

Cedar Crest College
Criminal Justice Field Experience Seminar
Fall 2009

Course: CRJ 326

Credits: 3

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Course Description

The Field Experience Seminar is designed to assist the student in processing the experiences one has at the field experience assignment. The seminar is taken concurrently with the field experience and provides an opportunity to integrate and reconcile theoretical concepts and principles learned in other social science and criminal justice courses and apply them in working within the criminal justice profession.

As students enter the field as interns, their concerns will be more on practical issues. As a result, the course is designed as an open discussion forum allowing the professor and students to examine practical issues and discuss their integration with classroom concepts. The integration of these concepts is the central purpose of the course.

Students will be asked to link professional events to theoretical concepts and will be asked to examine these events within the context of professional and personal ethics.

Course Objectives

Active participation in the Seminar is extremely important to ensure a student's integration of field practice with criminal justice theory. By participating in this, students will be able to:

1. Apply problem solving and critical thinking skills in an agency setting.
2. Understand and relate the theoretical concepts to a field setting.

3. Develop an understanding of the role agency and client diversity plays in the application of the profession.
4. Understand and assess agency policies, practices, hierarchy, and diversity impact on the delivery of services.
5. Write process recordings, journal entries with theoretical applications, and clear case narratives while respecting client confidentiality.
6. Develop an understanding of how community resources impact the delivery of professional services.
7. Understand and relate criminal justice values and their ethical implications to professional practice.
8. Develop awareness to personal values and be responsible for ethical conduct in field practice.
9. Use supervision in field practice to function effectively as a professional within the structure of the agency.

Course Outcomes

Students will demonstrate an understanding of how problem solving, critical thinking and criminal justice theory apply to an agency setting.

Assessment: Students will maintain a weekly journal that reflects criminal justice knowledge, concepts, principles, theory, values and skills found in the students' field experience.

Students will understand and relate criminal justice values and ethical implications to professional practice as well as develop an awareness of personal values and ethical conduct.

Assessment: Students will maintain a weekly journal that reflects criminal justice knowledge, concepts, principles, theory, values and skills found in the students' field experience.

Students will demonstrate an ability to apply theoretical concepts to their field experience.

Assessment: Students will demonstrate understanding of the ethical implications of practice by applying a case example of an ethical dilemma.

Students will demonstrate an understanding of how an agency's policies, practices, hierarchy, and diversity impact on the delivery of services.

Assessment: Students will demonstrate understanding of the ethical implications of practice by applying a case example.

Texts and Assigned Readings

There are no assigned tests for this course as it is designed as an open discussion forum. However, assigned reading will be given as the subject dictates.

Student Assignments

1. Students will be required to keep a field experience journal, which will be submitted for review the first meeting of each month. Students are asked to reflect and write about criminal justice concepts, principles, theory, and issues reflected in the student's practice.
2. Students will be required to produce a reactionary paper discussing an ethical dilemma experienced during the field practice and the evaluation of how the ethical concept was resolved.
3. Students will be required to provide a writing sample outlining a how the classroom knowledge they have been exposed to applied to a field setting.

Classroom Protocol

Appropriate classroom behavior is implicit in the Cedar Crest College Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late

arrivals, early departures, inappropriate conversations and any other behavior that might disrupt instruction and/or compromise students' access to their Cedar Crest College education.

Furthermore:

Students are expected to have prompt and regular classroom attendance in accordance with the policy stated on the syllabus.

Sleeping, or the appearance of sleeping is strictly prohibited. Any student who is observed sleeping will receive a zero for the class participation portion of the course. Repeated events will result in any student failing the course. Any student who is observed sleeping during a guest lecture will fail the course without question.

Faculty are expected to make clear on the first day of class reasons for specific classroom decorum and repercussions for non-compliance. Faculty should be aware of setting boundaries and procedures for exceptions to expectations stated in the syllabus.

Honor Philosophy

The Cedar Crest College Honor Philosophy is based upon the principle that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life.

Grading

Class Participation	20%
Journal	40%
Ethics Paper	20%
Application Paper	<u>20%</u>
	100

Attendance Policy

Students may be absent without penalty to their grade on two occasions. Any student absent on 3 or 4 occasions will have their attendance grade reduced by 25%; any student absent on 5 or 6 more occasions will receive a zero for class participation; and any student absent on 7 or more occasions will not pass the course. All absences must be discussed with the instructor in advance, with the exception of medical emergencies.

Attendance at guest lectures is mandatory unless previously discussed with the instructor. Any student missing a guest lecture without prior permission will receive a zero for class participation.

Course Outline

The course will be broken in to seven two-week topic segments. Each segment is designed to emphasize the connection between classroom instruction and the professional placement.

Segment 1 Weeks 1 and 2

Ethics and Confidentiality of the Field Placement

- Students will discuss the ethical standards required for field placement. Student participants face ethical dilemmas that are different from those of their field experience supervisors simply based on the nature of their somewhat limited professional involvement.
- Client confidentiality is an extremely critical issue for any student participating in a field placement. Students will examine the importance of confidentiality and begin to establish their professional standards.

Segment 2 Weeks 3 and 4

Evaluation of Agency Effectiveness

- Students will be asked to identify the appropriate form of agency evaluation. This segment will examine which types of evaluative techniques are appropriate for which agencies. The advantage of this format is that the students will benefit from the wide variety of agency placements and gain an appreciation for the complexity of criminal justice evaluation.

Segment 3 Weeks 5 and 6

Race, Gender and Social Class

- Students will be asked to discuss how issues of race, gender, and social class effect and impact their field placement agency.
- Students will be asked to evaluate how their field placement agency compensates, interacts, and adjusts to client characteristics.
- Students will discuss how the racial, gender and social class composition of their field placement agency impact the delivery of service.

Segment 4 Weeks 7 and 8

Theoretical Application

- Half way through their field placement experience, students are expected to discuss how theoretical concepts impact their placement.
- This is an extremely critical element of the field experience, as theory guides the behavior of most criminal justice agencies.
- Students will be asked to evaluate how theoretical concepts influence the operation of their field placement agency.

Segment 5 Weeks 9 and 10

Addiction and Social Dysfunction

- Students will be asked to discuss how the concepts of drug use, abuse and addiction impact their field placement agency.
- Students will be asked to evaluate how other forms of socially unacceptable behavior impact their field placement agency.
- Students will be asked to evaluate how rehabilitative programming could possibly impact their agency's mission.

Segment 6 Weeks 11 and 12

Public Policy and Public Perception

- Students will be asked to discuss how public perception influences the operation of their field placement agency.
- Students will be asked to evaluate how public policy influences the operation of their field placement agency.
- Students will be asked to evaluate the accuracy of public perception in relation to the actual operation or mission of their field placement agency.

Segment 7 Weeks 13 and 14

Conclusion

- Students will be asked to summarize their field experience and discuss both the benefits and disadvantages of their experience.