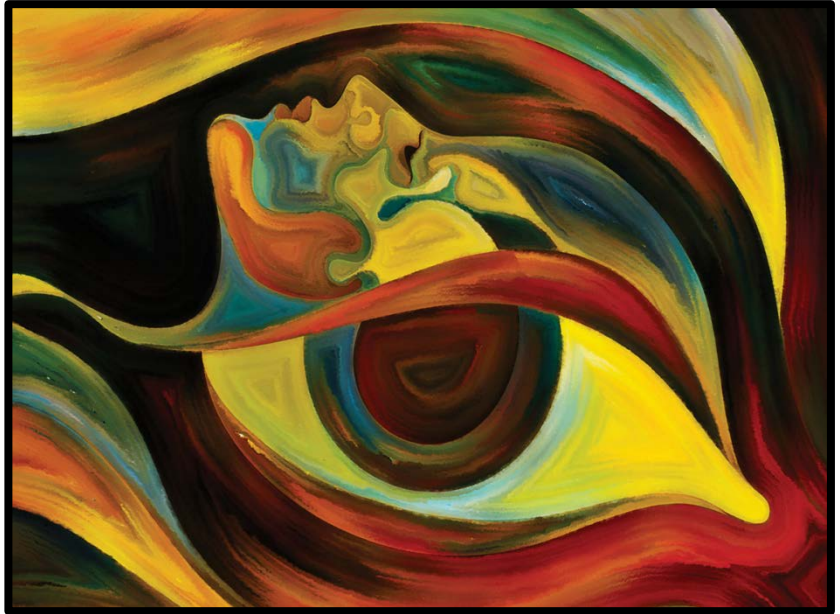


JUVENILE PROBATION | SUPERVISION OFFICER BASIC COURSE
Cultural Equity



PARTICIPANT GUIDE

Juvenile Justice Training Academy

Texas Juvenile Justice Department

11209 Metric Blvd • Building H

Austin, Texas 78758

P 512.490.7913

W www.tjjd.texas.gov

E juvenilejusticetrainingacademy@tjjd.texas.gov



JUVENILE PROBATION | SUPERVISION OFFICER BASIC COURSE

CULTURAL EQUITY

September 1, 2017

Developed by the Juvenile Justice Training Academy
Texas Juvenile Justice Department
11209 Metric Blvd | Building H
Austin, Texas 78758
Phone: 512-490-7600 | Fax: 512-490-7601

TABLE OF CONTENTS

INTRODUCTION..... 5

SECTION I: DEFINING CULTURE 5

SECTION II: ANALYZING THE IMPACT 7

SECTION III: CULTIVATING EQUITY 10

FINAL THOUGHTS 17

This page intentionally left blank.

INTRODUCTION

This course provides an overview of culture, its impact, and the strategies necessary for cultivating a professional culture centered on cultural equity.

PERFORMANCE OBJECTIVES

1. Describe how cultural identity is formed.
 2. Explain the impact of culture.
 3. Apply strategies for fostering cultural equity in a professional setting.
-
-
-

SECTION I: DEFINING CULTURE

Culture

- Shapes our view
- Guides interactions with others
- Influences thoughts, opinions, feelings
- Consists of multiple identifiers

Subcultures

- Smaller group within larger culture
- Beliefs vary from larger culture
 - agree with some larger culture beliefs but oppose others
 - feel stronger about some beliefs than larger group
 - share common belief different than larger group
- Numerous

CULTURE

The social heritage, or traditions of a group, including all learned and shared, conscious or unconscious, beliefs, knowledge, standards,

ACTIVITY: CONNECTIONS

Instructions: Take a moment to list all the subcultures you belong to. Then, partner with someone you don't know, share your lists, and circle any commonalities. We will discuss the activity as a large group.

Cultural Identity

- Stage one | Unexamined Ethnic Identity
 - No personal identity
 - Parents and media determine beliefs
- Stage two | Ethnic Identity Search
 - Actively search for personal ethnicity
 - Question beliefs and explore culture
- Stage three | Ethnic identity Achievement
 - Confidently accepted and internalized identity
 - Determines worldview; dictates stereotypes and biases

NOTES

SECTION II: ANALYZING THE IMPACT

Areas Impacted

- Perceptions
- Behaviors
- Communication
- Personalities
- Health care
- Business practices

Benefits

- Group or personal identity
- Character building
- Sense of belonging
- Sense of security
- Sets boundaries
- Values and morals

Challenges

- Stereotypes
- Biases
- Assumptions
- Prejudice
- Discrimination

ACTIVITY: DO YOU KNOW THE DIFFERENCE?

Instructions: Working individually, write the definitions of the terms in the space provided. Be prepared to share your response.

1. Stereotypes _____
2. Assumptions _____
3. Bias _____
4. Prejudice _____
5. Discrimination _____

- Stereotypes
 - Information used to understand other cultures
 - May be true or not true
 - Formed early and influenced by family, media

- Biases
 - Labels placed on people or groups, good or bad
 - Often no justification
 - Conscious and Unconscious

- Assumptions
 - Information accepted as truth with no proof
 - Imposed on events, ideas, person, or group
 - Fail to consider people as individuals

- Prejudices
 - Ill feelings toward groups, based on falsehoods
 - Lack of respect
 - Fail to value opinions of the particular group

- Discrimination
 - Denying rights to group because of specific characteristics
 - Mistreatment
 - Racism, sexism are common forms

“Your assumptions are your windows on the world. Scrub them off every once in a while, or the light won’t come in.”

-Isaac Asimov

Additional Hurdles

- Disparities
 - Inconsistencies
 - Over-or-under representation of particular group
 - Race most prevalent category

- Miscommunication
 - Different life perspectives
 - Language barriers
 - Non-verbal nuances

- Misunderstandings
 - Viewing other practices as strange
 - Fearing what is not understood
 - Tension and conflict

- Media Control
 - Information overload
 - 24 hour news cycles
 - Images and stories, true or not

“The media’s the most powerful entity on earth. They have the power to make the innocent guilty and to make the guilty innocent, and that’s power. Because they control the minds of the masses.”

-Malcolm X

Impact on the Workplace

- Benefits of culture
 - Increases productivity and effectiveness
 - See things from a new angle
 - Creativity, new ideas, out of box thinking
 - Learning opportunities
 - Professional conflict resolution
 - Respect for different opinions
- Challenges of culture
 - Delays on projects
 - Failure to support coworkers
 - Lack of communication
 - Lack of understanding
 - Safety issues
 - Disparities

NOTES

SECTION III: CULTIVATING EQUITY

Cultural Perspectives

- Cultural Diversity
 - Recognize differences in others
 - Accept others as they are
- Cultural Competence
 - Agency specific
 - Work together with others

- Cultural Humility
 - Expert of own culture
 - Ask questions

- Cultural Equity
 - Individual needs
 - Equitable decisions

**EQUAL VERSUS
EQUITABLE**

Equal ⇨ Receiving the same thing.

Equitable ⇨ Receiving what's needed to be successful.

Creating a Professional Culture

- Adhere to local policy and procedure
- Maintain courteous, cooperative attitude with colleagues
- Treat all juveniles with concern, empathy, respect, and fairness

Strategies to Overcome Cultural Challenges

- Increase personal growth
 - Examine how personal culture shaped
 - Identity how culture influences interactions
 - Make connections with others in check
 - Ask questions
- Keep biases in check
 - Acknowledge biases exist
 - Avoid preconceived notions
 - Reject negative images as truth
 - Recognize disparities others face

4. I look at my own attitudes, behaviors, and language to determine how each may be contributing to prejudice in society.

| _____ | _____ |
Never Sometimes Always

5. I demonstrate my commitment to promoting cultural equity by candidly discussing racism or other forms of prejudice as well as welcoming feedback if my behavior is considered culturally insensitive or offensive to others.

| _____ | _____ |
Never Sometimes Always

6. I am comfortable interacting equally with people of a different race, age, religion, gender, socioeconomic class, or physical ability and can provide them with constructive feedback if necessary.

| _____ | _____ |
Never Sometimes Always

7. When other people use biased language or exhibit biased behavior I am comfortable speaking up and asking them to refrain.

| _____ | _____ |
Never Sometimes Always

8. When other people use biased language and behavior I feel comfortable asking them to stop.

| _____ | _____ |
Never Sometimes Always

9. I engage in activities that promote cultural equity.

| _____ | _____ |
Never Sometimes Always

10. I work to increase my awareness of biased content in television programs, advertising, and social media.

| _____ | _____ |
Never Sometimes Always

Areas in need of improvement

Goals

- Build relationships of trust
 - Allow everyone clean slate
 - Navigate differences courteously
 - Minimize false conclusions
 - Be mindful of others' cultures
- Address others' resistance to change
 - Role model culturally equitable behavior
 - Respectfully ask person to refrain from unfair treatment
 - Follow local policy for filing report

ACTIVITY: WHAT DO YOU DO?

Instructions: As a group, decide what you would do in the scenario using the strategies just discussed, and record your answers in the space provided. When all are finished, we will discuss them as a large group.

Scenario 1 | A Caucasian coworker, who just adopted a 6 year old African American girl, is having trouble maintaining her daughter’s hair. The coworker is not sure what kind of products to use and she asks you, an African American, about recommendations. You are not sure you want to divulge the information as your hair is a very important part of your culture.

Scenario 2 | You attend a training with fifteen people from across the state. Upon completion of the week-long training, you approach a woman to say goodbye. The woman holds out her hand to shake yours, but instead you say, “Oh, in my family we don’t handshake, we give hugs” and you proceed to hug her. The woman tells you in her family they do not show any signs of affection.

Scenario 3 | You are a Caucasian JSO talking to a 16-year-old Latina juvenile in the mod during leisure time. She suddenly looks at you with surprise in her eyes and says, “What did you just call me?” You don’t know what she is talking about and ask her what she heard. The girl responds with “You just called me a wetback,” a derogatory term in the Latin community. Though you did not say it, you are uncomfortable because the girl is now upset and yelling about you being racist.

Scenario 4 | You are having a conversation with an African American male juvenile in your office. He tells you he has been feeling depressed lately, but can't figure out the reason why. You, also an African American, do not believe black people should go to therapy and talk about their feelings, but the juvenile tells you he really just needs someone to talk to.

Scenario 5 | You and a coworker are assigned to work in mod 5. On your way to the mod, you sense something is wrong with your coworker. When asked about it, your coworker tells you he is not comfortable working with one of the juveniles on the mod because he is a sex offender. He tells you all these "pervs" in detention for sex crimes should do everyone a favor and off themselves. You remain silent, wondering if what your coworker said could be true.

Scenario 6 | .While working in the security unit, a Muslim American girl yells obscenities and makes comments about her rights being violated. Though you and your coworker initially ignore her, your coworker eventually becomes frustrated with the yelling. When the juvenile yells again that being in security violates her rights, your coworker asks what part of her religion told her it was okay to rob people? She also tells the girl her rights don't matter, especially since she is locked up. You watch this interchange and realize you do not disagree with your coworker.

Scenario 7 | You are assigned to search juveniles as they return from their vocational program. One of the juveniles assigned to the vocational group is a transgender male, which you are expected to search. You believe being transgender is a choice and do not agree with calling this juvenile a male. You are very uncomfortable and do not want to search him upon his return.

Scenario 8 | On Sunday, you inform all juveniles in your assigned mod to line up for church service. A Hispanic juvenile tells you he does not want to go to church and would like to do an alternate activity. You tell him he should want to attend church because isn't that what all good Catholic people do?

NOTES

FINAL THOUGHTS

- Culture helps define our identity and shape our thoughts and behaviors.
- Culture impacts us with benefits and challenges.
- To eliminate unfair treatment and disparities, we must use various strategies centered on cultivating cultural equity.
- We must recognize biases and make decisions based on needs and not culture.