

Tressie Nickelberry
Pedagogical Reflective Assessment

Having been a Probation Officer for approximately 17 years and currently teaching full-time in the Criminal Justice Studies department, I have the knowledge of what the field requires. I changed careers in 2019, so my understanding and experience in the field of Criminal Justice is extremely relevant. In my 17-year career, I collaborated with many stakeholders from various fields, so I am familiar with an array of careers. Aside from my work experience, my educational background has provided me with a strong foundation and commitment to developing students. In my doctoral program we were challenged to prepare students for their selected careers, which encompasses the ability to communicate through writing. I know I have the ability to prepare students to write within the discipline.

Currently, I provide assignments that spark an interest in the students regarding Criminal Justice topics. Students do well with class participation. It is rare that I have to call on students to contribute. I feel I do well with developing applied assignments, scenarios, and discussion opportunities in my courses. I always inform the students on why we are completing a certain task and how it relates to the field. I have a mixture of low, medium, and high-stake assignments. I also do well with explaining the assignments verbally and making myself available to assist.

I have several areas of opportunities that I need to improve in. First, I need to provide more detail instructions for written assignments. Students have commented that they did not understand what was needed. After verbally explaining it to them, they understand. I need to stop assuming that students learned from elementary through high school how to write in a basic format. For example, I do not state that they need to write in paragraph format. This is an area of improvement that is needed. I have recently started to include what is needed in each

paragraph. Second, I need to improve on letting students resubmit work and encourage resubmission. When grading assignments', I take the time to comment on their submissions, but it might be impactful for the students to incorporate the suggestions and resubmit it. I typically only due resubmissions for the research paper as I do it in sections, prior to the whole paper being submitted.

I feel the biggest obstacles impacting my ability to help my students become better writers is the time that it requires for me to revise some of my assignments with more detailed instructions. Next, the time that comes with reviewing the same material multiple times.

Multiple revisions means additional work when I'm already pressed for time. Last, holding the students accountable for their writing. I need to not accept work that is not up to standard. It is doing the students a disservice. The work should be returned to the student and they should rewrite it with my assistance or be referred to the writing center.

In closing, I have the desire and ability to prepare students to write within the discipline. I will continue to soar with my strengths but focus on my areas of opportunities. It is hoped that by focusing on my opportunities, that it will help students become better writers and decrease my workload. More importantly, students will be prepared and confident to write in their selected fields.

Tressi Nickelberrry

Syllabus with writing policy

CCBC

Spring, 2021

The School of Business, Technology, and Law

Criminal Justice Studies

Treatment and Rehabilitation of the Adult Offender, 132,CRJU,
23317

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Course Description and Pre-/Co-requisites

Treatment and Rehabilitation of the adult offender is a course in which students navigate through the criminal justice system (i.e., courts, incarceration, and community supervision) examining the various treatment and rehabilitation options available at each stage. The course focuses on the typical problems created by illegal use of narcotics and dangerous substances and analyzes mental health disorders as they relate to sentencing and treatment of the offender. In addition, the course identifies different types of treatment which includes community based, family support, and peer networks.

The ability to write is paramount in the field of criminal justice and closely related fields. An individual's written documentation serves as their testimony and a record that will be used for years to come. This documentation will be used and scrutinized by their agency and/or other stakeholders and will at times become public record. It is essential that written correspondence in the criminal justice field be accurate, thorough, clear and coherent. This is a writing-focused course, that will have multiple writing assignments of varying lengths and complexities. The assignments are engaging and provide you an opportunity to write on current topics in the criminal justice field. You will be preparing documents as if you were a practitioner in the field (i.e., probation/parole officer, community-based organization, assessment specialist, etc.). As a class, we will approach the writing process in steps. These steps include but are not limited to: Brainstorming, developing outlines, completing rough drafts, revising material, and final submissions. Course content will reflect the diversity that the criminal justice field encompasses, along with student interests.

Students will meet 100% of the allotted class time on campus for F2F (face-to-face) lectures and in class activities. However, students are required to use Blackboard for assignment completion. This section utilizes a flipped classroom approach. This means students gain an introduction and knowledge regarding course material outside the classroom then once in the classroom they will apply, analyze, synthesize, and evaluate their newly acquired knowledge. Research has demonstrated that this learning method produces significant learning gains. Prerequisites: ACLT 052 or ACLT 053 or (ESOL 052 and ESOL 054)

A. Basic Course Information

1. Instructor: Professor Tressie Nickelberry, Ed.D
2. Office: BESS 213 (Essex), Phone: 443-840-1650, [Professor Tressie Nickelberry](mailto:tnickelberry@ccbcmd.edu).
tnickelberry@ccbcmd.edu
3. Instructor's office hours: Office hours will be completed via Teams. Link provided in Blackboard. If you are not immediately admitted into the meeting, be patient as only one student at a time is admitted during office hours.

Office Hours:

Monday: 12:15 pm-2:15 pm Tuesday: 10:00

am-11:00 am Wednesday: 12:15 pm-1:15pm

Thursday: 10:00 am-11:00am

4. Preferred Communication: CCBC email ([Professor Tressie Nickelberry](mailto:tnickelberry@ccbcmd.edu)). When emailing or leaving a voicemail, please include the class that you are enrolled in. If the email is time sensitive type URGENT in the subject line. Your email/voicemail needs to be detailed so that I can provide you with the best response. You will receive a response within 48 hours (excluding weekends, holidays, and when the college is closed). Note, in the event that more time is needed than 48 hours to look into the matter, you will be notified that additional time is needed. If you have questions and do not want to wait for an email/voicemail response, you may come to virtual office hours to discuss the matter. I will respond within 48 hours barring weekends and holidays.
5. Department Phone Number: 443-840-3733-Terry Horner, Criminal Justice Administrative Assistant or 443-840-3663-Melissa Lane, Criminal Justice Department Chair
6. Course Meeting Information: Monday, Wednesday, and Friday from 11:15 am-12:10 pm via Teams. Students are expected to log into Teams during the assigned class session, unless otherwise notified. A microphone and camera are necessary.
7. Student Out of Class Work Expectations: This is a 3.0 credit/billable hour face-to-face course offered over 16 weeks. Students are expected to complete at least nine hours per week of reading, horse preparation, homework, studying, etc.
8. Materials: All course reading material will be provided online via blackboard.

B. Course Goals Overall

1. Course Objectives

Upon completion of this course the student will be able to:

- Identify the challenges faced within the criminal justice systems in sanctioning populations of offenders;
- Interpret the importance of the assessment tools used in pre-sentence and post sentence;
- Describe the offender's treatment needs throughout the various stages within the criminal justice system;
- Distinguish between the various mental health and substance use disorders that are often encountered in the criminal justice system, and how these disorders affect the individual's trajectory within the system;
- Differentiate how treatment and rehabilitation are an interdisciplinary field that includes criminal justice, sociology, psychology, behavior health, law enforcement and social work;
- Analyze the effectiveness of current policies that impact treatment and rehabilitation; and
- Evaluate the roles of professionals employed in the criminal justice system who have direct contact with an effect that dispositional outcome of offenders.

2. Major Topics

The criminal court and corrections

- A. Presentence investigations and assessment tools
- B. Diversion and sentencing
- C. Specialty courts

Corrections and Rehabilitation

- A. Evidence-based rehabilitation approaches
- B. Institutional corrections
- C. Community corrections
- D. Role of probation and parole officers in rehabilitation

Special Populations

- A. Mental health disorders
- B. Substance abuse disorders
- C. Communicable diseases
- D. Elderly/Aging
- E. Domestic violence
- F. Gangs
- G. Sex offenders
- H. Female offenders
- I. LGBTQ community
- J. Juvenile offenders in the adult system

Correctional Ethics

- A. Professional codes of conduct
- B. Offender rights vs. public expectations

3. Rationale: Through learning about the major topics and then mastering the above objectives, students, upon completing this course, should be able to (1) understand the importance of presentence investigations and assessments tools used by the courts and corrections; (2) recognize the role corrections plays in rehabilitation and treatment; and (3) understand various special populations in the criminal justice system.

C. Evaluation

1. Requirements (papers, oral reports, projects, quizzes, tests, final exams, etc.)
In Class Activities

Students will receive points for participation and completion, not outcome, of activities completed during class time.

Quizzes

There are 14 modules in the semester. A quiz will be given after each module to assess the students understanding. See course schedule.

Assignments

During the semester there will be approximately eight (8) application assignments. Instructions for the assignments are located in Blackboard. See course schedule.

Discussion Boards

There will be approximately four (4) discussion boards throughout the semester. Students are expected to complete an initial thread and respond to two of their peers' posts.

Instructions for the discussion boards are located in blackboard. See course schedule.

Fieldwork Research Project

One way to learn more about the field of treatment and rehabilitation of the adult offender is to interview a person in the field. Part One: Each student will select an individual who currently works with adults (i.e., law enforcement, social work, behavior health specialist, probation/parole officer, alcohol/drug counselors, attorneys, etc.). Prior to completing the interview, you must research the field that the person is and determine its relationship to treatment and rehabilitation. It is suggested that you interview a person that is in a position that you have considered obtaining employment, internship or desire to learn more. You will obtain background information regarding the organization (i.e., mission statement, values and goals) and the person you interviewed (i.e., their journey to obtain the position, wins and challenges, etc.). You must ask them questions regarding what has been discussed in the textbook, application assignments, discussion boards classroom discussions, and what you have found from doing research. As a class, we will develop questions to ask the person in addition to what you construct. You must complete the interview via telephone, TEAMS, ZOOM, in person, etc. You are not to email the questions to the individual. You will complete a 5-7-page paper.

Part Two: After completing the interview and research paper you will prepare a 15- minute presentation. The presentation should provide background information on the organization, information on the individual you interviewed, how this organization applies to this course this course, important information that you obtained from your research and your takeaways from the interview. You must provide the contact information of the individual that you interviewed for the class as a resource. Further, you must develop two questions for your classmates to answer based on your presentation. The question should be well thought out and force your peers to think critically about the research you presented. You will facilitate the discussion.

Part Three:

Send a thank you email to the individual that you interviewed and BCC the professor, within three days of your meeting. Details of what to include in the email will be developed in class.

A detailed instruction sheet and grading rubric for this assignment can be found in blackboard.

Examinations

There will be a midterm and final in this course. The mid-term will cover modules 1 through 7. The final cover modules 8 through 14. See course schedule. Each exam is worth a total of fifteen (15) points. Students must take the exams during the assigned period. The exams will be timed and may include multiple choice questions, true/false, essay and fill in the blank. Late examinations will only be allowed with documented evidence for the need. The CCBC Help Desk can assist students with technical issues.

CCBC requires that 30% of online course requirements includes an authentication piece. In this course, students will meet this requirement by completing the mid-term and the final exam online using Respondus Lock Down Browser. Instructions on using Respondus Lockdown browser will be provided in Blackboard.

2. Instructor's grading policy

| Final Points | Letter Grade |
|--------------|--------------|
| 90-100 | A |
| 80-89 | B |
| 70-79 | C |
| 60-69 | D |
| 59 & Below | F |

3. Instructor's attendance policy

In order to be successful in this course, students will have to attend class regularly. Multiple assignments and discussion board postings are due weekly. Students should complete work within Blackboard every week.

Academic Attendance is defined by the Federal Government as not just a physical presence, but also an active academic presence. Examples of active academic presence include but are not limited to:

- Physically attending a class where there is an opportunity for direct interaction between the instructor and students;
- Submitting an academic assignment;
- Taking an exam, completing an interactive tutorial, or getting computer-assisted instruction;
- Attending a study group that is assigned by the school;
- Participating in an online discussion about academic matters;
- Initiating contact with a faculty member to ask a question about the academic subject studied in the course.

Academic presence does not include activities where a student may be “present” but not academically engaged, such as logging into an online class without active participation. “Failure to attend and actively participate can affect a student’s financial aid and/or veterans’ benefits. Please refer to the FX Grade Policy in the catalog for specific requirements.”

Insufficient attendance and academic participation is defined by CCBC as having missed at least 50% of class time and having attempted less than 50% of the course’s graded requirements. An FX grade will be given for a progress grade and/or final grade if these conditions are met. Students will see an F grade on their CCBC transcripts, and the grade could be calculated into the GPA as an F. An FX grade will be used internally to document a failing grade due to insufficient attendance and academic participation.

Earning a F or an FX grade may jeopardize Financial Aid or Veteran’s benefits.

Note: Emergencies do arise, and it is important that you communicate your situation with the professor as soon as possible. By communicating your situation (i.e., health issues, death of a loved one, loss of employment, lack of childcare, homelessness, etc.) in a timely fashion the professor will attempt to make the appropriate accommodations to assist you with completing the assignments and completing the course as scheduled.

4. Instructor’s audit policy

Students who audit this class are expected to comply with the instructor's attendance policy and contribute to in-class activities. They are not required to take exams and quizzes or complete out-of-class assignments. Failure to comply with these requirements will result in a change from AU to W. Students will be reminded of deadlines for auditing, dropping, and withdrawing in Blackboard.

5. Student's right to attend

If a student is failing a class, including for reasons of insufficient attendance, as long as the student remains on the roster and is not disruptive to the class, faculty may not ban that student from class or class materials, including access to tests, assignments, and Blackboard.

D. Course Procedures

1. Course-related policies and procedures

CCBC Code of Academic Integrity: For the College to make its maximum contribution as an institution of higher learning, the entire college community must uphold high standards of integrity, honesty, and ethical behavior. In seeing the truth, in learning to think critically, and in preparing for a life of constructive service, honesty is imperative. Each student has a responsibility to submit work that is uniquely his or her own, or to provide clear and complete acknowledgment of the use of work attributable to others. To these ends, the following actions are expected of students.

- Complete all work without unauthorized assistance.
- Follow the professor's instructions when completing all class assignments.
- Ask for clarification when instructions are not clear.
- Provide proper credit when quoting or paraphrasing.
- Submit only your own work.

Academic integrity is a core institutional value at CCBC. Students, faculty, administrators and staff have the right to expect a learning environment where academic integrity is valued and respected. Students are responsible for demonstrating academic integrity and shall not engage in or condone acts of academic dishonesty. All instances of academic dishonesty will be reported to the CCBC Director of Student Conduct.

If academic dishonesty is established, the standard penalty for a first offense is an F in the course. Lesser penalties may be imposed if significant mitigating factors are present. A student remains subject to suspension or expulsion even for a first offense deemed egregious or harmful to CCBC's educational mission.

Incomplete Grade Policy

The instructor may assign an incomplete grade if the student has made satisfactory progress through most of the course but needs additional time to complete the

remaining requirements. It is the student's responsibility to request an "I" grade before the last day of class and to provide the Instructor with adequate documentation justifying the need for an "I" grade. Minimum requirements for receiving an Incomplete in this Course: you must have completed 3/4ths of the course work, as determined by the Instructor, and the student must provide a written document that explains the reason for an incomplete grade. Where applicable, the document must be signed by its author and an original must be provided.

The student and instructor must agree on the precise conditions for completion of the course requirements. The course must be completed within 30 calendar days after the beginning of the next regular semester (fall or spring). IF the course is not completed by that time the grade will automatically change to an "F," unless the instructor allows an extension. Students must complete a course and receive a grade before that course may serve as a prerequisite for another course.

2. College-wide syllabus policies

"For college-wide syllabus policies, such as the Code of Conduct for Academic Integrity, Grades and Grading (including FX and progress grades), and the Audit/Withdrawal policies, please go to the MySyllabiPolicies tab on the [myCCBC](#) page."

3. College-wide student services: "To access information about student services, such as Academic Advising, College and Community Outreach/Success Navigators, and Disability Support Services, students may refer to the Student Support Services link on the [CCBC catalog home page](#)."
4. Contact information for course-related concerns: Students should first attempt to take concerns to the faculty member. If students are unable to resolve course related concerns with the instructor, they should contact Melissa Lane, Criminal Justice Department Chair by email at: [Department Chair Melissa Lane](mailto:mlane2@ccbcmd.edu) (mlane2@ccbcmd.edu) or phone at 443-840-3663.
5. Course calendar/schedule is provided in Blackboard. The professor retains the right to alter this syllabus as she deems fit throughout the semester. The professor will provide ample notification of any changes.
6. Expected end date for access to the course via the Learning Management System is Friday, May 28, 2021.
7. Other material related to Course Procedures

Disability Support Services information

CCBC is committed to providing equal access to education opportunities for all students by arranging support services and reasonable accommodations for students with disabilities. A student with a disability may contact the appropriate campus office for an appointment to discuss reasonable accommodations. An appointment must be scheduled within a time period which allows staff an adequate time to respond to the special needs of the student. The student must provide the appropriate office with proper documentation supporting the need for reasonable accommodations.

| | | |
|--------------------|----------------|--------------------|
| CCBC Catonsville | CCBC Dundalk | CCBC Essex |
| 443-840-5246 | 443-840-3774 | 443-840-1741 |
| 443-840-4553 (TTY) | 443-3529 (TTY) | 443-840-1601 (TTY) |

Writing Assistance/Policy: The faculty recognizes that clear, correct and concise use of language is a characteristic of an educated person. Grades on papers and examinations that are poorly written, in any course, may be reduced for the quality alone, at the discretion of the professor. Poor writing is sufficient cause for a failing grade on a paper and, in extreme cases, a failing grade in the course. English grammar, spelling and neatness are important qualities and will be reflected in the grade.

Writing proficiency is an essential component of any position in the Criminal Justice System. When a student with a major in Criminal Justice graduates and seeks employment in the field, he/she will be expected to write in a professional manner. The Criminal Justice practitioner will be called upon to write reports for crime investigation, official summaries for judicial proceedings, presentence investigations, correctional incidents, parole and probation activities, research papers, interviews – just to name a few. Career advisors indicate that strong communication skills – both oral and written will determine a practitioner's success in his/her job performance. Another important requirement is the knowledge of Standard English and the ability to successfully convey intended information to a variety of people. There are several writing requirements in this class, and they will be graded based on the content of the paper and the quality of the writing.

Writing Centers: You can get assistance from a faculty member at one of CCBC Writing Centers (Catonsville E201A, 443-840-4543; Dundalk J211B, 443-840-4543; Essex E338, 443-840-1799). The centers are open five days a week. Students are allowed one (1) half-an-hour appointment a day and two (2) appointments a week. Appointments are free, 1-on-1 tutoring related to writing, proofreading, and editing.

Use of Electronic Devices in the Classroom

CCBC allows the use of electronic devices in the classroom for the purposes directly related to course content and materials. Cell phones or electronic devices should be placed on vibrate or silent mode and should be used in class solely for educational purposes as directed by faculty. Students may not respond to texts, social media or phone calls while in the classroom. If a student needs to respond to a phone call, text or other matter, the student must leave the classroom to do so. Faculty may require electronic devices and cell phones to be turned off in a class for any pedagogically valid reason, including but not limited to testing or assessment situations.

Food and Drink Policy

Students are permitted to eat and drink during class. However, they need to be respectful of the learning environment.

Class Cancellation

If the professor needs to cancel class for a personal reason: an announcement in Blackboard will be posted. She will also contact CCBC Public Safety to post a sign on the classroom door. Students will have homework to complete in lieu of class, this will be found in Blackboard.

Emergency Closing of the College

Should it become necessary for the college to close or alter its times of operation due to bad weather or other unexpected emergencies, radio (WBAL) announcements will be made timely beginning after 6:30 a.m. Should the college's opening be delayed, college policy is that when the campus opens, and you have (30) minutes remaining in class you should report to the class you would be in at the time the college opens.

Code of Conduct

Students are expected to adhere to the CCBC code of conduct and interact in the classroom in a non-disruptive manner. Disruptive behavior involves engaging in disorderly or disruptive conduct which interferes with the activities of others, including studying, teaching, research and college administration. Some examples of disruptive behavior: making physical or verbal threats, making loud and distracting noises, answering cell phones or allowing electronic devices to be, exhibiting erratic behavior, irrational behavior, persisting in speaking without being recognized, repeatedly entering and leaving a room without authorization, and acting in a manner which disrupts a class or administrative process.

The professor will inform a student if his/her behavior is disruptive and take the necessary action to remedy the situation. Students should be familiar with the CCBC code of conduct. Students who select to violate the code of conduct will be asked to leave class, and continued violations will result in the student being dropped from the course.

This syllabus may be changed with notification to the class

List of Full URLs used in this document:

- CCBC Catalog - <http://catalog.ccbcmd.edu/index.php>
- myCCBC page - <https://myccbc.ccbcmd.edu>

Tressie Nickelberry

New Informal Writing Assignment

Drug Courts

Topic Generated Assignment (1 out of 5 small writing assignments for the semester)

Generally, students have a difficult time organizing the material into a logical order when completing writing assignments. To help students organize their papers in a coherent format, there are designated paragraphs that require specific information. This exercise will build confidence in the student and their ability to organize their written assignments.

The purpose of this assignment is to become familiar with drug courts. By completing this assignment, you will be able to explain what a drug court is, who is involved in the process, and pros/cons. Further, you will be able to think critically about what drug courts need to improve on to assist offenders with their rehabilitation.

Select two articles to compare adult drug courts. You must reference your articles in your writing. Complete the following in detail citing your selected articles, assigned readings and additional readings (if needed). Please use APA format, Times New Roman, 12 font, double-spaced. Include a reference page.

1. Paragraph 1: Introduction paragraph. This paragraph should explain what a drug court is. Discuss the individuals involved in the process and goals of drug court. Also, include additional information that you feel is important to know (i.e., qualifications, statistics on success/failure rate, how many drug courts there are, etc.). You should hook the reader by providing something interesting about drug courts (i.e., statistics). An introduction paragraph is approximately seven (7) sentences. Cite your readings.

2. Paragraph 2: Summarize article #1. Cite your reading. [How to Write a Summary](#)

3. Paragraph 3: Summarize article #2. Cite your reading. [How To Write a Summary](#)

4. Paragraph 4: Compare the two drug court programs. Discuss the pros/cons, results, and additional information that is compelling. Cite your readings.

5. Paragraph 5: Provide one recommendation on how to improve drug courts so the offenders benefit from their involvement in it. Your recommendations should be derived from your readings. Make sure you explain your recommendation in depth. Your recommendation could focus on a gap (i.e., not enough drug courts, offenders get too many chances, not enough inpatient services, etc.).

6. Paragraph 6: Conclusion. Briefly summarize the above.

Suggested Sites:

New Jersey Adult Drug Court, NADCP, etc. Other sites may be used. Grading,
this assignment is worth 3 points towards your course grade.

WRITTEN ASSIGNMENT RUBRIC

Tressie Nickelberry – New Informal Writing Tool

| Excellent (3 points) | Good (2-3 points) | Average/Needs Improvement (1-2 points) | Missing Assignment/No post (0Points) |
|--|---|--|--------------------------------------|
| <p>Comprehensive and thoughtful response. Answered the prompt in a logical and organized manner. Provides additional information not requested. Creates an interest of the topic through writing. Writing is well-developed, free from errors. Demonstrates a familiarity with the assigned text and supported by in-text citations. References provided at the end.</p> | <p>Adequate and answered the prompt. Writing is logical and organized. Less than five errors in grammar, punctuation, grammar, etc. Demonstrates a familiarity with the assigned text and supported by in-text citations. References provided at the end.</p> | <p>Vague response. Does not demonstrate a familiarity with the assigned text. Response appears to be more opinion based versus research based. Lacks organization (i.e., no paragraphs, lapses in ideas/transitions, etc.). Writing has numerous errors in grammar, punctuation, grammar, etc. that impact the understanding of submission. No in-text citations. References not provided.</p> | <p>Assignment not submitted.</p> |

Tressie Nickelberry – Formal Writing Assignment

Revised Assignment Directions

CRJU 132: Treatment and Rehabilitation of the Adult Offender Fieldwork Project Instructions

Due Date: Please see the course schedule for the various due dates. This project will be completed in sections.

Grading: This assignment is worth 30 points. This assignment will account for 30% of the total course grade. See rubric for details.

Overview of the Project: The field of treatment and rehabilitation of the adult offender encompasses many fields (i.e., criminal justice, law, psychology, sociology, behavioral health, law enforcement, etc.). One way to learn more about the field of treatment and rehabilitation of the adult offender is to interview an individual who works in the field. Students are encouraged to select an individual in the field that they would like to obtain a career in.

Students will select an individual who works in the field of treatment and rehabilitation servicing the adult population. After selecting an individual, students will interview them to learn more about their positions and role in treatment and rehabilitation. Using the information from the interview and additional research, students will discuss current practices and policies in place regarding treatment and rehabilitation of the adult offender. Last, provide recommendations to advance the efforts of treatment and rehabilitation of the adult offender.

Purpose: The purpose of this research paper is to expand your knowledge of how treatment and rehabilitation are an interdisciplinary field that includes professionals employed in the fields of criminal justice, sociology, psychology, behavioral health, social work, etc. By completing this paper, you will learn from an individual currently working in the field about their journey to the career, day to day activities, pro/cons of the position, and the role they have in treatment and rehabilitation of offenders. To strengthen your writing and critical analysis skills, you will research current practices/policies being used in treatment and rehabilitation. You will summarize the information and determine if the policy/practice is working. Last, to develop your critical thinking abilities you will develop recommendations to further assist offenders with treatment and rehabilitation.

This is analytical paper. This paper will discuss treatment and rehabilitation of the adult offender by providing the following:

- Thesis statement
- Current practices/policies
- Recommendations

Audience: The audience of this project is an individual who is not familiar with treatment and rehabilitation of the adult offender. The knowledge that they have of the criminal justice system was provided by television and social media. By obtaining knowledge from these sources, individuals are usually misinformed as the information could be incorrect or scarce.

Formatting and Length:

- Written in a Word document, double-spaced, one-inch margins, and 12-point font (Times New Roman or Calibri). APA 7 formatting is to be used. You do not need a title page or an abstract.
- Section headings that follow the components of the paper (i.e., Introduction, Agency Background, Practitioner Interview, etc.). APA 7 headings and levels are to be used. [APA 7 Headings and Levels](#)
- You must indent the first word of each paragraphs. First line of each paragraph is to be a half an inch, as is standard in APA 7 format.
- 5-7 pages.
- APA format for citations and references (in-text/parenthetical citations must be used) and include a list of sources at the end of the paper (reference page). The reference page is not included in the page count. You do not need a title page or an abstract.

Here are Some Helpful Resources

[CCBC Library Guide APA 7](#)

[APA 7 In Text Citation Guide](#)

[Common Citations in APA 7](#)

- Minimum of (5) sources. Resources must be from an academically appropriate source. The below links will connect you with the CCBC library guide that contains scholarly articles, books, databases, etc. regarding criminal justice topics.

[CCBC Criminal Justice Library Link](#)

[Criminal Justice Governmental and Organization Link](#)

Submission Guidelines:

- The due date for the final submission of the assignment is located on the course schedule and Brightspace.
- This document must be submitted to SafeAssign and receive a score of 15% or below. You may submit your rough draft to the “ROUGH DRAFT” slot unlimited times, to check your score. Once, you have received a 15% or below, you may submit it to the “Final Fieldwork Project” slot.

Components of the Paper

Introduction:

An introduction paragraph should explain the topic of your paper. It should catch the reader’s attention. Some ways to catch the reader’s attention are by asking a question, providing a statistic, or telling a brief story. You need to establish why this topic is important. Provide the components that will be addressed in the paper. The last sentence of the introduction paragraph should be the thesis statement. A thesis statement details a specific point, addresses a problem, and provides a solution.

[Thesis Statement Tips](#)

Rubric Connection:

This section of the paper and all written communication throughout the paper will be graded based on the section of the rubric titled: Written Communication and Introduction/Conclusion.

Background of Agency:

Discuss the mission statement, values and goals of the agency the person you selected is employed by. Include information pertaining to the role they have in treatment and rehabilitation of the adult offender. You may include additional information that you deem important. This information should be obtained from their website.

Rubric Connection:

This section of the paper and all written communication throughout the paper will be graded based on the section of the rubric titled: Written Communication and Introduction/Conclusion

Practitioner Interview:

A practitioner is an individual who is actively working in a specific field (i.e., Probation Officer). This section should provide information about the individual that was interviewed and their role in treatment and rehabilitation. It may include but not limited to: Educational background, pros/cons of the position, stories shared, future of the field, other agencies they work with, etc. Make sure to provide specific concepts that relate to the course (i.e., assessments, evidence-based practices, halfway house, etc.). Do not write this section as question/answer section. Sample interview questions will be provided.

Rubric Connection:

This section of the paper and all written communication throughout the paper will be graded based on the section of the rubric titled: Written Communication and Practitioner Interview.

Criminal Justice Practices/Policies:

Summarize information on three current practices/policies that are being used for treatment and rehabilitation of the adult offender. At least one practices/policies should be related to the career/individual that you interviewed (i.e., Probation Officer uses the Ohio Risk Assessment Screening (ORAS) Tool-Community Supervision to determine the offender's criminogenic needs. You would provide information regarding this assessment and if it is infective or effective). Explain if these practices/policies are effective. References are needed in this section.

Rubric Connection:

This section of the paper and all written communication throughout the paper will be graded based on the section of the rubric titled: Written Communication, Criminal Justice Practice/Policy, and Information Literacy.

Critical Analysis:

Provide at least three well-developed recommendations that will advance the field of treatment and rehabilitation of the adult offender. The goal of this section is to provide the offenders with treatment/resources to prevent them from reoffending. This is your opportunity to advocate for

offenders needs. Be detailed in your explanation on how your recommendations will address offenders needs. One recommendation should be directed toward the individual's agency that you interviewed. What can they do to better to serve the population that is being serviced? Remember, this is a formal paper so do not use first person (i.e., I, me or my statements). Look to the above section on how the policy/practices were discussed. References are needed in this section.

Rubric Connection:

This section of the paper and all written communication throughout the paper will be graded based on the section of the rubric titled: Written Communication, Critical Analysis, and Information Literacy.

Conclusion:

A conclusion paragraph summarizes the above information. It points out main ideas, findings, future directions, and conclusions that emerged.

Rubric Connection:

This section of the paper and all written communication throughout the paper will be graded based on the section of the rubric titled: Written Communication and Introduction/Conclusion.

Please see the rubric for specific requirements on how you can successfully meet the criteria for the above sections.

Stages of the Paper

This research paper will be completed in four (4) sections. The due dates for each section are included in the course schedule. Feedback for the sections will be provided by one of the following: professor or peers. You are expected to revise your section after feedback for final submission.

Section 1: Introduction, Practitioner Interview, and Agency Background

Section 2: Criminal Justice Practices and Policies

Section 3: Critical Analysis

Section 4: Conclusion

Professor Support/Help:

I look forward to you scheduling an appointment with me or coming to my office hours to discuss your paper. If you require writing assistance, CCBC has a Writing Center that is available to help you. Do not wait until the last minute to seek assistance. They can help you brainstorm, outline, form paragraphs, etc. [CCBC Writing and Literacy Centers and Online Writing Lab](#). Librarians are available to help with research and/or citations. Students can make an appointment with them. [Schedule Appointment With A Librarian](#)

Tressie Nickelberry

New Peer Review Evaluation Form

| | |
|-------------|-------------------|
| Peers Name: | Section of Paper: |
|-------------|-------------------|

Please use the assigned section of the research paper rubric to assist you with completing this peer review evaluation. Make sure you are honest and helpful with your notes. Although this evaluation is anonymous, you are not to make inappropriate, hurtful, or demeaning comments. This evaluation is meant to assist each student with the writing process.

| | | | | |
|---------|---------------|----------|-------------|-----------------------|
| Scoring | Excellent (4) | Good (3) | Average (2) | Needs Improvement (1) |
|---------|---------------|----------|-------------|-----------------------|

| Review Criteria | Reviewer's Notes | Score |
|---|------------------|-------|
| Content/Main Ideas Topic of the section is clearly stated and grabsthe reader's attention. Requirements in the research paper rubric are presented in a logical sequence. Thoughts are organized and explained in detail. Good flow from the beginning, middle, and end. What were the main ideas of this section? What did you thinkof while reading this section? What would you like to have seen more of in this section? | | |
| Sentences/Paragraphs Are sentences complete? Are there run on sentences? Are there fragmented/incomplete sentences? Is the first word in the paragraph indented? Is there a topic sentence in the paragraph? Is there more than one idea in the paragraphthat could possibly be two paragraphs? Do paragraphs transition logically? | | |

Grammar, Spelling, Punctuation

Sentences must contain a subject and a verb (a complete sentence).

Are there spelling errors (i.e., their vs there)? Are there punctuation errors (i.e., comma, colon, semicolon, slash, brackets, apostrophe,

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| quotation marks, period, question mark)? | | |
| Information Literacy Provides information from creditable sources, academic data bases or websites. In-text citations are used in the section (APA format required). Consider how many citations are present. | | |

Compliment(s):

Suggestions for the section:

Overall comments about the section:

Tressie Nickelberry Revised Assignment Rubric

CRJU 132-Treatment and Rehabilitation Rubric for Fieldwork Paper-Maximum 100 points

| Grading Criteria | 20 Excellent | 15 Good | 10 Average | 5 Needs Improvement | 0 Poor/ Missing content for evaluation |
|---|--|---|--|--|--|
| <p>Written Communication</p> <p>Coherently communicates ideas in paragraphs. Structure, transitions, grammar, sentence flow, capitalization, spelling, and punctuation.</p> | <p>Writing presents a central idea and utilizes logical sequence for paragraphs and presents them in an interesting manner. AND Writing is free of errors in usage/mechanics.</p> | <p>Writing presents a central idea and utilizes logical sequence for paragraphs in an interesting manner AND Writing is free of errors in usage/mechanics but contains minor errors which do not impact the meaning of the paper.</p> | <p>Writing presents a central idea and paragraphs, but contains lapses in thoughts and organization AND Writing contains at least five grammatical or usage errors that impact the meaning of the paper.</p> | <p>Writing presents a central idea and paragraphs but contains lapses in thoughts and organization. Contains numerous grammatical or usage errors that impact the meaning and makes the paper difficult to read.</p> | <p>Writing is confusing and hard to follow. Does not present a central idea. Paragraphs lack information unity and/or organization. AND Major grammatical errors make the paper difficult to understand.</p> |
| <p>Introduction and Conclusion</p> <p>Introduction of general topic and its relationship to treatment and rehabilitation of the adult offender. Components of paper and thesis statement. Conclusion Summary of the information in</p> | <p>Well-developed with a hook that grabs the reader's attention. Creates an interest in the topic. Identifies specific components of the paper that will be discussed. Provides a clear and concise thesis statement. Conclusion summarizes the main ideas and stresses the importance of the thesis statement</p> | <p>Creates interest in the topic. Identifies some components of the paper. Provides a thesis statement. Conclusion summarizes the main ideas and thesis statement.</p> | <p>States the topic but lacks detail. Does not clearly identify the components of the paper. Thesis statement is not clear. Conclusion does not summarize main ideas or address the thesis statement.</p> | <p>Topic is unclear. Components of the paper are not provided. No thesis statement. Conclusion does not summarize the main points.</p> | <p>Did not provide an introduction and/or a conclusion.</p> |

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|---|--|---|--|--|---|
| <p>the paper</p> | <p>and future implications.</p> | | | | |
| <p>Criminal Justice Practice and Policy</p> <p>Discuss current practices or policies that are being used for the treatment and rehabilitation of the adult offender.</p> | <p>Summarizes information from (3) relevant sources regarding practices or policies used for the treatment and rehabilitation of the adult offender. Provides quantitative/qualitative data on if the policy or practice is working for each policy or practice.</p> | <p>Summarizes information from (2) relevant sources regarding practices or policies used for the treatment and rehabilitation of the adult offender. Provides some quantitative/qualitative data on if the policy or practice is working.</p> | <p>Summarizes information from (1) relevant sources regarding practices or policies used for the treatment and rehabilitation of the adult offender. Provides quantitative/qualitative data on if the policy or practice is working.</p> | <p>List information regarding practices or policies used for the treatment and rehabilitation of the adult offender. Does not provide quantitative/qualitative data on if the policy or practice is working.</p> | <p>Did not provide any practices and policies regarding treatment and rehabilitation of the adult offender.</p> |

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| <p>Critical Analysis</p> <p>Recommendations to advance treatment and rehabilitation efforts of the adult offender.</p> | <p>Provides (4) well-developed recommendations that will advance the efforts of treatment and rehabilitation, that are logical, specific and coherent.</p> | <p>Provides (3) well-developed recommendation that will advance the efforts of treatment and rehabilitation, that are logical, specific and coherent.</p> | <p>Provides (2) recommendations that will advance the efforts of treatment and rehabilitation with some logical consideration. Has minimum specifics and coherency.</p> | <p>Provides (1) recommendation that will advance the efforts of treatment and rehabilitation. Lacks logic, specifics and coherency.</p> | <p>Does not make any recommendations Or Does not make reasonable recommendations.</p> |
| <p>Grading Criteria</p> | <p>10 Excellent</p> | <p>7.5 Good</p> | <p>5 Average</p> | <p>2 Needs Improvement</p> | <p>0 Poor Missing Content</p> |
| <p>Practitioner Interview</p> <p>Provides information related to treatment and rehabilitation of the adult offender.</p> <p>Highlights of interview.</p> | <p>Identifies (4) concepts related to treatment and rehabilitation from the interview.</p> | <p>Identifies (3) concepts related to treatment and rehabilitation from the interview.</p> | <p>Identifies (2) concepts related to treatment and rehabilitation from the interview.</p> | <p>Identifies (1) concept related to treatment and rehabilitation from the interview.</p> | <p>Did not complete an interview OR Did not include details of the interview.</p> |
| <p>Information Literacy</p> <p>Reputable sources, cited in-text and in APA format in references.</p> | <p>Provides information from more than (5) credible sources, from academic databases or websites AND Correctly uses APA format for citations within paper and in references.</p> | <p>Provides information from (3) credible sources from academic databases or websites AND Meets uses APA format for citations within paper and in references with minor errors.</p> | <p>Provides information from (2) credible sources from academic databases or websites OR Attempts APA format for citations within paper and in references with major errors.</p> | <p>Provides information from (1) credible source from an academic database or website AND Attempts APA format for citation within paper and in reference with major errors.</p> | <p>Refers to no sources OR Citations are not made with the required formatting.</p> |

Tressie Nickelberry
Final Pedagogical Reflective Statement

I am very glad that I was able to participate in Writing Fellows. I learned a tremendous amount in a short amount of time. I feel that this course should be part of New Faculty Learning Community. Writing Fellows would put new faculty in the correct mindset as they began to create their material. They would be provided the correct tools to develop their own assignments or amend assignments that were passed down to them. Although I have taught at several universities, the various workshops opened my mind to a lot of things that I needed to improve on. By improving in several areas will not only benefit the students, but in turn reduce my workload.

Writing Fellows has equipped me with the tools to overcome challenges in the writing process. There were a variety of references that were provided during each section that I am able to look back on when I have questions about developing writing assignments and rubrics. Also, by participating in this course I have a network of individuals I did not know that I can reach out to for suggestions. The assignments in this course were relevant. It is my goal to start going through my courses and redoing assignments to reflect what I have learned. My biggest take away about the writing process is the instructions must be clear for students. Next, it is a process and should be taken in stages to be most effective. Students need the opportunity to practice and be provided feedback prior to submitting a high-stake assignment.

The two sections that I learned an abundance from were the Formal Writing and The Writing Mindful modules. In the Formal Writing Module, I was able to rewrite my instructions to the Fieldwork Project. This semester was the first time the course was offered, and I developed it.

The students were provided instructions for the project and the questions poured in. This

course helped me to fine tune them to answer some questions before they are asked. I also added links to the instructions. Ms. Shutte reviewed my submission and provided feedback that was exceptionally helpful. I am excited to use my instructions next semester.

The Writing Mindful module helped me to develop meaningful rubrics. I have never been provided any training on rubrics. I have been “gifted” rubrics throughout the years and institutions, but never received a breakdown on how to do them. The rubrics that I have created in the past were not as detail as they should have been. I do a good job with explaining what I want to students, but they also deserve good documentation to follow. I really enjoyed developing the peer review evaluation. I liked this assignment because I can use it for many assignments. The main areas of this evaluation are content and grammar. I feel these sections are very important in writing. Students will be able to see what I see when evaluating papers. They are able to see if the content is detailed and logical. Does it answer the prompt? Further, the grammar component shows them that errors can impact the understanding of the paper. In closing, this has been beneficial to my professional development. It has definitely changed the way that I will be doing things in the future. I began implementing what I learned since the first module. I am proud of my efforts with each module. This has been a busy semester for me, but I still put forth the effort to obtain the return on investment. I know it will pay off for the students and myself.

