.4	-8.9
Kansas	9,682	8,952	730	9,763	9,026	737	0.8	0.8	1.0
Kentucky	22,110	19,425	2,685	21,030	18,717	2,313	-4.9	-3.6	-13.9
Louisiana	40,172	37,783	2,389	39,299	37,071	2,228	-2.2	-1.9	-6.7
Maine	2,108	1,944	164	2,173	2,013	160	3.1	3.5	-2.4
Maryland	21,522	20,646	876	21,335	20,410	925	-0.9	-1.1	5.6
Massachusetts	11,308	10,549	759	10,950	10,143	807	-3.2	-3.8	6.3
Michigan	43,636	41,647	1,989	43,759	41,700	2,059	0.3	0.1	3.5
Minnesota	9,938	9,228	710	10,289	9,566	723	3.5	3.7	1.8
Mississippi	22,319	20,652	1,667	21,969	20,352	1,617	-1.6	-1.5	-3.0
Missouri	31,247	28,544	2,703	31,537	28,755	2,782	0.9	0.7	2.9
Montana	3,609	3,210	399	3,642	3,230	412	0.9	0.6	3.3
Nebraska	4,705	4,352	353	5,026	4,656	370	6.8	7.0	4.8
Nevada[h]	12,883	11,845	1,038	13,056	11,971	1,085	--	--	--
New Hampshire	2,790	2,583	207	3,018	2,781	237	8.2	7.7	14.5
New Jersey	23,225	22,164	1,061	22,452	21,427	1,025	-3.3	-3.3	-3.4
New Mexico	6,727	6,096	631	6,849	6,195	654	1.8	1.6	3.6
New York	54,210	51,963	2,247	53,550	51,193	2,357	-1.2	-1.5	4.9
North Carolina	37,136	34,675	2,461	36,922	34,430	2,492	-0.6	-0.7	1.3
North Dakota	1,512	1,341	171	1,513	1,356	157	0.1	1.1	-8.2
Ohio	50,876	47,008	3,868	51,729	47,579	4,150	1.7	1.2	7.3
Oklahoma[g]	25,225	22,728	2,497	27,547	24,769	2,778	--	--	--
Oregon	14,840	13,609	1,231	15,362	14,066	1,296	3.5	3.4	5.3
Pennsylvania	51,125	48,380	2,745	50,312	47,668	2,644	-1.6	-1.5	-3.7
Rhode Island[d]	3,318	3,128	190	3,361	3,169	192	1.3	1.3	1.1
South Carolina	22,388	21,051	1,337	22,060	20,669	1,391	-1.5	-1.8	4.0
South Dakota	3,650	3,227	423	3,651	3,209	442	0.0	-0.6	4.5
Tennessee	28,411	26,048	2,363	28,521	26,069	2,452	0.4	0.1	3.8
Texas	166,372	152,823	13,549	168,280	154,450	13,830	1.1	1.1	2.1
Utah	6,962	6,323	639	7,075	6,413	662	1.6	1.4	3.6
Vermont[d]	2,034	1,907	127	2,078	1,924	154	2.2	0.9	21.3
Virginia[g]	37,044	34,150	2,894	36,982	34,133	2,849	--	--	--
Washington	17,271	15,934	1,337	17,984	16,535	1,449	4.1	3.8	8.4
West Virginia	7,070	6,265	805	6,824	6,016	808	-3.5	-4.0	0.4
Wisconsin[g]	22,600	21,375	1,225	22,471	21,232	1,239	--	--	--
Wyoming	2,204	1,966	238	2,310	2,050	260	4.8	4.3	9.2

Note: Jurisdiction refers to the legal authority of state or federal correctional officials over a prisoner, regardless of where the prisoner is held. As of December 31, 2001, sentenced felons from the District of Columbia were the responsibility of the Federal Bureau of Prisons.

--Not calculated.

[a]Includes imputed counts for Nevada. See *Methodology* for imputation strategy.

[b]Alaska did not submit sex-specific jurisdiction counts to NPS in 2013. See *Methodology*.

[c]Includes inmates held in nonsecure privately operated community corrections facilities and juveniles held in contract facilities.

[d]Prisons and jails form one integrated system. Data include total jail and prison populations.

[e]Changes to Arkansas' parole system in 2013 contributed to higher counts of inmates under jurisdiction.

[f]State did not submit 2012 NPS data. See *Methodology*.

[g]Counts for 2013 are not comparable to earlier years due to a change in reporting methodology. See *Jurisdiction notes* for more detail.

[h]State did not submit 2013 NPS data. See *Methodology* for imputation strategy.

Appendix B

Image of Inmates with Stacey Dooley

Inmates with Stacey Dooley

Showing Extreme Haircuts on Inmates

Note. Retrieved from http://www.bbc.co.uk/blogs/legacy/tv/2012/10/stacey-dooley-in-the-usa-girls.shtml

Appendix C

Transcript of Interview with Former Shock Incarceration Inmate

Transcript of Interview with Former Shock Incarceration Inmate

This is anecdotal support conducted that is consistent with the strengths and limitations of State-operated penal institutions. This is a personal story of a former inmate. Therefore, we cannot generalize across the entire Department of Corrections System. It is consistent with the data found by researchers noted in the literature search section of this project.

Date of Interview: November 10, 2014

D = Djuana Munn

L = New York State Shock Incarceration Graduate

D: Hi L, good morning. How are you today? Good. I'm so happy that you're taking time out with me. I want to ask you a question, um, what was the most distressing for you in prison?

L: Um, the most distressful thing to me was when an inmate wants to go to church and you're basically tortured for wanting to go and get worship. I think that was very degrading and that's part of, that's one of the few things that you can at least do to get some sanity and they beat you up for it. So that's pretty much it. That was probably the most distressing for me.

D: Now, if a person is stressed, uh, say one of the other inmates. If they're stressed does their stress affect another inmate? In other words, if something happens to one person how can that affect the rest of the women?

L: Well basically, it's not a "I" program, it's a "we" program, so if something happens to one person, um, whether it's, uh, mental or physical, uh, you get in

trouble for it. One person's actions affects everyone. Just because maybe the drill instructor is upset or you may see something that happened to somebody that just probably touches your heart. You can't believe that happened, but most of the time, if one person does something, everyone pays for it. And that's how it works in shock camp.

D: And what kind of stress did that feel like for you?

L: Oh anxiety, it raises your anxiety level really really high. You're very rigid all the time and just very, uh, everything's very intense. You just never know.

D: Did the environment, the prison environment, how does that affect your stress?

L: Um, today?

D: When you were in the prison. Um, how did the environment, the overall atmosphere, the environment . . .

L: It was very rigid, very rigid, um, a lot of commands, a lot of on-call commands. I mean, you gotta be able to learn quickly, if you don't you definitely get in trouble for it. Everything is working the body, you know, everything is physical and mental in that place. That's it, so, I mean, if you don't learn, you will learn quick. I mean just the rigidness alone is a stress level because you're just afraid all the time.

D: What kind of fear did you have?

L: Just the fear of someone screaming at you. If you didn't do something right, the consequences. There was always stiff consequences, you just never know. They got really creative at times. Sometimes they make you guard a bush, you know?

You didn't even understand why, it wasn't meant for you to understand. It could be zero below and they'd say tie your boots around your neck and go and guard the bush. You know, messing with you, a lot of things was psychological.

D: Psychological stress.

L: mmhmmm

D: Now you mention the physical. Did the physical workouts or the physical, you know, I know you have to do some kind of physical activity. Can you tell me about how that was stressful for you?

L: Well, the physical activity was stressful for me because entering the program I was, uh, a bit on the heavy side, and they don't cut you any slack, they don't feel sorry for you. I mean I had to go in a program work, doing very rigid workout regimens, and then run three miles, you know? Where my legs were so, where my legs were literally turning purple and blue and they didn't care, they said keep running keep running, if you stop running you'll pay for it. And um, afterward, you know, my body hurt so bad that you can literally hear my bones crackling and cranking when I would walk, and they would just say you'll get used to it. And the only thing I could take for it was Motrin. And um, I felt like the workout was so intense that your body isn't, your body isn't replenished enough for the workout that they give you. You don't get that, you don't get it back, you know? I feel like you're losing more than you're gaining, you know? You are. You eat three times a day and sometimes they take away your meal. You get six minutes, you get eight minutes to eat. Depending how the drill instructor feels, you might

get four minutes that day, you know? You get a plate full of food, you don't

finish it either you're gonna wear it, you're gonna save it and eat it for your next

meal. So, very tough, you're hungry. Your last meal's at 4:00, you know, then

you're working out all day all night, you know? Then you gotta wake up and do

it again. And sleep deprivation.

D: Tell us about the sleep deprivation.

L: Well sometimes they keep you up til about one in the morning with all the lights.

Sometimes they just make you stay; we used to have to stand up in the corner of

our cubicles for hours at a time. Um, and do exercise, just for, because the drill

instructor was pissed. Or they would leave the lights on, or they would wake us

up early in the morning or the middle of the night, blow their whistle, just

because. And then you're waking up at 5:30 in the morning, you got eight

minutes to get dressed, and you're working all day, you're on your feet, so you're

just tired, you know? You look forward to going to bed at 8 or 9 o'clock. Like

you can't wait, you know? Sometimes I will be in so much pain, oh, it was

horrible. It was horrible. You gotta run everywhere you go. There is no walking.

You're double timing, your squaring corners, you know, the middle of the night,

you know, it's tough.

D: Some of the research reports that women were called by names by staff? Can you

recall a time where you may have witnessed anything like name calling, to

women that were incarcerated?

L: Yes, um, it was the winter time, and a few of the girls, we would take turns going

        outside, keeping the walkway shoveled because that was our job. And uh, then a

        male platoon passes by, you're supposed to about face, you know, face the

        opposite direction. Well, one of the transport drill instructors, very very nasty

        guy, said that one of the girls didn't turn around fast enough. That she was being

        silly; she giggled. He got upset and approached her and pretty much called her a

        b-i-t-c-h and slapped her across the face. And a few girls witnessed it, they went

        and reported it, but then was scared that they would lose their program or get

        kicked out because he had been there for years and had close ties, relationships,

        with some of the up, you know, higher staff, and they basically made the girl look

        like a liar and she was kicked out of the program. She was given a, she was

        referred to the superintendent's committee and she was recycled for four months,

        pushed back four months in the program.

D: Wow! Um, were you allowed any eye contact when talking with staff members?

L: No, it's considered eyeballing and it's a sign of disrespect. Um, when you

        approach a drill instructor you look above their head. You don't look down, you

        look above their head and you say sir or ma'am, this inmate, or you'll say Inmate,

        and then your last name, requests permission to speak. Then you ask what you

        want. And they'll say Speak, then you'll say Inmate So-and-So requests

        permission to go to the head--which is bathroom--or requests permission to do

        whatever it is, and then after, you know, they give you whatever it is, you say

        Inmate So-and-So requests permission to be dismissed. And then you get back

up, do an about face, and you double time off. But um, yeah, you can get in

trouble for eyeballing. A lot of trouble.

D: Now I've mentioned to you about the Creative Problem Solving Workbook. How

do you think the Creative Problem Solving Workbook would help women who

are incarcerated in terms of building their self-esteem?

L: Um, there's not much of an outlet in prison and when we have downtime, our

downtime is just you know, we're lucky we get a movie and we can sit down, but

while we're sitting down we better be shining boots or doing something but, you

just, you appreciate the little things, but there's not really much of a big outlet, so

the Creative Problem Solving book will, you know, give women a chance to do

some self-soothing, maybe just some work, some inner work for themselves

because you don't really get that. Everything is so out in the open, and you have

to expose all your stuff to everyone else, when that can be something more

interpersonal where you can just work on building yourself up and working on the

positive things within, you know. And a lot of us, we don't do a lot of self-

nurturing and self-fulfillment. I think that book will be a good way to just express

those things on paper, um, just something to do because you don't get that, you

don't have that to do, you know what I mean? Your outlet is shining boots; that's

not normal, you know? So to have a book to be able to just, you know, hit home

with something, feelings, because when you're in there, you're not allowed to

feel, you know, you can't feel; you learn to stuff your feelings, you learn to, um,

you're like a robot you know? You just, you know, when I was in there I had to

deal with a lot of things, I couldn't call home, I couldn't, you know, they, it's invasion of privacy to the tenth power. You've no privacy, none whatsoever in that place. They read your mail, you know, they know all your business, um, if you have more than 12 pictures, they'll rip pictures of your children. They don't care; um, they really really make you deal with a lot of things, I mean it's been over a year since I've been in that place. And I still think of the horrors that I experienced in that place. Some good some bad; but it has had an effect on me mentally, because I don't express my feelings like I used to. I've learned to shut 'em down and just stuff 'em. Everything is in my head, I don't know how to, I do, but when I do I lash out. So it's really hard, I think, for anyone who leaves that program definitely will need, it's post, um, it's PTSD, post-traumatic stress disorder. You definitely will need counseling when you leave that place, you definitely will. You will, you will definitely need to see a psychiatrist when you leave that place, because you have to like retrain your mind just to live the norm. I mean when I left I was still sittin' military, I was still addressing people yes sir no sir, I was still running everywhere, I was timing myself. I was going crazy. My kids were looking at me like, where is our mother, like, it really, those six months being in that place really could have long-term effects on you if you don't do something about it, you know? And people were telling me like, you're not in prison anymore, you're in the real world, and I'd still be still like thank you sir, yes sir, yes ma'am, you know, sometimes asking permission to speak. Yeah, I still think about the place. I still think about it, all the time. All the time.

D: Well, I just want to tell you that I commend your courage, your tenacity to finish the program because so many women withdraw from the program, and you did complete the program and I am very thankful that you've taken time to share your testimony and to give insight from a personal standpoint about your experience. And my goal is to create a Creative Problem Solving Workbook that focuses on the self-esteem, helping to build the self-esteem of women who are incarcerated because I believe that it's very important for the woman to create her own environment within a punishing environment that will ultimately be an environment that can nurture her and her esteem. So I thank you, L., for taking time out, and is there anything else you would like to share before we depart from each other?

L: No, I just hopefully in the future, you know, um, whoever is in charge of these so called rehabilitation facilities really take a deeper look and take the time out to actually look into, um just, equal rights of women in these facilities because they are not designed for women. And just because someone is in prison doesn't mean that they need to be treated barbaric or like an animal, you know? Yeah, people make mistakes and shock incarceration is supposed to be something, an alternate to prison, something better, and it's worse. Some people would rather do six years than six months and endure that type of torture. And that's not humane.

D: Thank you L. Thank you.

L: You're welcome.

To whom it may concern:
I give Dyuana Muna, permission
to use my testimony in her research
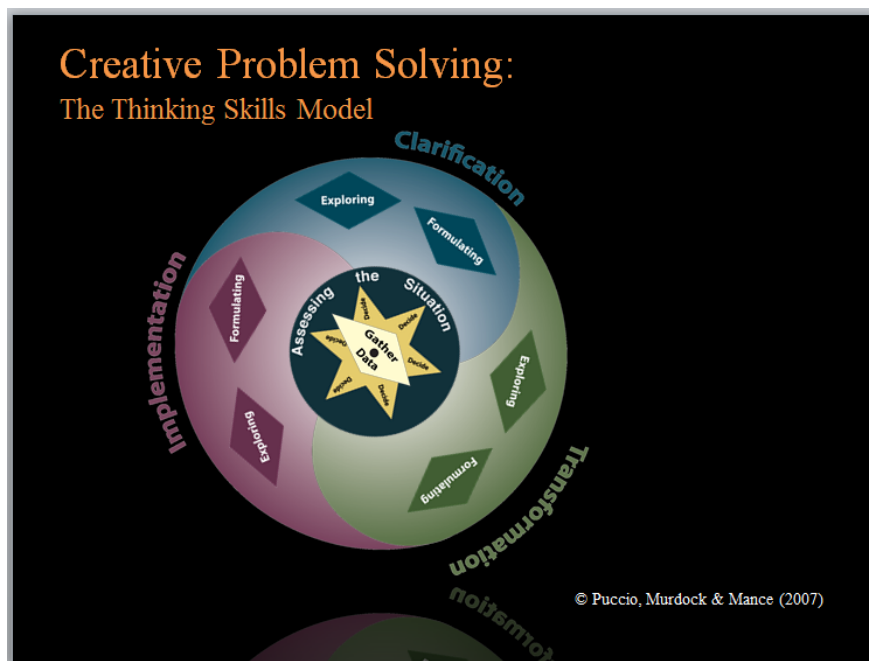   Sincerely.
    E.B.   11/10/14

Appendix D

Creative Problem Solving: Thinking Skills Model

Nielsen & Thurber (2010) – based on the work of Puccio & Miller (2003)

Creative Problem Solving: Thinking Skills Model

Putting Thinking Skills into the Context of Creativity

The New Skill-Based CPS Framework

STEP	PURPOSE	THINKING SKILL
Assessing the situation	To describe and identify relevant data and to determine next process step	**Diagnostic Thinking**
Exploring the Vision	To develop a vision of a desired outcome	**Visionary Thinking**
Formulating the Challenges	To identify the gaps that must be closed to achieve the desired outcome	**Strategic Thinking**
Exploring Ideas	To generate novel ideas that address significant gaps/challenges	**Ideational Thinking**
Formulating Solutions	To move from ideas to solutions	**Evaluative Thinking**
Exploring Acceptance	To increase the likelihood of success by testing solutions	**Contextual Thinking**
Formulating a Plan	To develop an implementation plan	**Tactical Thinking**

Note: From Puccio, G. J., Mance, M., & Murdock, M. C. (2011).

Thinking Skill Definitions

Diagnostic Thinking	Examining a situation closely & using this analysis to decide what process step to take next
Visionary Thinking	Describing a vivid and concrete picture of the desired future
Strategic Thinking	Identifying the critical gaps and the pathways that need to be followed to attain the desired outcomes
Ideational Thinking	Producing original mental images & thoughts that respond to challenges or opportunities
Evaluative Thinking	Assessing the reasonableness & quality of ideas in order to develop workable solutions
Contextual Thinking	Understanding the interrelated conditions & circumstances that will support or hinder success
Tactical Thinking	Devising a plan in specific & measurable steps for attaining a desired end & monitoring its effectiveness

Linking Cognition to Affect

Diagnostic Thinking	Mindfulness
Visionary Thinking	Dreaming
Strategic Thinking	Sensing gaps
Ideational Thinking	Playfulness
Evaluative Thinking	Avoid premature closure
Contextual Thinking	Sensitivity to environment
Tactical Thinking	Tolerance for risk taking

Tolerance for Complexity, Openness to Novelty, and Tolerance for Ambiguity

Appendix E

Creative Problem-Solving Workbook: For Building Women's Self-Esteem