



Guidelines for
INTERCULTURAL
TRAININGS
in Forensic Settings



Introduction

What are guidelines?

Guidelines set criteria for content, methods, and basic conditions for intercultural training programs in general. Thus, guidelines differ from training programs as they do not specify the exact target group, training-procedure, and applied measures.

What are guidelines for?

The main aim of these guidelines is to raise awareness about the importance of intercultural competence in forensic settings. The guidelines are a framework of intercultural trainings that are applied in forensic context. Thus, the guidelines function as quality management for such training measures.

For whom are these guidelines?

The guidelines focus on providers and attendees of training and education measures in forensic settings. They provide clear guidance for politicians, practitioners, and scientists on what is important about intercultural competence in forensic settings.

How to define culture?

The term culture was defined following Berry and colleagues (2011):

Culture is the shared way of life of a group of people. Culture can refer to different diversity characteristics, such as gender, origin, religion, sexual orientation, or social class.

What does intercultural competence mean in forensic settings?

The definition is based on the concept of intercultural competence by Sue and Sue (2013):

Intercultural competence is about creating optimal conditions for each delinquent person 's resocialization as well as for public safety. This requires extensive knowledge of different cultural contexts, a professional attitude towards cultural differences and stereotypes, as well as specific skills.

The Guidelines

The guidelines can be divided into:

- Learning goals
- Content
- Methods
- Basic conditions

Intercultural trainings in forensic settings should take these guidelines into account in order to be scientifically sound and practice-oriented.

Not all aspects have been formulated as obligatory points. Some points are added (*in italics*) as optional supplements to the obligatory guidelines.



LEARNING GOALS

Learning goals are the desired outcome of intercultural trainings. They describe what constitutes interculturally competent actions in psychological and social work with people who offended.

For a successful transfer to practice, the learning goals combine the necessary knowledge with an interculturally aware attitude and the corresponding skills.

The overall goal is to stimulate continuous development of intercultural competences among participants.

- **Constant development of intercultural competence.**
- Insight and respect for **cultural embeddedness** of the self and others. Ability to reflect patterns of thinking and behaving while taking cultural socialization into account.
- Profound knowledge about **stereotypes** and **discrimination**. Constant reflection on one's own prejudices.
- Knowledge about **language barriers**. Ability to build up trust and provide fair assessment.
- Awareness about challenges that are posed by **migration** and **acculturation**. Ability to relate individual behavior to these challenges.
- Knowledge of culturally shaped **family-systems, role expectations**, and **concepts of upbringing**. Use of this knowledge in assessment, counselling, and treatment.
- Differentiated understanding of **religiosity, fundamentalism**, and **violent extremism**. Ability to recognize developments of radicalization and to initiate suitable interventions.
- Ability to recognize **post-traumatic stress** and to react adequately according to a profound knowledge about available offers of assistance and support.

CONTENTS

Contents summarize what should be taught in intercultural trainings. First, this concerns **knowledge** about various culturally shaped aspects of human experience and behavior as well as central topics of intercultural encounter. Second, intercultural training should encourage participants to reflect on their own **attitudes**. Third, specific **skills** should be developed that enable effective and fair action in daily work.

KNOWLEDGE

GENERAL

- Definition and meaning of intercultural competence in forensic settings
- Several definitions of culture and multiplicity of diversity characteristics
- (Institutional) barriers for people who offended with a migration background (especially with limited knowledge of language)
- Possible obstacles in intercultural diagnostics

MIGRATION

- Reasons for migration and migration histories
- Psychological phases of migration
- Social risk factors in the context of migration (e.g., termination of social contact)
- *Previous experiences and uncertainties in contact with state institutions*
- *Asylum law and right of residence*

LANGUAGE AND COMMUNICATION

- Emotional, interactional, and diagnostic aspects of language barriers and the use of interpreters
- Culturally-related differences in (non-verbal) communication rules (e.g., shaking hands)
- Culturally-related differences in communication (e.g., metaphorical language)
- *Possible ways of non-verbal communication with given language barriers*

TRAUMA

- Definition of trauma and post-traumatic stress disorder

ACCULTURATION

- Different strategies of acculturation
- Meaning of social and ethnic identity
- Interpersonal and intrapersonal conflicts of value
- Dynamics between groups (e.g., enhancement of one's own group and devaluation of others)
- *Conditions for the development of acculturation stress*

DISCRIMINATION

- Different forms of discrimination and their frequency among different groups of people who migrated
- (Psychological) effects of discrimination
- Emergence, function and reduction of prejudices
- Effects of stereotypes on the diagnostic decision-making process
- Impact of discrimination in the penal-institutional context
- *Microaggression (e.g., verbal devaluations) and the significance of everyday language*

FAMILY AND COMMUNITY

- Individualistic vs. collectivistic family structures and the importance of family
- Culturally shaped concepts of upbringing
- *Role of the community in conflict situations (e.g., mediator)*
- *Importance of the community for individual behavior*

ROLE EXPECTATIONS

- Importance of hierarchy, respect, and appreciation in collectivistic societies
- Gender differences in society as well as related developmental trajectories and role expectations
- Different aspects of traditional concepts of honor (e.g., seref and namus)
- Culturally determined taboos (e.g., in the context of sexuality)
- *Historical context of traditional concepts of honor*

RELIGION

- Differentiation of religiosity, fundamentalism and violent extremism
- Explanatory approaches to the emergence of radicalization
- Warnings for extremist attitudes
- *Basic knowledge about different religions*
- *Role of religion in human development*
- *Importance of religion in the diaspora*
- *Ways to assess religiosity*

ATTITUDES

- Sense of the self as part of a cultural system with specific values and norms
- Recognition and reflection of one's own stereotypes and prejudices
- Awareness of one's own tolerance of ambiguity, i.e. to what extent one is able or willing to understand other attitudes or to take them into account in one's work
- Respect for culturally shaped values, ideas, and ways of life
- Openness and curiosity towards culturally different ideas and ways of life
- Awareness of the limits to the influenceability of cultural and religious values
- Willingness to understand attitudes and behavior against the background of socialization
- Awareness of one's own uncertainties in contact with "foreign" ways of life
- Awareness of the impact of discrimination
- Sensitivity to culture-related differences – without exclusive fixation on culture

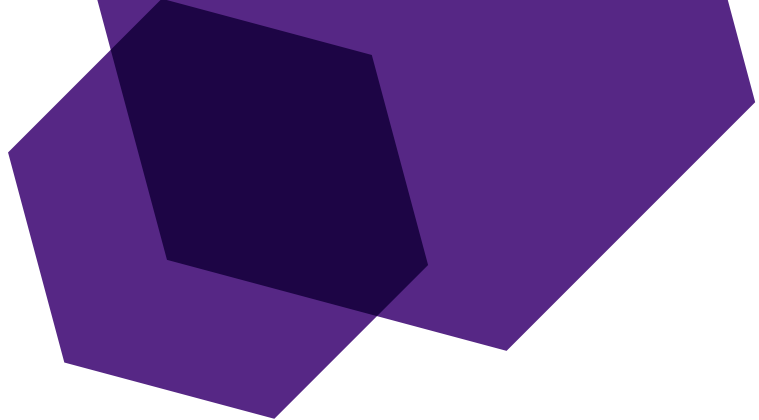
SKILLS

- Being able to assess the importance of cultural imprinting and identification
- Being able to deal with language barriers and obstacles in communication
- Knowing native language-, culture-, or faith-specific services for people who offended
- Respectful communication and appreciative interaction in intercultural contexts
- Active inclusion of social others in the work with people who offended
- Being able to build trust despite language barriers or cultural differences
- Being able to recognize stress caused by traumatic experiences and being able to respond appropriately
- Being able to recognize radicalization and being able to react appropriately
- *Being able to deal with uncertainty or insecurity in intercultural contexts*
- *Reflective use of standardized testing procedures among people with a migration background*
- *Flexibility in using exploration methods*

METHODS

Methods summarize how the contents of intercultural trainings should be taught. The aim is not only to provide knowledge, but to enable an in-depth study of central aspects. Therefore, intercultural training in forensic settings is characterized by a variety of didactic methods. By stimulating a continuous development of intercultural competencies, the transfer into practice can succeed.

- Case studies
- Change of perspective (e.g., to understand culturally different ways of life)
- Reflection exercises (e.g., on own cultural values, prejudices)
- Exchange of experiences
- Supervision
- Lectures on specific topics*
- Role plays (e.g., to practice skills)*
- Self-awareness (e.g., of own experiences of discrimination)*
- Group work*
- Relevant literature*



GENERAL CONDITIONS

Intercultural training needs to be implemented as a stable component in education and training of forensic practitioners in order to successfully contribute to culturally sensitive assessment and treatment.

- Intercultural training should be mandatory in education and training of individuals working with people who offended
- Intercultural trainings should take place over several dates or days
- Intercultural training should encourage/provide further training
- Participants of the intercultural trainings are composed interdisciplinary from different professional groups and areas
- Lecturers should have qualification in intercultural competence
- Lecturers should have qualification in working with people who offended
- *Participants should be able to evaluate the training*

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