The Institute on Social Exclusion and The Formerly Incarcerated Women Simulation

- Background
- History of the ISE and Simulation
- New simulation development
- Teaching systems and structures
Models of Conceptualization

- Individual/Internal
- Systemic/Structural/External
- Medical Model
- Biopsychosocial model
1. People have poor health because they’ve made unhealthy choices. It’s a question of individual responsibility.

2. Problems lie in personal inadequacies and remedies lie beyond personal power. (Roy, 2007).

3. Health disparities (to the extent they are acknowledged) may be unfortunate but not necessarily unfair.

4. There’s little that can be done.

(Unnatural Causes tool kit)
<table>
<thead>
<tr>
<th>Internal</th>
<th>External</th>
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</thead>
<tbody>
<tr>
<td>*--------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Individual</td>
<td>Systemic</td>
</tr>
<tr>
<td>Choice</td>
<td>Environment</td>
</tr>
<tr>
<td>Biology</td>
<td>Policy</td>
</tr>
</tbody>
</table>
Bronfenbrenner's Ecology Model

- Macrosystem
  - Laws
  - Norms

- Exosystem
  - Community Services
  - Parents Workplace

- Mesosystem
  - School
  - Neighborhood

- Microsystem
  - Day Care
  - Neighborhood

- Individual Child
- Parents
- Culture
Models of Therapy

- Psychoanalytic
- Adlerian
- Existential
- Person-Centered
- Gestalt
- Behavior
- Postmodern
- Family Systems
- Reality
- Feminists
- Cognitive Behavioral
What do we do with systems?

- Agency
- Examining the relationship between conditions outside the body and health
- Group therapy and empowerment (Roy, 2007)
  - Problem solving groups
  - Community support, skill learning unlearning powerlessness-learning power sharing
## TABLE 5.1
Conceptual Influences on Ethnopolitical Psychology

<table>
<thead>
<tr>
<th>Orientation</th>
<th>Targets</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology of liberation</td>
<td>Repression, oppression</td>
<td>Liberation</td>
</tr>
<tr>
<td>Psychology of the colonized</td>
<td>Colonization</td>
<td>Decolonization</td>
</tr>
<tr>
<td>Pedagogy of the oppressed</td>
<td>Oppression</td>
<td>Critical consciousness</td>
</tr>
<tr>
<td>Feminism</td>
<td>Sexism</td>
<td>Gender equity/empowerment</td>
</tr>
<tr>
<td>Indigenous healing</td>
<td>Disharmony</td>
<td>Spiritual transformation</td>
</tr>
<tr>
<td>Black psychology</td>
<td>Racism, oppression</td>
<td>Racial equity/liberation</td>
</tr>
<tr>
<td>Ethnic psychology</td>
<td>Disconnection</td>
<td>Ethnic identity</td>
</tr>
<tr>
<td>Trauma therapy</td>
<td>Victimization</td>
<td>Personal recovery</td>
</tr>
<tr>
<td>Political repression and trauma</td>
<td>Terrorism</td>
<td>Personal/social healing</td>
</tr>
<tr>
<td>Evolutionary psychology</td>
<td>Thinking racially</td>
<td>Conviviality</td>
</tr>
<tr>
<td>Ethnopolitical conflict</td>
<td>Warfare</td>
<td>Reconciliation and peace</td>
</tr>
</tbody>
</table>
Common findings (systemic and personal)

- Public housing (overcrowded, unhealthy living conditions)
- Substandard schools
- Limited health care
- Victim of sexual abuse (rape, molestation)
- Sex workers
- Addicted to multiple substances (alcohol and cocaine)
- Familial loss (gang violence, poor health)
- Health problems (asthma, hypertension, hepatitis)
- General history of multiple traumas
- Separated from children and partners
Vignette of Linda Kelly

- List 5 important issues that may hinder Linda’s successful treatment and reintegration back into society.
- What issues will most impact your plan of treatment?
- What other important information might you ask for?
# Vignette of Linda Kelly

## Structural Concerns (Mental and Physical)

- No health insurance
- Transportation
- Food
- Housing issues
  - Lived near factory
  - Multiple residents in small living quarters
  - Poor structural features
- Access to (mental) health care
  - Waiting time for Psychiatrists
- Employment
  - FELONY CHARGE
  - LIMITED EDUCATION

## Individual Concerns

- Previous drug use
- Experience of trauma
- Death of loved one
- Familial issues
- Development issues
- Anxiety
- Asthma
Majority of her needs →
Several Ways of Knowing

- Cognitive
- Emotional Intelligence
- Experiential
- How it applies to the simulation
- How it has informed my work with the ladies from Grace House
Working with formerly incarcerated Women

- My experience at Grace House
Conceptualization influenced by the Simulation

- **PAI trends**
  - Negative Self Images, Warm, Depression, Stress, Anxiety

- **TAT trends**
  - Personally identifies with several cards. Mentions systems and institutions (poor housing, jails, hospitals)

- **Early Memories**
  - Also mentions poor and overcrowded housing

- **Intelligence Tests**
  - Higher scores on novel tasks, lower scores on verbal tasks
Strengths

- Warm and engaging
- Resilient
- Adaptive
- Strong social skills
Simulation Experiences

Video Clips


Social Justice Readings


