

# Cultural Competence in Corrections

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# Learning Objectives:

To understand what culture and/or social location is and be able to communicate your own.

To recognize the importance of cultural competency and humility in Corrections.

To identify unconscious perceptions that may affect interaction with diverse communities.

To interact effectively with a diverse workforce/clientele.



Think about it...

- Culture!
- Differences!
- Unconscious Perception!
- Ethnocentrism vs Cultural Humility!
- Communication!
- Institutionalize it!
- Repeat...



# OUCH Technique

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## Learning Objective 1:

- **To understand what culture and/or social location is and be able to communicate your own.**



## Culture! What is it?

Profession, family, ethnicity, sexual orientation, religion, language of preference, experiences, gender, marital status, age, immigration status, disability, socio-economic status, rural/urban background and more!



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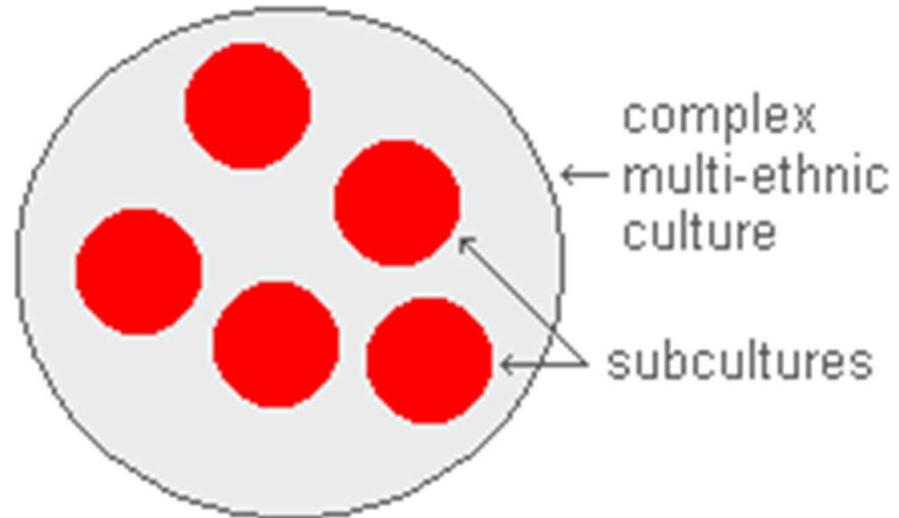


Step into the circle

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# Cultures within cultures

- More than one cultural point of reference
- Social media culture





- **I AM FROM...** (place, landscape, familiar sights, smells growing up)
- **I AM FROM...** (food, smells, celebrations)
- **I AM FROM** (traditions, music you remember growing up)
- **I AM FROM...** (ancestors, relatives, people in your life now, nonviolence heroes and heroes)

# Emergency Manager



What society thinks I do



What my friends think I do



What some think I do



What my family thinks I do

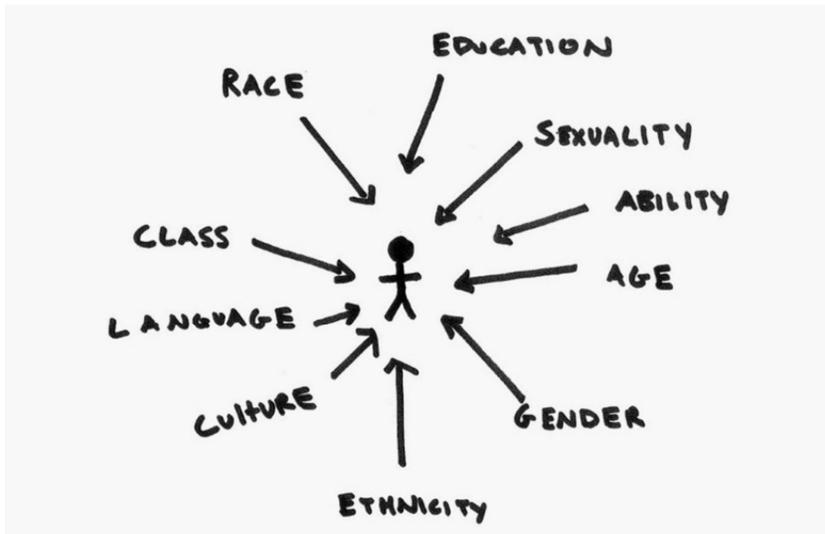


What I think I do

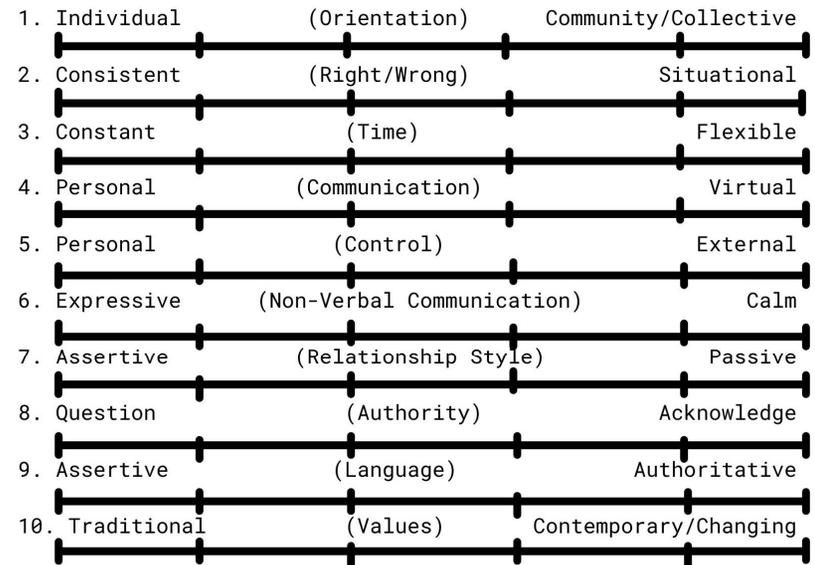


What I actually do

# Elements of Identity



## My Culture



# WSU Culture



- Highest relevance those with practical experience
- Learning curve is understood
- Student centered



Corrections  
Department Culture  
– fill in the blanks

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## Learning Objective 2:

- **To recognize the importance of cultural competency and humility in Corrections.**

# WHAT IS CULTURAL COMPETENCY

- Like other core competencies, this is a journey rather than an objective set in stone
- Value and Respect for individual
- Changing attitudes & behavior
- Sensitive self-reflection





**Equality**



**Equity**

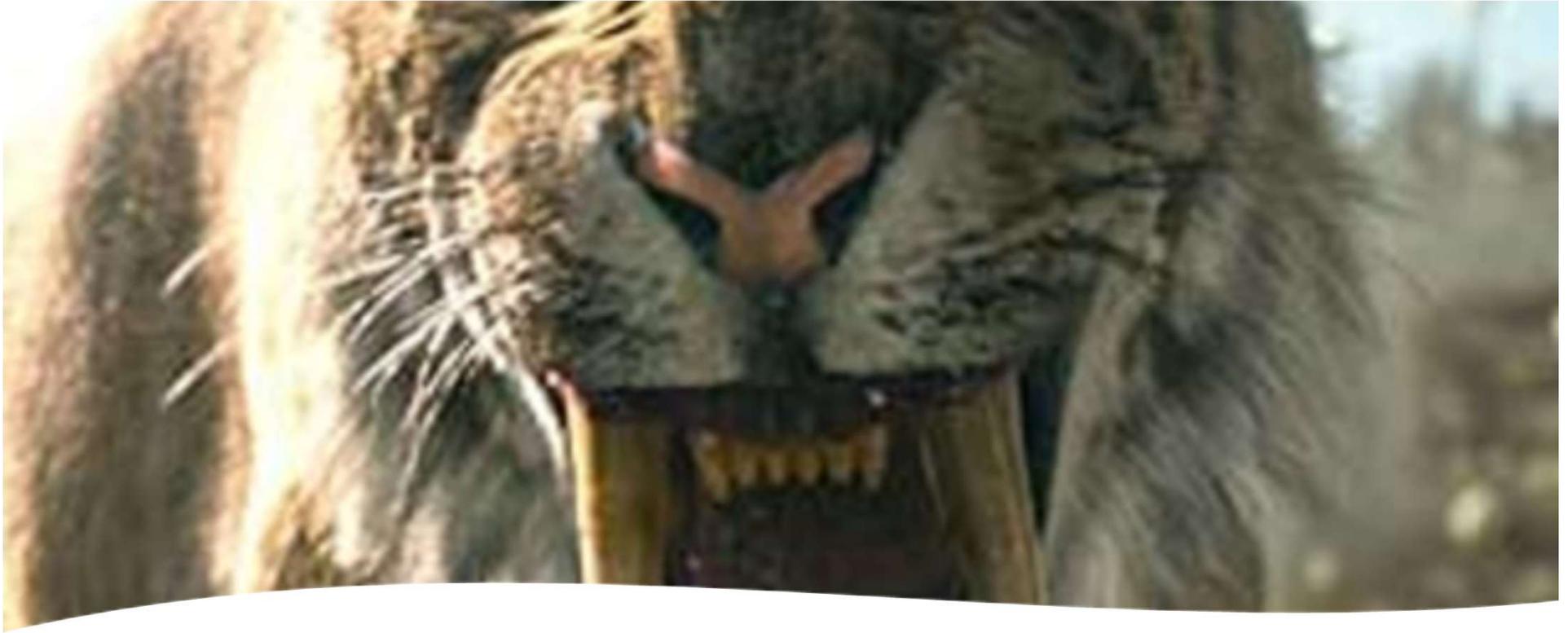


# Brainstorm

- Think of a time working with someone (or a system) with a different race/ethnic background, physical ability, sexual orientation, etc.).
  - What worked?
  - What were barriers?

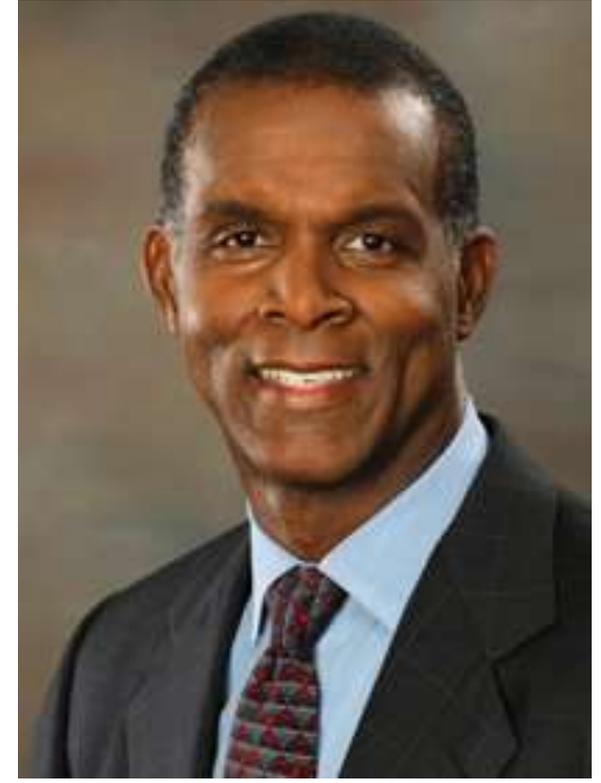


- You meet the CEO of a new large company in your city
- You are invited and go to a wedding of a friend
- Your regular clinic sends you the information about your new physician



Change  
triggers stress

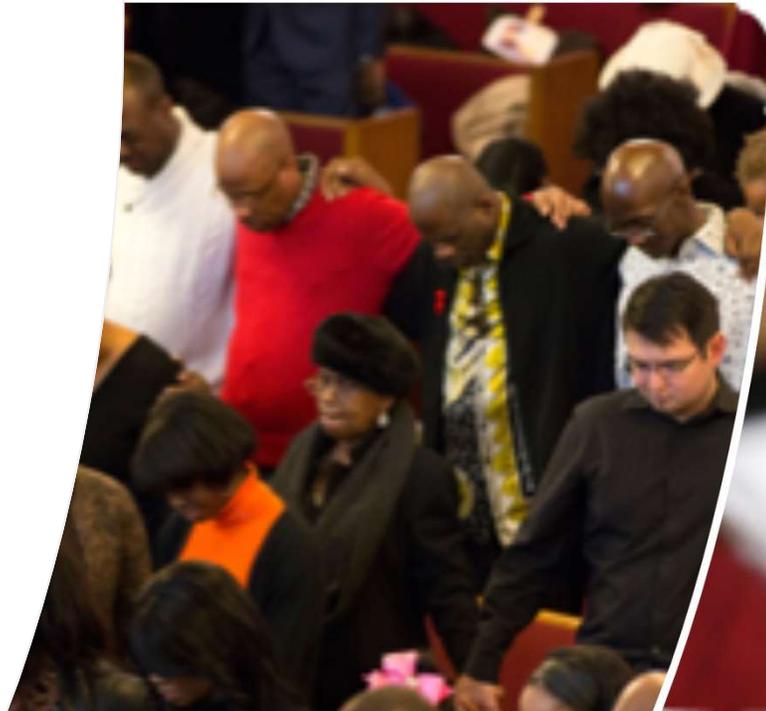
- Our brains are wired to react to things that we are not familiar with
- Cortisol is sent to respond to it



Re-imagine

- The CEO was an African American man
- The wedding was for two women
- Your new physician is a woman

• **Change  
it up**



# Concept of Self

- Individualist
- Collectivist





## Responsibility and Logic

- Universalist
- Particularist

(Storti 1999)

# Concept of Time

- Monochronic
- Polychronic



# Locus of Control

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IF ANYTHING BAD HAPPENS,  
IT'S NOT MY FAULT. IT'S FATE.



## WHY IS INCLUSION AND EQUITY MPORTANT

- Group think vs diversity of opinion or inclusive decision making – which would be better?
- We live in a global society – therefore we need to be culturally competent





## WHY IS CULTURAL COMPETENCY IMPORTANT IN CORRECTIONS?

- Our communities are becoming more diverse (Coelho & Nguyen 2012)
- Perception affects decision making (Sabin, Nosek, Greenwald & Rivara 2009).
- Muscle memory.



Exercise!

- Find someone who seems as if they are similar to you and talk to them to find 3 things that you do not have in common
- Find someone who seems as if they are very different from you and talk to them to find 3 things that you have in common

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## Learning Objective 3:

- **To identify unconscious perceptions that may affect interaction with diverse communities.**

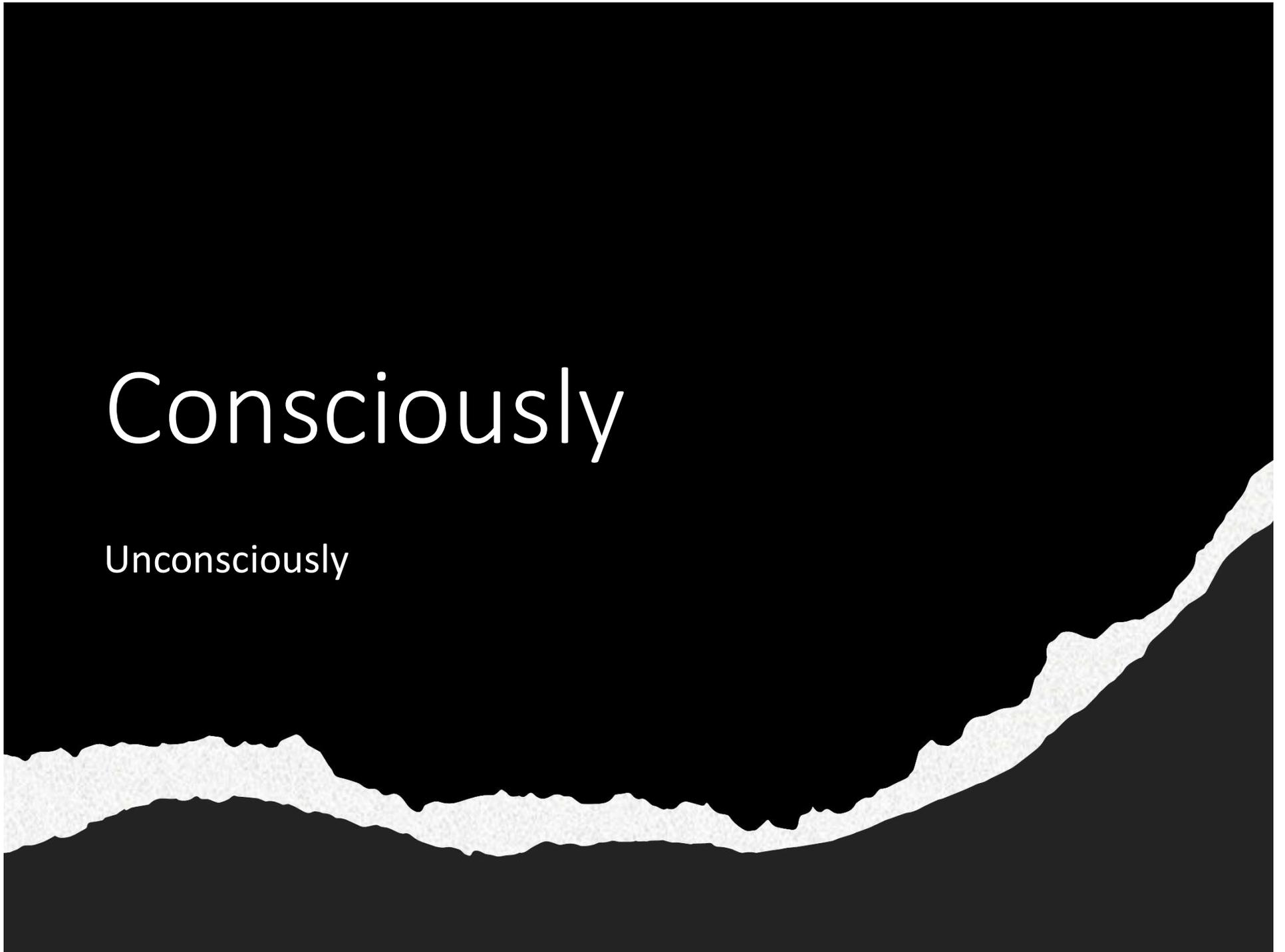
# Micro-aggressions

- “The brief and common place daily verbal, behavioral, and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial, gender, sexual orientation, and religious slights and insults to the target person or group” (as cited in Sue et al., 2010, p. 207).
- [Video](#)



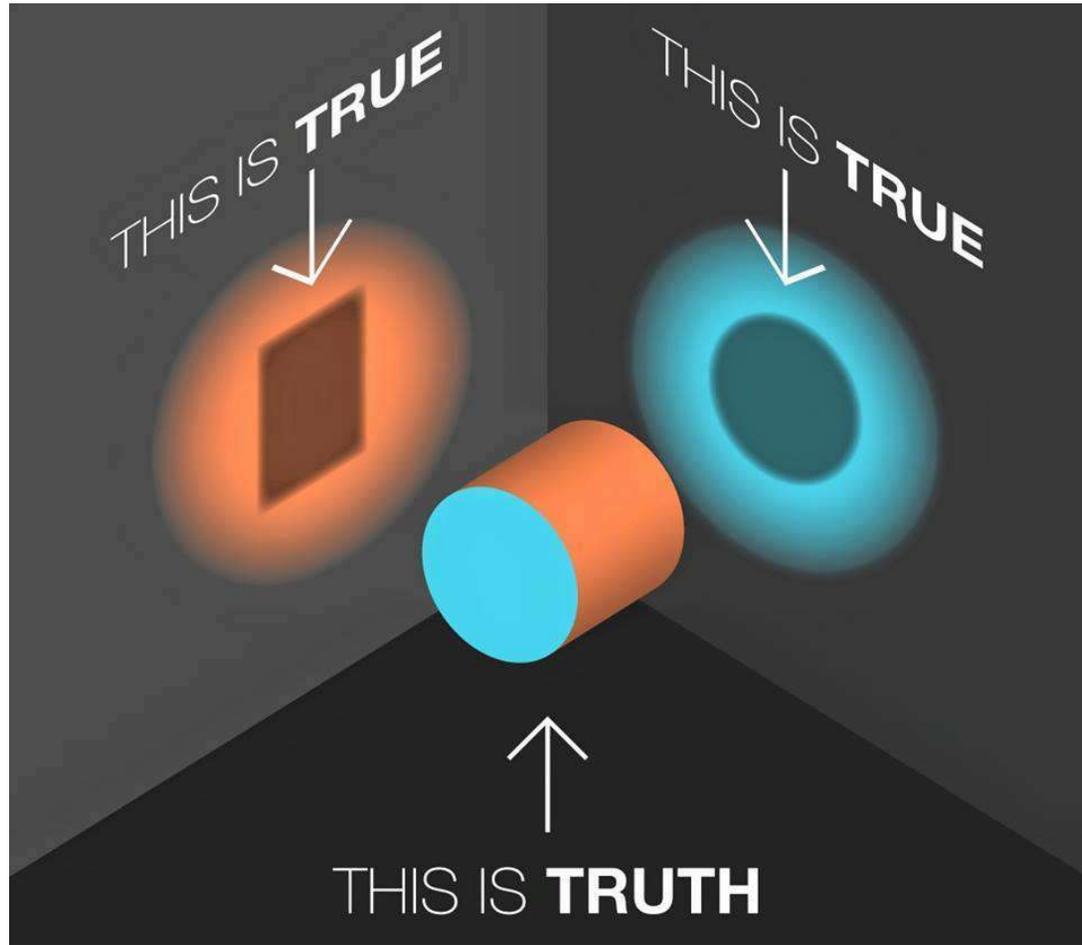
# Consciously

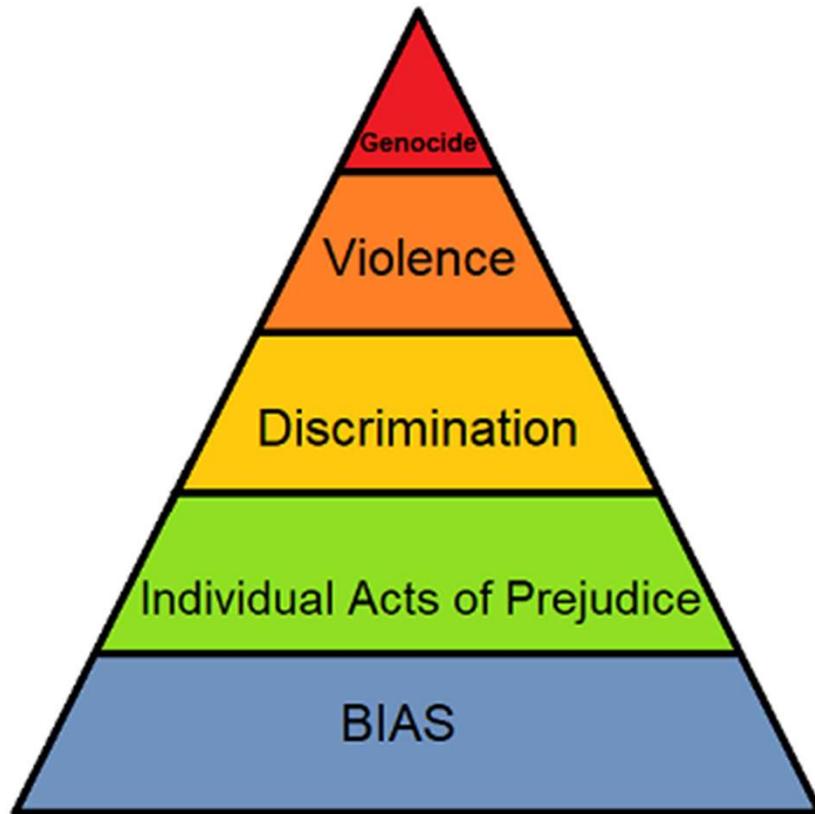
Unconsciously





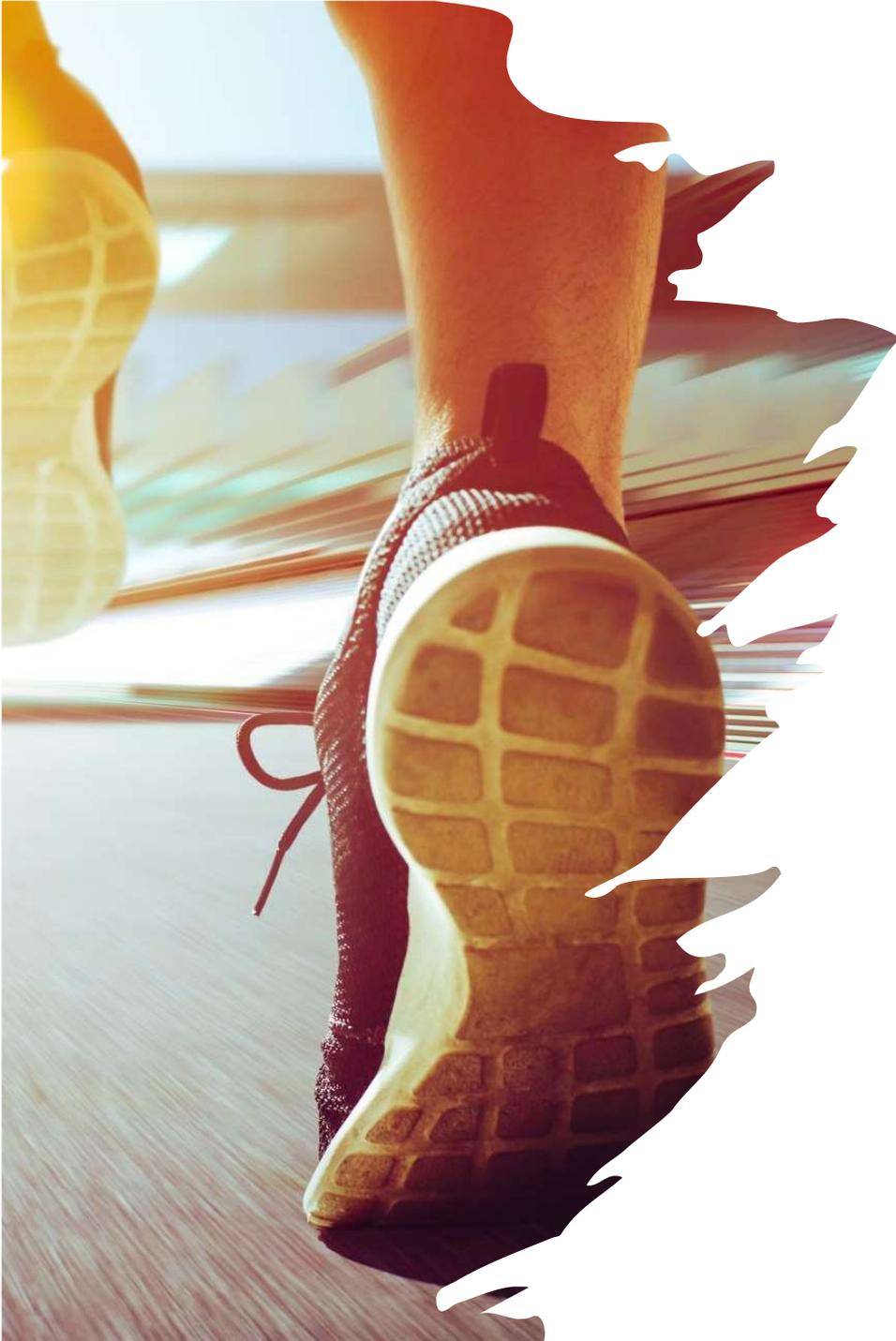
Unconscious  
Perception!





Bias / Prejudice /  
Discrimination

- Prejudice is judging someone or a group of people before knowing them
- Discrimination is acting on bias and prejudice to include or exclude them
- ISMs – racism, sexism...
- ISMs cause PTSD (Williams, 2013)



# How will you do it?

- Roleplay exercise where you have a client/subordinate/customer who has a different idea about what an appointment time really means.

# Layers of Racism

- Race as a social construction: Race is a socially constructed category that society invents, manipulates, or retires when convenient.
- Differential radicalization: Groups are radicalized in different ways, at different times, to benefit the majority group.



Photo # NH 52960 "The Sacred Twenty", first Navy nurses, appointed in 1908

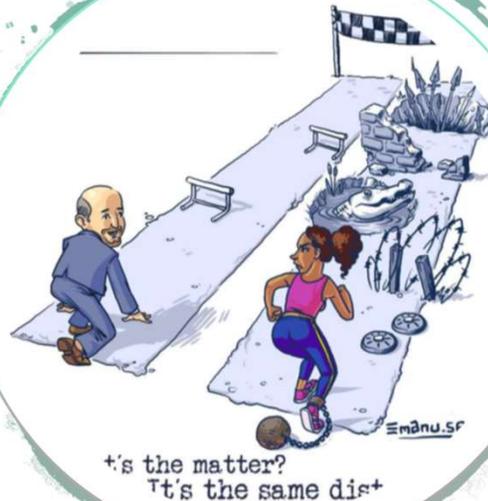


# STEREOTYPES

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[VIDEO](#)

## Levels of ISMs



- Overt ISMs
- Endemic ISMs: Racism is a pervasive, everyday occurrence.
  - Embedded/institutionalized
  - Invisible to dominant culture
- Implicit Biases (Covert ISMs)
  - What is the name on your resume?

IMPLICIT  
BIASES

WHAT IS NOT  
CULTURAL  
COMPETENCY

Something you can  
learn in a class

Something someone  
can teach you

A checklist of dos &  
don'ts

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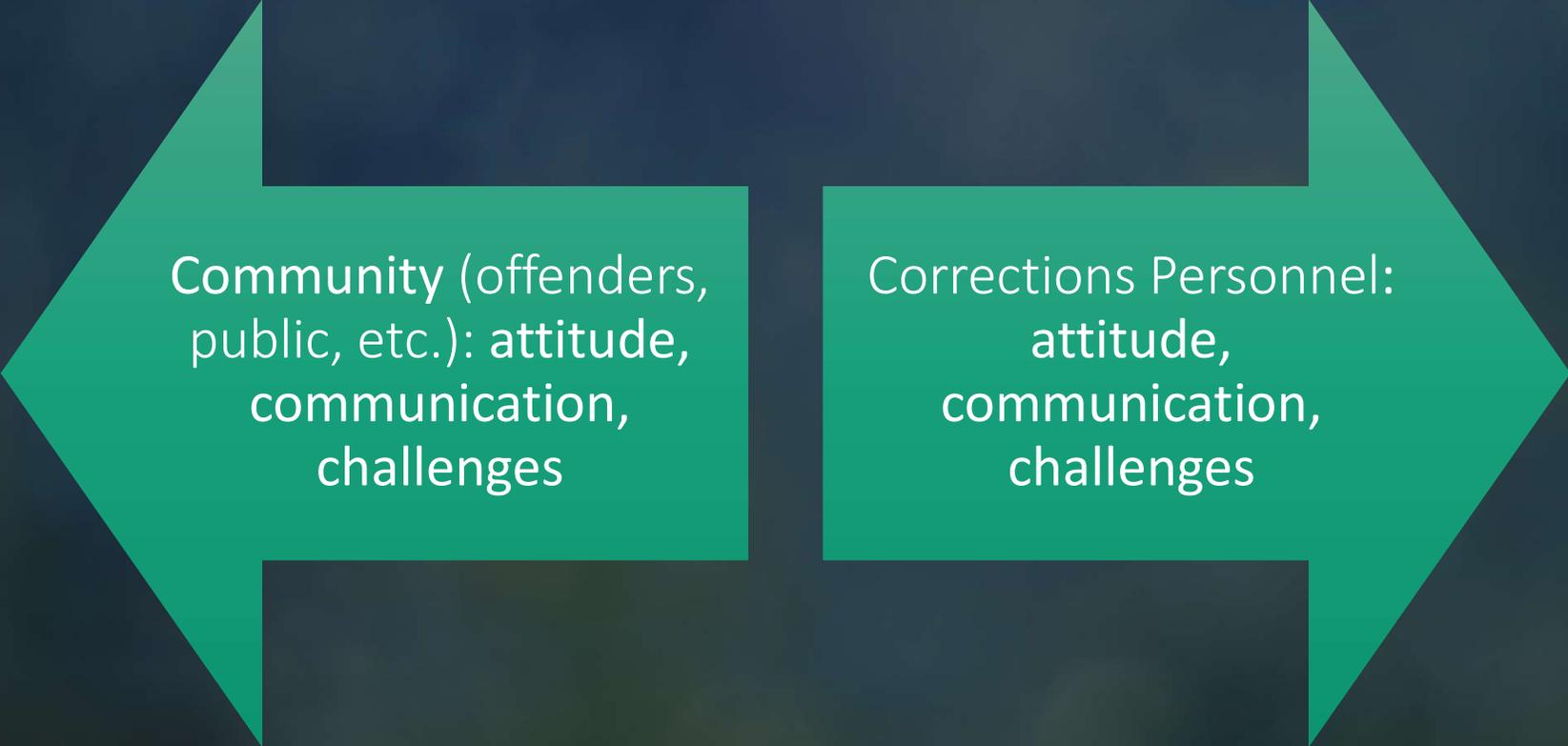


## Learning Objective 4:

- **To interact effectively with a diverse workforce and clientele.**

Culture May Influence...

The community and corrections



Community (offenders,  
public, etc.): attitude,  
communication,  
challenges

Corrections Personnel:  
attitude,  
communication,  
challenges



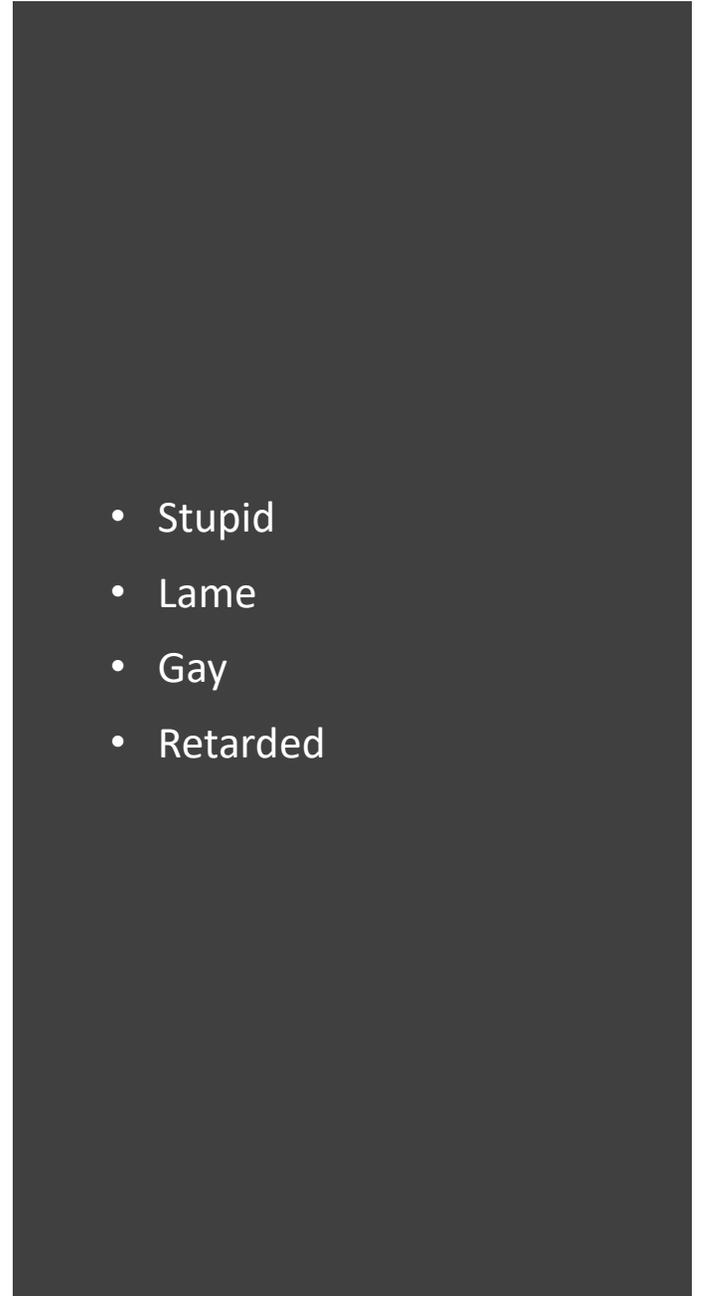
People are more than their culture, ethnicity,  
disability or sexual orientation.



# Social media



- Stupid
- Lame
- Gay
- Retarded



# Communication game

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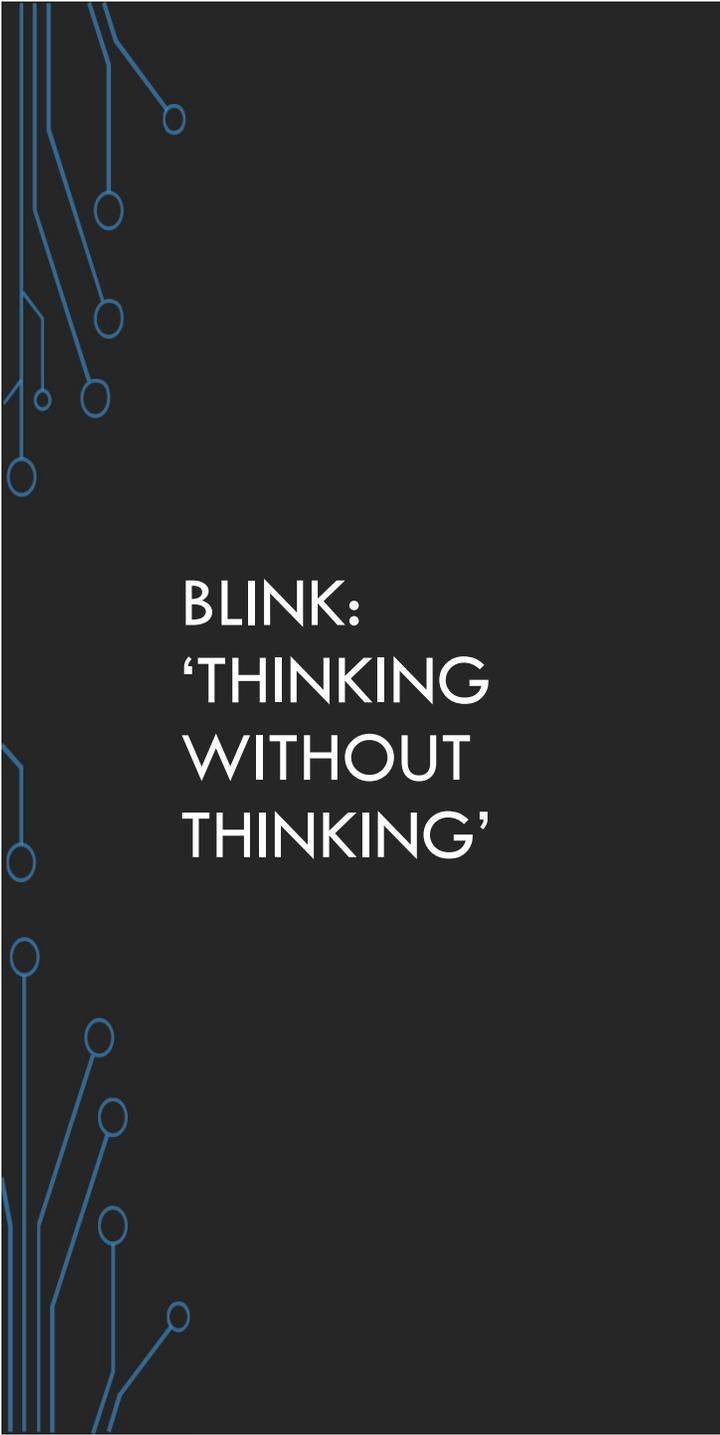
## Narratives & Perceptions...

- Important to understand what we may believe and what the dominant culture believes...
- What is privilege?
- ISMs
  - Age
  - Disability
  - Ethnicity/Race
  - Sexual orientation
  - Sexual identity

# What would you do?

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What if some of these situations occurred?



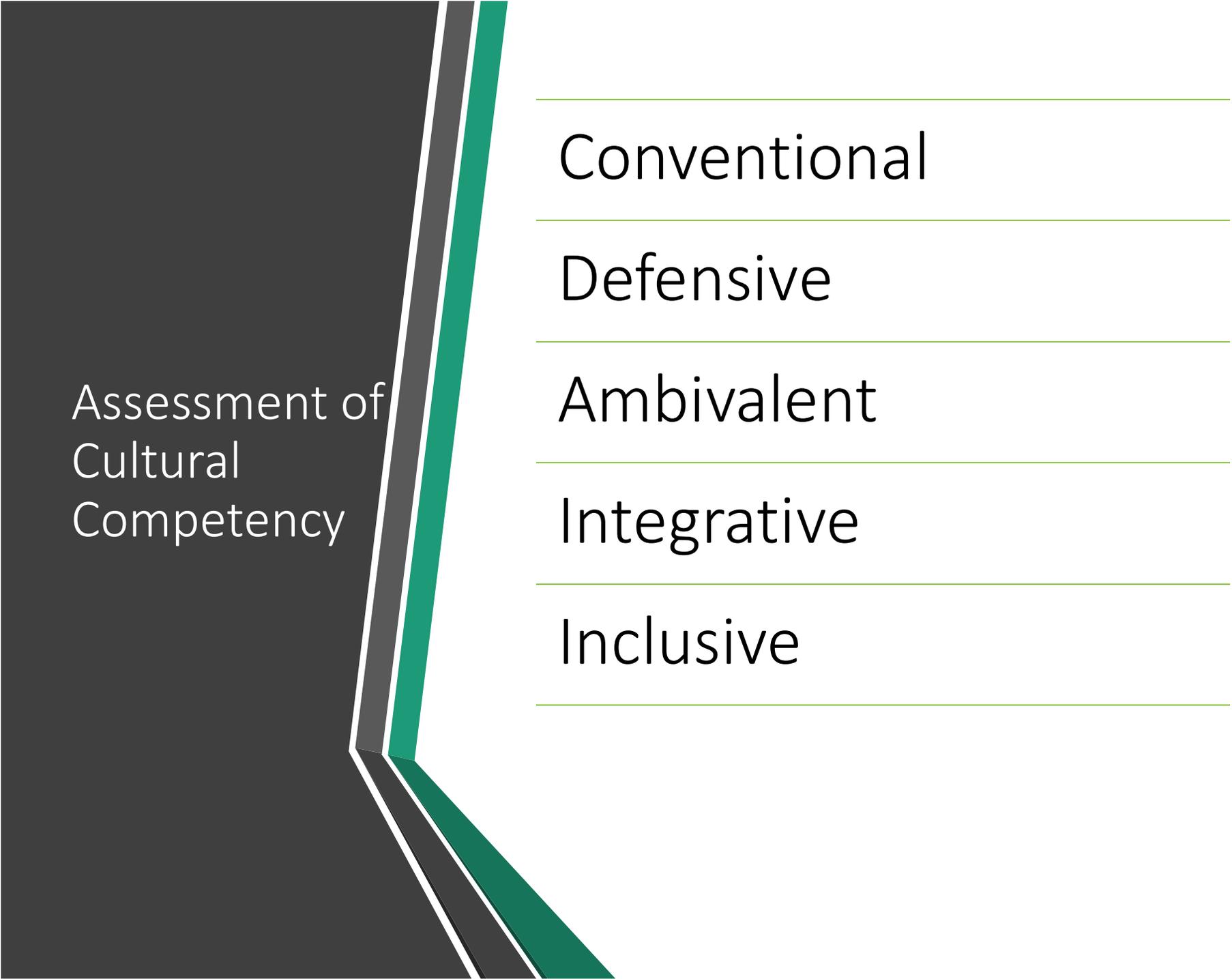
BLINK:  
'THINKING  
WITHOUT  
THINKING'

- Malcolm Gladwell wrote a book about this very human phenomenon. We take shortcuts once we have had an experience, assuming we are going to have the same experience again.



## Managing the need for control

We are all in the same boat  
– we are not in competing  
boats.



Assessment of  
Cultural  
Competency

Conventional

Defensive

Ambivalent

Integrative

Inclusive

# Resources

- Improving Cultural Competence- National Institute of Corrections  
NIC website
- Building Community Trust: Improving Cross-Cultural Communication in the Criminal Justice System- National Institute of Corrections NIC website
- Understanding The World's Cultures by Craig Storti
- The New Jim Crow: Mass Incarceration in the Age of Colorblindness by Michelle Alexander
- The Cultural Awareness Journal: For Those New to Cultural Awareness and Those Already on the Journey. by Dr. Angela Jackson