

# CULTURAL SENSITIVITY WORKING WITH JUVENILE SEX OFFENDERS AND THEIR FAMILIES

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# LEARNING OBJECTIVES

At the end of the training, you will be able to...

- identify the various ecological systems in which clients, their families, and ourselves develop, exist, and function.
- Be able to describe the three multicultural competencies developed by Sue and Sue.
- Be able to identify how to apply the above concepts to specific cases.

# MULTICULTURAL SENSITIVITY: BEARING WITNESS

- **Why is it needed?**
  - Importance of the therapeutic relationship (e.g., Sommers-Flanagan, 2015)
  - Group cohesion  
(e.g., Robak, Kangos, Chiffriller, & Griffin, 2013)
  - Including when working with sex offenders (e.g., Serran & Marshall, 2010)
- **How do we get there?**

# WHAT DO YOU BRING TO THE ROOM? WHAT DO YOU REPRESENT?

- European ethnocentrism
- White supremacy
- Patriarchy
- Heterosexism, homophobia, transphobia, etc.
- Sexism
- Individual and institutional systems of power and oppression

# FRAMEWORKS

- **Ecological Model of Development**

(Bronfenbrenner, 1977; Bronfenbrenner & Morris, 1998, 2006)

- Individual, family, community, society, generation.

- **Multicultural Competencies**

(Sue and Sue, 2015)

- Awareness, Knowledge, Skills

# **AWARENESS**

(SUE & SUE, 2015)

“I get it. I don’t get it”

“You got it!”

(South Park)

- Awareness of what?
  - Individual, family, community, society, generation

# **THERAPIST STYLE – WHAT WORKS WITH SEX OFFENDERS**

- Empathic, warm, rewarding, directive/reflective
- Use supportive, non-confrontational, challenging
- Supportive and encouraging therapists are more engaging
- Emphasize emotional expression and validate it
- Use appropriate self-disclosure, especially around process
- Use an overall positive and motivational approach

# BEARING WITNESS REQUIRES

- Significant introspection
- Understanding of the effect of various systems of oppression
- Understanding how we perpetuate and duplicate them
- Commitment to ameliorate and eliminate these systems

- Non-defensive stance with clients
- Willingness to explore the clinical, cultural, and systemic
- Transference and Countertransference
- Cultural Countertransference is often:

# **KNOWLEDGE**

(SUE & SUE, 2015)

- Knowledge of what?
  - Individual, family, community, society, generation

# UNDERSTANDING FAMILIES

- Gender roles
- Familismo
- Personalismo
- Fatalismo
- Socio-economic issues
- Supports
- Relational and sexual attitudes/values
- Matriarchal households
- Changes due to immigration
- Attitudes/beliefs about homosexuality
- Attitudes/beliefs about sexual aggression/offenses

# **SKILLS**

(SUE & SUE, 2015)

- **Adolescent assessment of sexual risk:**
  - J-SOAP-II
- **More research is needed**

# TREATMENT GUIDELINES

- Treatment approaches need to be flexible
- Anticipate the impact of your style; be introspective
- Acknowledge and address differences
- Cultural, treatment, or systemic issue
- Be open to what your client needs

# KEEP AN EYE OUT FOR:

- Microaggressions, microinvalidations, and microinsults
- Microaggressions often go unaddressed
- Addressing microaggressions in treatment
- Support coping with discrimination, both due to cultural and/or offender status

# WHEN IN DOUBT

- **Ask questions from:**
  - Client/Family
  - Colleagues
  - Professional resources (people/literature)
  - Governmental agencies (e.g., embassies or consulates)
  - International organizations (e.g., U.N.)

# **CONCLUSIONS**

THANK YOU  
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