



## Interpersonal Communication and Psychological Safety in the Rehabilitation of Women Prisoners

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**Abstract:** Women prisoners face psychosocial vulnerabilities, including trauma, stigma, emotional support needs, and histories of substance misuse, making sensitive interpersonal communication essential to rehabilitation. However, previous studies of correctional communication have largely focused on communication patterns, strategies, and barriers, with limited attention to the psychological mechanisms explaining prisoners' willingness to communicate openly. This study aims to examine how correctional officers' interpersonal communication contributes to psychological safety and supports the personality development and social reintegration of women prisoners. A narrative-integrative literature review was conducted using publications from 2020 to 2026 obtained from national journal portals, scientific databases, publisher websites, institutional repositories, and official regulatory sources. The analysis employed eleven dimensions of interpersonal communication and psychological safety as a thematic analytical framework. The findings indicate that empathetic, open, supportive, positive, consistent, and egalitarian communication strengthens trust and engagement. Psychological safety facilitates prisoners' willingness to acknowledge mistakes, raise difficult issues, express disagreement, seek assistance, and participate in rehabilitation. The study's novelty lies in proposing psychological safety as a conceptual mechanism linking interpersonal communication with rehabilitation engagement, personality development, and readiness for social reintegration, while integrating gender-responsive and trauma-informed perspectives.

**Keywords:** interpersonal communication, psychological safety, women prisoners, corrections.

## INTRODUCTION

Indonesia's correctional system positions guidance (*pembinaan*) as part of social reintegration, not merely retribution. Law Number 22 of 2022 affirms that correctional functions include service, guidance, community mentoring, care, security, and observation,

upholding the respect, protection, and fulfillment of human rights (Republik Indonesia, 2022). The success of guidance is therefore determined not only by formal programs, but also by the quality of everyday relations between officers and inmates.

Interpersonal communication is a fundamental element of this relationship, a relational process shaped by message choice, delivery style, listening, emotion, conflict, and interpersonal power (DeVito, 2022). Communication within a correctional environment does not merely convey rules and schedules, but also builds understanding, influences attitudes, provides motivation, and helps inmates make sense of their experience during the guidance process. Officers at the Class IIA Women's Correctional Institution in Pekanbaru use informative, persuasive, and instructive techniques (Destiana et al., 2020), while a more recent study found that empathy, persuasion, personal counseling, and motivational dialogue support behavioral reflection, social responsibility, and reintegration readiness (Nabila et al., 2025). However, the presence of communication is not identical to openness, since inmates may have a formal opportunity to speak yet choose silence when anticipating a judgmental, inconsistent, or harmful response. In women's prisons, unclear boundaries, inconsistent treatment, favoritism, and careless use of power instead increase feelings of unsafety (Crewe et al., 2023). This indicates that the effectiveness of communication must be assessed not only from the message and channel, but also from the recipient's psychological experience.

The concept of psychological safety explains this experience, namely a condition in which individuals feel safe enough to voice opinions, ask questions, admit mistakes, or ask for help without fear of embarrassment, blame, or negative social consequences (Edmondson & Bransby, 2023). This sense of safety is shaped by the quality of interpersonal relationships, the support received, and how individuals are treated within their social environment (O'Donovan & McAuliffe, 2020), and becomes crucial within hierarchical structures such as prisons because positional differences can suppress the courage to speak up (Grailey et al., 2021). Although developed mainly within organizational psychology, this principle of safety from interpersonal risk is relevant for understanding female inmates' openness toward officers during guidance. Psychological safety can be understood as inmates' confidence that they can raise concerns, admit mistakes, express opinions, or ask for help without fear of humiliation or being belittled; this does not mean freedom from rules or consequences, but rather that corrections and difficult conversations are still delivered consistently and with respect for the individual (Edmondson & Bransby, 2023).

This need becomes even more important for female inmates, who face diverse psychological issues during their sentence. Their mental health needs include the handling of substance-use problems, social support, empathy, counseling, mental disorders, and access to psychological services (Hidayati et al., 2023). Women with *substance use disorders* also require attention from the assessment stage through *reentry* into society (Staton et al., 2023). In addition, social stigma can suppress emotional well-being and hinder the rehabilitation and reintegration process (Subroto & Witdodo, 2024). Traumatic experiences can also affect how female inmates interpret rules, power, closeness, and officers' responses while incarcerated (Pettus, 2023). Therefore, a *trauma-informed* approach needs to be realized through a supportive guidance culture and environment, not only through officer training (Auty et al., 2023). Officers' attitudes and use of authority can re-trigger traumatic experiences, while trust-based relationships can help inmates' coping process (Kelman et al., 2024a). Interaction time, a sense of being cared for, empathy, and understanding from officers are also important elements in the implementation of *trauma-informed care* (Kelman et al., 2024b).

The relationship between officers and inmates needs to maintain a balance between warmth and professional boundaries. Inconsistent, overly paternalistic relationships, or relationships with blurred boundaries can create ambiguity and a sense of unsafety (Crewe et al., 2023). Conversely, empathy, understanding, consistency, interaction time, and officer support can create a more *trauma-informed* environment (Kelman et al., 2024b; Kelman et al.,

2024c). Humanistic communication does not mean removing rules, but exercising authority consistently, predictably, and with respect for inmates' psychological condition. In line with this, personality development is directed toward changes in attitude, values, responsibility, adaptability, and readiness to return to society, with social reintegration as the ultimate goal of the correctional system (Republik Indonesia, 2022); however, limited facilities, budget, and human resources remain obstacles in the guidance of female narcotics inmates (Manuaba et al., 2025), which can restrict personal interaction, even though officers' attention, time, and consistency play an important role in building a sense of being cared for and trust (Kelman et al., 2024b).

In the Indonesian context, studies on correctional communication have mostly focused on patterns, strategies, and barriers to communication, while the psychological mechanisms explaining why certain communication encourages inmates' openness remain underexplored. A study of recidivists at Class I Correctional Institution Palembang used the dimensions of openness, empathy, supportiveness, positiveness, and equality, and found barriers in the form of limited personal interaction and trust (Setiawan & Rohayati, 2026), while an evaluation of guidance for female narcotics inmates in Kerobokan revealed constraints of facilities, budget, and human resources (Manuaba et al., 2025). This gap shows that Indonesian correctional-communication research has not yet extensively integrated the perspective of Communication Science with psychological mechanisms such as psychological safety, which so far has been studied mainly in the context of organizational psychology and healthcare services (O'Donovan & McAuliffe, 2020; Grailey et al., 2021; Edmondson & Bransby, 2023).

Based on this gap, the present study integrates the perspectives of Communication Science and Psychology to explain correctional officers' interpersonal-communication patterns in the personality development of female inmates through the lens of psychological safety. Its conceptual novelty lies in positioning psychological safety as the mechanism linking the quality of interpersonal communication with inmates' courage to be open, ask for help, raise difficult issues, admit mistakes, participate in guidance, and prepare for social reintegration. Good communication thus does not directly guarantee behavioral change, but can create a sense of safety that supports guidance that is more dialogical, reflective, and oriented toward social reintegration, as illustrated in the conceptual framework presented in the Method section (Figure 1). Based on the foregoing, this study aims to analyze correctional officers' interpersonal-communication patterns and their role in shaping female inmates' psychological safety during the personality-development process.

## **METHODS**

### **Study Design**

This study uses a narrative-integrative literature review to integrate the perspectives of Communication Science and Psychology in the guidance of female inmates. This design was chosen because the study aims to synthesize concepts and findings across disciplines into a single coherent conceptual framework, rather than to empirically test cause-and-effect relationships. The literature was limited to publications from 2020-2026 obtained through national journal portals, PubMed/PMC, scholarly publisher websites, university repositories, and official regulatory sources.

### **Instrument and Scope of the Literature Analysis**

To maintain the focus and consistency of the synthesis, the search and reading of the literature were bounded by a conceptual dimension framework that functions as an analysis instrument, rather than as a guideline for primary data collection. This framework was developed collaboratively from the perspectives of Communication Science and Psychology, comprising five dimensions of humanistic interpersonal communication, openness, empathy, supportiveness, positiveness, and equality (DeVito, 2022), and six dimensions of psychological

safety adapted from the organizational-psychology literature, tolerance for mistakes, willingness to raise difficult issues, acceptance of differences, interpersonal risk-taking, comfort asking for help, and appreciation of individual contribution (Edmondson & Bransby, 2023; O'Donovan & McAuliffe, 2020; Grailey et al., 2021). Each dimension is accompanied by verbal and nonverbal indicators commonly reported in the communication and organizational-psychology literature (Table 1 and Table 2), so that it could be used to *code* the relevant parts of each source, whether derived from interview-based or observational studies. This framework simultaneously defines the *scope of literature*: only sources that explicitly discuss one or more of these dimensions, whether in the context of officer-inmate relations, work teams, or healthcare services, were included in the synthesis. Dimensions that could originally be operationalized into interview and observation guides for field research were used in this study as a conceptual analysis instrument that guided the process of reading, categorizing, and synthesizing the literature; the potential for developing them into a primary data-collection instrument is discussed further in the Recommendations section.

**Table 1. Dimensions of Interpersonal Communication as a Literature Analysis Instrument**

| No | Dimension      | Indicators in the Literature (Verbal and Nonverbal)                                                                                                         |
|----|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | Openness       | Inmates dare to ask questions, express opinions, and share problems; officers use clear, non-intimidating language (DeVito, 2022).                          |
| 2  | Empathy        | Active listening, attentiveness, and understanding of inmates' condition, reflected among others through eye contact, facial expression, and open gestures. |
| 3  | Supportiveness | Descriptive, non-judgmental responses; officers provide motivation, appreciation, and solutions rather than mere instructions.                              |
| 4  | Positiveness   | A conducive and comfortable communication atmosphere; polite and persuasive language that respects inmates' presence.                                       |
| 5  | Equality       | Not dominating the conversation; respecting inmates' opinions and treating them equally despite differing characters or case types.                         |

Source: Authors' compilation, 2026.

**Table 2. Dimensions of Psychological Safety as a Literature Analysis Instrument**

| No | Dimension                               | Indicators in the Literature                                                                                                         |
|----|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| 1  | Tolerance for mistakes                  | Mistakes are responded to without judgment, so inmates are not afraid or anxious to admit them honestly (Edmondson & Bransby, 2023). |
| 2  | Willingness to raise difficult issues   | Sensitive complaints, including those concerning officers' performance, can be voiced without being deflected or avoided.            |
| 3  | Acceptance of differences               | Inmates with different backgrounds, characters, or case types are still treated and feel accepted as they are.                       |
| 4  | Interpersonal risk-taking               | Inmates dare to voice opinions or take initiative during guidance sessions without excessive fear of being blamed.                   |
| 5  | Comfort asking for help                 | Requests for help or questions are voiced openly without fear of being seen as incapable or bothersome.                              |
| 6  | Appreciation of individual contribution | Inmates' efforts and opinions receive appreciation; individuals are treated as persons, not merely as case labels.                   |

Source: Authors' compilation, 2026.

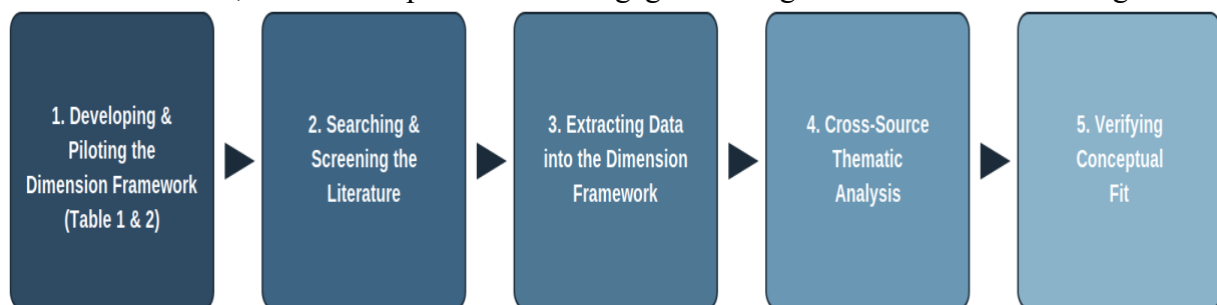
### Inclusion and Exclusion Criteria

The literature used includes scholarly articles, review articles, academic books, and official legal documents relevant to the dimensions of interpersonal communication and psychological safety in Table 1 and Table 2, as well as officer-inmate relations, trauma, stigma,

guidance, and the reintegration of female inmates. Publications that discussed only the physical security of correctional facilities without a relational aspect, that did not address the dimensions in the analysis framework, or that could not be verified were not used as primary references.

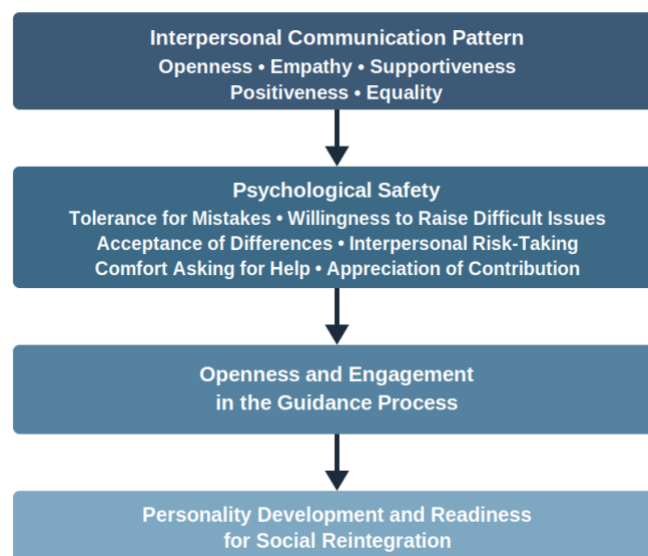
### Thematic Analysis Procedure

The analysis was carried out through a five-stage thematic synthesis (Figure 2): (1) developing and piloting the dimension framework as an analysis instrument (Table 1 and Table 2); (2) searching and screening the literature based on inclusion-exclusion criteria; (3) extracting data from each selected source and mapping it onto the dimension framework; (4) conducting a cross-source thematic analysis to identify patterns, gaps, and links among findings; and (5) verifying the fit between the findings and the study's conceptual framework. The literature findings were then grouped according to patterns of interpersonal communication, psychological safety, the psychological needs of female inmates, relational and structural barriers, and their implications for engagement in guidance and social reintegration.



**Figure 1. Stages of the Literature Synthesis Analysis Procedure.**

Based on the gaps and novelty outlined in the Introduction, this study develops a conceptual model that integrates interpersonal communication, psychological safety, openness/engagement in guidance, and personality development with readiness for social reintegration, as presented in the following framework



**Figure 2. Conceptual Model of Interpersonal Communication Based on Psychological Safety**

## RESULTS AND DISCUSSION

### Result

The results in this section are a literature synthesis structured around the dimension framework of interpersonal communication and psychological safety presented in the Method section (Table 1 and Table 2). Key sources meeting the inclusion criteria (Table 3) consistently

show that the quality of officer-inmate relations, the experience of safety from interpersonal risk, and sensitivity to trauma and gender are interrelated components in the guidance of female inmates. These findings encompass literature using in-depth interview methods (e.g., Destiana et al., 2020; Nabila et al., 2025; Setiawan & Rohayati, 2026; Kelman et al., 2024a, 2024b), observation/semi-ethnography (e.g., Crewe et al., 2023), and systematic reviews of many studies (Edmondson & Bransby, 2023; O'Donovan & McAuliffe, 2020; Grailey et al., 2021; de Castro Rodrigues et al., 2026); when mapped onto the dimension framework in Table 1 and Table 2, the interview and observational findings from this literature complement and reinforce the same patterns, thereby strengthening the cross-source linkages synthesized in this study.

**Table 3. Synthesis of Key Literature, 2020-2026**

| Source                       | Context/Method                                                                     | Main Findings and Relevance                                                                                                  |
|------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| Destiana et al. (2020)       | Qualitative; Class IIA Women's Correctional Institution, Pekanbaru                 | Guidance communication uses informative, persuasive, and instructive techniques.                                             |
| O'Donovan & McAuliffe (2020) | Systematic review, psychological safety                                            | Support, familiarity, inclusiveness, and status/hierarchy management enable psychological safety.                            |
| Grailey et al. (2021)        | Evidence synthesis, psychological safety                                           | Psychological safety supports information sharing, learning, and disclosure of mistakes.                                     |
| Edmondson & Bransby (2023)   | Review of 185 studies, psychological safety                                        | Psychological safety is a condition of reduced interpersonal risk, linked to learning, performance, and leadership.          |
| Hidayati et al. (2023)       | Scoping review of women's mental-health needs in prison                            | Main needs: support, empathy, substance-use treatment, therapy/counseling, mental-health services, access to care.           |
| Auty et al. (2023)           | Operationalization of trauma-informed practice in two women's prisons              | Trauma-informed practice requires cultural and practice change, not merely technical training.                               |
| Crewe et al. (2023)          | Semi-ethnography; women's prison                                                   | Inconsistency, blurred relational boundaries, and favoritism increase unsafety; consistency and compassion must go together. |
| Staton et al. (2023)         | Review of incarcerated women with substance use disorders                          | Specific needs across screening, treatment, and reentry; relevant to female narcotics inmates.                               |
| Kelman et al. (2024a)        | Qualitative; 50 women across three prisons                                         | Power dynamics and officer behavior can trigger trauma; trusted relationships help coping.                                   |
| Kelman et al. (2024b)        | Qualitative; 51 women across three prisons                                         | Time, care, empathy, and officer understanding are enablers of trauma-informed care.                                         |
| Subroto & Witdodo (2024)     | Qualitative; stigma of female inmates                                              | Stigma hinders emotional well-being, support, rehabilitation, and social reintegration.                                      |
| Manuaba et al. (2025)        | Qualitative; guidance of female narcotics inmates in Kerobokan                     | Programs constrained by facilities, budget, and human resources; structural barriers reduce interaction quality.             |
| Nabila et al. (2025)         | Qualitative; officer-inmate communication in Bandar Lampung                        | Empathy, persuasion, personal counseling, and motivational dialogue support reflection and reintegration.                    |
| Setiawan & Rohayati (2026)   | Qualitative; guidance of recidivists at Class I Correctional Institution Palembang | Openness, empathy, support, positiveness, and equality shape interpersonal communication; barriers: interaction and trust.   |

| Source                            | Context/Method                                                    | Main Findings and Relevance                                                                                         |
|-----------------------------------|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| de Castro Rodrigues et al. (2026) | Systematic review; 66 intervention articles on incarcerated women | Gap between best practice and implementation; gender-responsive and trauma-informed interventions not yet dominant. |

Source: Authors' compilation, 2026.

#### **A. Effective communication is relational, not merely informative.**

The synthesis reveals a spectrum of guidance communication ranging from informative-instructive to persuasive, dialogical, personal counseling, and emotional support. Officers use communication to explain programs, direct behavior, provide motivation, and manage relationships (Destiana et al., 2020; Nabila et al., 2025; Setiawan & Rohayati, 2026); the more relational the communication, that is, listening, empathizing, giving inmates a chance to explain themselves, and responding consistently, the greater the likelihood that the trust needed for guidance will form.

#### **B. Psychological safety explains the courage to be open.**

The psychological-safety literature consistently shows that hierarchy, support, inclusiveness, and responses to mistakes influence the courage to speak up (O'Donovan & McAuliffe, 2020; Grailey et al., 2021; Edmondson & Bransby, 2023). The same mechanism explains why inmates choose to be open or to remain silent when facing the need to disclose personal problems, admit mistakes, ask for help, or disagree with officers who hold institutional authority.

#### **C. Female inmates require gender-responsive and trauma-informed communication.**

The literature on women in prison affirms the need for mental-health support, empathy, substance-use services, counseling, and sensitivity to trauma (Hidayati et al., 2023; Staton et al., 2023; Pettus, 2023). Incarceration and power dynamics can re-trigger traumatic experiences, while trusted relationships, time, care, and empathy help women endure and engage more adaptively (Kelman et al., 2024a, 2024b), so that officers' communication needs to attend not only to message content, but also to tone, consistency, nonverbal responses, professional boundaries, and how authority is perceived by inmates.

#### **D. Communication barriers stem from relational and structural factors.**

Barriers do not originate solely from individuals. Relational ambiguity and inconsistent use of power create uncertainty (Crewe et al., 2023); limited time, institutional practices, and officer capacity weaken the implementation of trauma-informed care (Kelman et al., 2024b, 2024c). In Indonesia, limited human resources, facilities, and budget were also found in the guidance of female inmates (Manuaba et al., 2025), while communication studies show barriers such as officer ratios, inmates' psychological condition, and limited personal interaction (Nabila et al., 2025; Setiawan & Rohayati, 2026). Building psychological safety therefore requires a supportive work system that provides room for interaction, consistency, and organizational support for officers.

#### **E. Psychological safety as a bridge toward engagement in guidance.**

The synthesis supports the proposition that psychological safety serves as the conceptual bridge between the quality of officers' communication and inmates' engagement: communication that is empathetic, fair, consistent, and respectful of dignity reduces interpersonal threat, making inmates more likely to speak up, ask for help, admit problems, and participate in reflecting on their condition, which in turn supports personality development, rehabilitation, and reintegration. This proposition constitutes the novelty of this study and still requires empirical testing, as the literature does not yet provide direct causal evidence within the context of Indonesian women's prisons.

## **Discussion**

### **A. The meeting point of Communication Science and Psychology.**

The main contribution of this study lies in both separating and integrating the process of communication and the psychological experience: Communication Science explains how messages are produced, delivered, and shape relationships, while psychological safety explains how inmates assess the interpersonal consequences of speaking or staying silent. The communication variable thus shifts from simply "whether officers communicate" to "how interaction patterns shape the perception of safety in taking interpersonal risks." This framework does not remove the prison hierarchy; officers still hold the authority to enforce rules, security, and discipline. Psychological safety does not mean eliminating the consequences of violations, but rather concerns how authority is exercised: whether corrections are consistent, proportional, and respectful of dignity, or instead rely on shame, social threat, and unpredictability, which have been shown to be a source of anxiety and a trigger of trauma for women in prison (Crewe et al., 2023; Kelman et al., 2024a).

### **B. Why psychological safety matters for personality development.**

Personality development requires a reflective process, recognizing problems, admitting mistakes, accepting feedback, and trying more adaptive behavior, all of which carry interpersonal risk: admitting a mistake can cause shame, asking for help can be seen as weakness, and voicing a complaint can be perceived as defying authority. A sense of safety from this risk is therefore a psychological prerequisite for guidance that is genuinely participatory, consistent with findings that safe conditions increase openness to learning and information sharing (Grailey et al., 2021; Edmondson & Bransby, 2023), although this evidence is drawn mainly from work organizations and healthcare services. This need is even stronger for female inmates with a history of trauma and/or substance use, given the importance of continuity of care for women with substance use disorders (Staton et al., 2023) and the still-inconsistent practice of gender-responsive and trauma-informed interventions for incarcerated women (de Castro Rodrigues et al., 2026).

### **C. Professional boundaries, consistency, and humanism.**

A humanistic approach must be distinguished from closeness without boundaries: officer-inmate relations for female inmates can become problematic when professional boundaries blur and treatment becomes inconsistent (Crewe et al., 2023). The proposed model therefore interprets communicative equality as respect for dignity and the opportunity to speak, not equality of authority; officers can still be firm and impose consequences, but their communication process must be predictable, proportional, and non-demeaning. Consistency is the determinant of psychological safety: when officers' responses depend heavily on who is on duty or their mood, inmates find it difficult to predict the consequences of openness and tend to remain silent or avoidant; conversely, a consistent response procedure for complaints and admissions of mistakes strengthens trust in the guidance system.

### **D. Practical implications for guidance in women's prisons.**

Implementing communication based on psychological safety can be directed toward five practices: active listening and allowing sufficient time; using firm corrective language without humiliation; ensuring consistent and non-discriminatory treatment; providing space for complaints, requests for help, and sensitive issues; and giving recognition for inmates' efforts and progress. These practices need to be accompanied by organizational support, adequate staffing, supervision, and training oriented toward daily implementation, since training without cultural and resource change is often insufficient (Auty et al., 2023; Kelman et al., 2024b, 2024c).

### **E. Conceptual novelty and negative cases.**

The conceptual novelty of this study is not merely inserting psychological safety as a psychological concept into communication research, but using it to explain the mechanism

by which certain communication patterns produce or hinder female inmates' openness: interpersonal communication as process, psychological safety as psychological experience, openness-engagement as response, and personality development and reintegration as the more distal goals. The analysis also needs to attend to negative cases: not all warm communication produces a sense of safety, and not all firm communication produces fear; inmates may judge communication as safe when officers are consistent and fair even while being firm, whereas overly familiar communication can instead create boundary ambiguity. The focus of analysis therefore needs to be directed at meaning, context, consistency, and the consequences of interaction, rather than merely at communication-style labels.

## CONCLUSIONS AND RECOMMENDATIONS

### Conclusion

This literature study shows that correctional officers' interpersonal communication is an important element in the guidance of female inmates, functioning not only to convey information and rules, but also to build trust, support, reflection, and engagement. Literature from 2020-2026 shows that communication that is empathetic, supportive, positive, consistent, and respectful of dignity creates conditions more conducive to inmates' openness. Psychological safety provides a framework for understanding the conditions under which female inmates feel safe enough to admit mistakes, raise difficult issues, disagree, take initiative, ask for help, and feel valued; this becomes even more relevant for women with experiences of trauma, stigma, and/or substance-use issues, yet it does not mean the absence of rules and authority, but rather demands authority that is consistent, fair, and non-humiliating. The model proposed in this study is interpersonal communication leading to psychological safety leading to openness/engagement in guidance leading to personality development and readiness for social reintegration (Figure 1). This model addresses the research objective by positioning psychological safety as the mechanism linking the quality of officers' communication with female inmates' readiness for reintegration, while also offering novelty by connecting correctional-communication research with the interpersonal-risk mechanism from psychology.

### Limitations

This study has several limitations. First, the research is a narrative-integrative literature review of secondary sources, so the resulting model remains conceptual and has not been verified through field data from the direct perspectives of officers or female inmates. Second, the literature reviewed was limited to publications from 2020-2026, so it may not cover all relevant findings outside that time range. Third, most of the psychological-safety literature originates from the context of organizational psychology and healthcare services rather than from the Indonesian correctional context specifically, so the application of this concept to Indonesian women's prisons still requires further empirical testing. Fourth, the eleven-dimension framework used as the literature-analysis instrument may not yet cover all relational aspects relevant to the cultural and institutional context of the Indonesian correctional system.

### Recommendations

Based on these limitations, future research is recommended to use a qualitative descriptive approach with a constructivist paradigm (Creswell & Poth, 2018) to empirically test this model in women's correctional institutions, involving the perspectives of officers, female inmates, and management in a triangulated manner, along with non-participant observation to assess the congruence between informants' narratives and everyday verbal-nonverbal communication practices. Data analysis in future research can follow the stages of data reduction, display, and conclusion drawing/verification (Miles, Huberman, & Saldaña, 2014), with data trustworthiness maintained through the criteria of credibility, transferability,

dependability, and confirmability (Lincoln & Guba, 1985), while observing trauma-informed ethical caution, given that interviews and observations of female inmates may re-trigger psychological vulnerability if not managed sensitively (Auty et al., 2023; Kelman et al., 2024a). The eleven-dimension framework of interpersonal communication and psychological safety used as the literature-analysis instrument in this study (Table 1 and Table 2) is recommended as a starting point for developing interview guides and observation sheets for future field research. Future research is also advised to attend to negative cases, that is, conditions in which warm communication does not produce a sense of safety, or firm communication does not produce fear, so that the resulting model is more sensitive to context, consistency, and the consequences of interaction, rather than merely to communication-style labels.

### Author Contributions

All authors made significant contributions to this study, including research conceptualization, literature search and synthesis, development of the conceptual framework and analysis instrument, manuscript preparation, and scholarly revision. All authors have read and approved the final version of this article for publication.

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