

This is provided as an example proposal.
It is important that you follow the
current guidelines.

The mentor letter has been removed.

A PROPOSAL TO STUDENT ENHANCEMENT AWARD REVIEW COMMITTEE

TITLE OF PROJECT: A Dialectical Analysis of Prisoners' Constructions of Rehabilitation
 NAME OF APPLICANT: Courtney N. Hook, M.A.
 STATUS: Undergraduate Graduate Medical
 CAMPUS/LOCAL ADDRESS: 432 Schoonover Center, Athens OH 45701
 E-MAIL ADDRESS: ch915217@ohio.edu
 DEPARTMENT: Communication Studies

EXPECTED GRADUATION DATE (Month and Year): May 2021
 RE-SUBMISSION: YES (Original Submission Date _____) NO

PROPOSAL CATEGORY (select one):
 Life/Biomedical Social/Behavioral
 Arts/Humanities Physical Sciences/Engineering

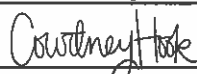
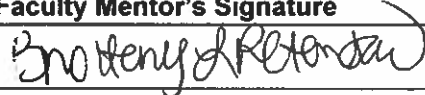
BUDGET: Total Request \$6,000
 (May not exceed \$6,000)

FACULTY MENTOR INFORMATION:
 NAME: Dr. Brittany Peterson
 E-MAIL ADDRESS: petersob@ohio.edu
 DEPARTMENT: Communication Studies
 DEPARTMENT ADMIN./E-MAIL: Kristina Mckinley, mckinlek@ohio.edu

IRB AND IACUC APPROVAL:
 To ensure that the University is in compliance with all federal regulations, complete the checklist below. *Note: your proposal can be approved prior to IRB or IACUC approval (put "pending" or "to be submitted" instead of approval number), but funding will be withheld until notification of approval or exemption.*

Yes	No	Office of Research Compliance	Policy #
<input checked="" type="radio"/>	<input type="radio"/>	Human Subjects in Research (including surveys, interviews, educational interventions): 19-F-32 Institutional Review Board (IRB) Approval #: Pending approval Expiration Date: September 2021	19.052
<input type="radio"/>	<input checked="" type="radio"/>	Animal Species: Institutional Animal Care & Use Committee (IACUC) Approval #: Expiration Date:	19.049

SIGNATURES

Applicant's Signature		Faculty Mentor's Signature	
Signature		Signature	
Name	Courtney Hook	Name	Brittany Peterson
Dept/School	Scripps College of Communication	Unit	Communication Studies
Date	1/22/2020	Date	1/22/2020

Dean Name	Dr. Scott Titsworth
Dept/School	Scripps College of Communication
Signature	

Optional:

If selected for funding, I give permission to the Office of the Vice President for Research and Creative Activity to use my proposal as an example during training and workshop exercises.

(Sign below) Signature:  Date: January 22, 2020

STUDENT ENHANCEMENT AWARD APPLICATION CHECKLIST

Applicants **must** complete and sign the checklist. The checklist should be included as the second page of the application (following the cover page).

- | | |
|---|---|
| <input checked="" type="checkbox"/> Cover page | use SEA form |
| <input checked="" type="checkbox"/> Checklist | use SEA form |
| <input checked="" type="checkbox"/> Abstract* | 1 double-spaced page |
| <input type="checkbox"/> Resubmission Summary (<i>For Re-submissions Only</i>)* | 1 double-spaced page |
| <input checked="" type="checkbox"/> Project Narrative | 5 double-spaced pages |
| <input type="checkbox"/> Glossary/Definition of Terms* (<i>Not required</i>) | 2 double-spaced pages |
| <input checked="" type="checkbox"/> Bibliography (<i>Not required</i>) | 2 pages |
| <input checked="" type="checkbox"/> Presentation of Results | 1 double-spaced page |
| <input checked="" type="checkbox"/> Mentor's Endorsement | 1 page |
| <input checked="" type="checkbox"/> Biographical information (<i>Applicant(s) and key personnel</i>) | 3 pages per person |
| <input checked="" type="checkbox"/> Budget and Justification | no limit specified (Including the OHIO-Affiliated Travel Form, if applicable) |
| <input checked="" type="checkbox"/> Appended Materials/Multimedia Files | 5 pages; and no more than 10 minutes of footage |
| <input checked="" type="checkbox"/> Electronic copy of proposal | Single Acrobat file, containing entire proposal and required signatures |

Sections marked with a bullet (*) identify text sections that should be written in language understandable by an informed layperson to assist the Committee in its review.

*****Please Note: The committee has the right to return without review any proposals that do not conform to these format requirements*****

Applicant signature: Courtney Cook

Abstract

I am requesting a Student Enhancement Award to support my dissertation entitled: “Expanding Understandings of Involuntary Membership and Organizational Engagement: A Dialectical Analysis of Prisoners' Constructions of Rehabilitation,” an interpretive project that sets out to explore how rehabilitation is being communicatively constructed and understood behind bars in ways that help and/or hinder incarcerated individuals as they prepare for their release. My proposed project sets out to illuminate how prisoner rehabilitation is fostered in and through communication, with a careful attentiveness to examining contradictions and tensions in discourse across various prison programs and spaces. This research is critical in providing more nuanced understandings of rehabilitation—which, in turn, could support shifts in praxis to improve the reentry experience and decrease recidivism, or the rate by which individuals become re-incarcerated after release. Specifically, this project will enhance theoretical understandings of involuntary membership, dialectical tensions in incarceration settings, and the patterns that emerge in rehabilitation discourse across prison spaces.

Using qualitative methodologies through interviews with 40-60 prisoners and program facilitators, observation of prison programs, and document analysis of program materials and curriculum, I will immerse myself in the field to understand the lived experiences of prisoners and their institutional (dis)engagement in rehabilitation opportunities. Specifically, I intend to take an interpretive, grounded approach to unveil what discourses rooted in lived experiences reveal about the tensions involved in prison rehabilitation. Ultimately, by complexifying the communicative processes of rehabilitation and investigating deeper meanings behind why so many individuals are returning to prison, this project has potential to uncover how we can alter rehabilitation discourses to improve prisoners’ ability to leave prison, and stay out.

Project Narrative

With nearly 2.3 million Americans currently behind bars, it is evident that the United States prison system is, quite simply, failing (Sawyer & Wagner, 2019). What's more, recent studies found that 83% of prisoners were re-arrested within nine years of being released, and 44% of formerly incarcerated individuals returned to prison within their first year of freedom (Alper, Durose, & Markman, 2018). These staggering rates make clear that more research is needed to understand how to help better prepare prisoners to reenter society as healthy, resourced, law-abiding citizens. Specifically, we need more nuanced understandings of rehabilitation—which, in turn, could support shifts in praxis to improve the reentry experience and decrease recidivism, or the rate by which individuals become re-incarcerated after release.

Goals and Scope. My dissertation will interrogate how rehabilitation is being communicatively constructed and understood behind bars in ways that help and/or hinder incarcerated individuals as they prepare for their release. Specifically, my project aims to take an interpretive lens to explore how prisoner rehabilitation is fostered in and through communication, with a careful attentiveness to examining contradictions and tensions in discourse across various prison programs. Subsequently, my dissertation will ask: (1) How is rehabilitation communicatively constructed behind bars? (2) How is rehabilitation fostered within and through dialogue? (3) What dialogical and/or dialectical tensions exist within and across sectors of prison rehabilitation programs?

Interrogating these questions are critical to move beyond measuring and tracking statistics surrounding incarceration and towards complexifying the communicative processes of rehabilitation and investigating deeper meanings behind why so many individuals are returning to prison. Although prisoner rehabilitation is a fundamental concern at the forefront of

disciplines like criminology and sociology, scholars are calling for more interdisciplinary understandings of rehabilitation (McNeill, 2012). As a communication scholar, I view rehabilitation as being communicatively constructed by prisoners in particular ways that shape incarcerated individuals' understandings of their own realities. Therefore, amidst a body of research that is largely quantitative in nature, I hope to embark on a project that prioritizes lived experiences and discourses to illuminate more nuanced understandings of prison rehabilitation.

Context. Prison rehabilitation has been studied across various disciplines and contexts in hopes of finding what works to reduce recidivism. In fact, the topic has merited its own journal known as the *Journal of Offender Rehabilitation*, where scholars examine the effectiveness of prison programs, policies, practices, and services to better understand the dynamics of rehabilitation on both individual and systemic levels. Although rehabilitation scholarship has made great strides in studying the impact of particular interventions on prisoner outcomes, a majority of this research takes a quantitative approach to measuring how one variable (e.g., a dog training program, meditation, age, etc.) impacts recidivism. While current scholarship will inform how I enter prison spaces and conversations, my project will extend the literature by contributing more nuanced understandings of discourses surrounding rehabilitation, while also offering a more holistic view of how prisoners communicatively construct experiences of rehabilitation across programs and spaces. Specifically, I intend to take an interpretive, grounded approach in exploring multiple spaces across the prison to unveil what prisoner discourses reveal about the tensions involved in rehabilitation on both micro and macro levels.

My project will be theoretically grounded in organizational communication scholarship with an eye towards dialectics. First, I hope to expand Peterson and McNamee's (2016) notion of involuntary membership, which emerged as a way to understand the communicative experiences

of individuals who are members of organizations against their will, such as boarding schools, gangs, and cults. My project will contribute to this body of literature by interrogating how prisoners engage in rehabilitative opportunities, thus expanding our understandings of organizational engagement in involuntary arrangements. Second, I intend to take a dialectical lens (Baxter & Montgomery, 1996; Rawlins, 1992) to understand how tensions surrounding rehabilitation are enacted and navigated by prisoners and program facilitators within and across programming spaces. Organizational communication scholars have established blueprints for examining contradictions and tensions across organizational spaces (Putman, Fairhurst, & Banghart, 2016; Tracy, 2004), but have yet to apply these practices in involuntary spaces. Therefore, I will extend dialectical and organizational theory by interrogating the discourses that promote or dismantle the rehabilitation-punishment dialectic at an institutional level, as well as the vulnerable-empowered dialectic among prisoners.

Methods. Ohio's Department of Rehabilitation and Correction (ODRC) is only one of four states in the nation that includes the word "rehabilitation" in their departmental title—a commitment which is evidenced by their diverse programming, including educational courses, vocational training, recovery services, religious-based groups, and others. I have a long-standing research partnership with the Ohio Reformatory for Women (ORW), which is the largest women's prison in the state of Ohio and holds the mission statement: "We're in the business of saving lives." ORW's commitment to rehabilitation, along with my established rapport with the warden and staff, makes the institution an ideal research site to explore my research questions.

To accomplish the above aims, I will use qualitative methods as well as what Doerfel and Gibbs (2014) refer to as middle-ground field studies, which describes fieldwork that allows for immersion within and comparison across specific contexts. Specifically, I intend to conduct 40-

60 in-depth interviews with prisoners and program facilitators from 2-3 programs to understand how dialogue surrounding rehabilitation emerges across sectors of programming (See Appendix A for a tentative interview guide). I will also speak with prisoners who intentionally choose not to participate in programming to gain a more holistic understanding of organizational engagement by involuntary members. In addition to interviews, I will spend time in prison programming spaces as an observer of interactions and will analyze program materials through document analysis, since prison programs are often anchored in established curriculums and/or workbooks. Through interviews, observation, and document analysis, I hope to immerse myself in prison spaces and dwell on how rehabilitation is impacting real people and their institutional engagement (see Appendix B for navigating safety concerns within the prison).

Qualitative methodologies suit my research objectives, which are largely interpretive in nature. My research questions are rooted in illuminating discourses and tensions of rehabilitation, which requires the understanding that the realities of prisoners are emergent, socially constructed, and symbolic in nature. Therefore, my methodological approach must privilege the voices of those experiencing incarceration firsthand. My data analysis will be guided by Tracy's (2013) primary and secondary coding cycles and informed by the constant comparative method (Glaser & Strauss, 1967), where data is categorized first into broad coding categories and gradually organized and synthesized into meaningful interpretive concepts. To ensure rigor and quality, I will draw on Tracy's (2010) "big-tent" criteria for strong qualitative research, committing to ethical practices, meaningful coherence, resonance, and significant contribution from data collection, through analysis, and during the writing process. Through iterative processes, my goal is to explore the constructions and tensions associated with prison rehabilitation and illuminate how we might improve these discourses to better support prisoners.

Significance. My dissertation work has the potential to make meaningful contributions to theory and praxis. Theoretically, this project will expand what we know about how involuntary members (dis)engage in organizations and illuminate the dialectical tensions that come with this engagement. This research will also focus on incarcerated women, a largely understudied but important demographic of prison populations, and may illuminate how we can alter rehabilitation experiences for females as opposed to assumptions that programs are a “one size fits all” across all prisons. Pragmatically, this research will result in a report to the prison synthesizing current discourses surrounding prison rehabilitation across the institution. I will also offer to hold a workshop to create a space for dialogue surrounding best practices to support a better rhetoric of rehabilitation. The Warden has expressed full support for my project, and even suggested that we “package up a curriculum” to present at conferences and prisons across the nation as a resource for good communication practices within and across prison programs. Therefore, this project may lead to more cohesive and comprehensive curriculum surrounding rehabilitation across prison institutions, informed by the needs and voices of those living behind bars.

Broader Impacts. I am deeply committed to engaging in research that addresses inequities and promotes social justice among understudied and underserved communities, all while ensuring my research reaches beyond the realm of academia and into the hands of those who it impacts most. Therefore, my hope is that this research can help to improve the quality of life for prisoners as they serve their sentences. By identifying best practices of rehabilitation discourses, prisoners may feel more supported as they undergo empowering transformations. In recognizing the current failure rates of the criminal justice system, my ultimate hope is to uncover how we can alter rehabilitation discourses to improve prisoners’ ability to leave prison, and stay out.

Bibliography

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- Hook, C., & Geist-Martin, P. (2018). Communities of care: A qualitative investigation of the communication of support between incarcerated women. *Communication and Critical/Cultural Studies*, 15, 127-143
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Presentation of Results

I plan to present my preliminary findings at the Organizational Communication Mini-Conference (OCMC), which will be held at the University of South Florida in September 2020. OCMC is a smaller conference that provides graduate students with a platform to present research, prepare for the job market, and build connections with senior scholars in the field. The conference is uniquely supportive of graduate students pursuing research in organizational communication, connecting burgeoning scholars with established faculty to receive constructive feedback on early dissertation plans. Since my dissertation is rooted in expanding theories of organizational membership and dialectics, this conference will allow me to present preliminary findings to scholars (some of whom I cited in my project narrative) and receive extremely meaningful feedback while I am still in the midst of data analysis. Importantly, I will be on the job market during the time of the conference, so my presentation may also serve as a preliminary job talk for those from hiring universities. Finally, using the feedback and guidance I receive at OCMC, I will continue writing my dissertation with the ultimate goal of publishing findings in the *Management Communication Quarterly* as well as *Journal of Offender Rehabilitation*.

My mentor and advisor, Dr. Brittany Peterson, has a longstanding membership within OCMC, hosting the conference two years ago at Ohio University. Therefore, her presence and mentorship at the conference will be invaluable in supporting me during my presentation and helping facilitate introductions with senior scholars who may be able to offer guidance as I continue to build my research pipeline and trajectory. Ultimately, presenting at OCMC would provide an excellent and invigorating networking opportunity to receive meaningful feedback at a crucial time in the dissertation process, facilitate collaborations possible with scholars in allied areas of the discipline, and meet search committees from promising institutions.

Biographical Information

Courtney N. Hook, Doctoral Student
Scripps College of Communication, Ohio University
Schoonover 432, Athens, OH 45701
ch915217@ohio.edu | 425-876-7477

Education

- | | | |
|------------------|--|---|
| Anticipated 2021 | Ph.D., Communication Studies (GPA: 3.98)
Primary Emphasis: Organizational Communication
Dissertation: The Communicative Construction of Rehabilitation in Prison
Committee: Drs. Brittany Peterson (Chair), Lynn Harter, William Rawlins,
Sarah Jones, Nicole Kaufman | Ohio University
Athens, OH |
| May 2017 | M.A., Communication Studies
Thesis: <i>A Qualitative Investigation of How Incarcerated Women Communicate Support</i>
Committee: Drs. Patricia Geist-Martin (Chair), Luke Winslow,
Megan Welsh | San Diego State University
San Diego, CA |
| June 2014 | B.A., Communication Studies
<i>Magna cum laude</i>
Minor: Criminology, Sociology of Law
Thesis: <i>Communication Studies: "That's just public speaking, right?"</i> | Western Washington University
Bellingham, WA |

Publications

- Hook, C.** (2019). Easing the pain of being labeled a “drug seeker”: Navigating the metanarrative of addiction. *Health Communication*. doi: 10.1080/10410236.2019.1693127
- Harter, L., Ellingson, L., Yamasaki, J., **Hook, C.**, & Walker, T. (2018). Defining moments: Telling stories to foster well-being, humanize healthcare, and advocate for change. *Health Communication, 35*, 262-267. doi: 10.1080/10410236.2018.1557468
- Harter, L., Pangborn, S., Quinlan, M., Walker, T., & **Hook, C.** (2018). Storytelling and progressive action: A model of engaged scholarship. *Handbook of Applied Communication Research*.
- Hook, C.**, Plump, B., & Geist-Martin, P. (2018). Advocating for integrative medicine: Providers' stories of resonance, negotiation, and community building. *Qualitative Research in Medicine and Healthcare, 2*, 30-44. doi: 10.4081/qrmh.2018.7049
- Hook, C.**, & Geist-Martin, P. (2018). Communities of care: A qualitative investigation of the communication of support between incarcerated women. *Communication and Critical/Cultural Studies, 15*, 127-143. doi: 10.1080/14791420.2018.1433308
- Clancy, R., Acio, B., Biggers, D., **Hook, C.**, Chapman, C., & Winslow, L. (2017). Empowering the marginalized: The challenges and opportunities of teaching communication in a women's detention facility. *Dialogues in Social Justice, 2*, 16-30.

Relevant Conference Presentations

- Hook, C. (2019, February). *Beyond the barbed wire: Expanding narrative understandings through prisoners' stories*. Paper to be presented at the Western States Communication Association Annual Convention, Denver, CO.
- Hook, C. (2019, November). *Developing a spectrum of involuntary membership: Exploring positive constructions of incarceration*. **Top student paper**. Paper presented at the National Communication Association Annual Convention, Baltimore, MD.
- Hook, C. (2019, November). *Exploring communicative constructions of identity in the courtroom*. **Top paper panel**. Paper presented at the National Communication Association Annual Convention, Baltimore, MD.
- Sloat, M., Peterson, B., & Hook, C. (2019, November). *Exploring the communicative construction of motherhood in prison*. Paper presented at the National Communication Association Annual Convention, Baltimore, MD.
- Hook, C. (2019, February). *Negotiating socialization with a non-accommodating gatekeeper: Reflections of teaching at a correctional facility*. Paper presented at the Western States Communication Association Annual Convention, Seattle, WA.
- Peterson, B., Hook, C., & Sloat, M. (2018, September). *On becoming a(n incarcerated) mother: Interrogating traditional constructions of motherhood and mothering*. Paper presented at the Communication in the Americas International Symposium, Athens, OH.

Teaching Experience

Ohio University

- COMS 1010: Fundamentals of Human Communication, *Online* (Instructor of Record)
- COMS 1030: Fundamentals of Public Speaking (Instructor of Record)
- COMS 1100: Communication Across Cultures (Instructor of Record)
- COMS 2040: Principles and Techniques of Interviewing (Instructor of Record)
- COMS 2050: Techniques of Group Discussion (Instructor of Record)
- COMS 2060: Communication in Interpersonal Relationships (Instructor of Record)
- COMS 2500: Organizational Communication for Nonmajors (Instructor of Record)

San Diego State University

- COMM 103: Oral Communication (Instructor of Record)
- COMM 371: Intercultural Communication, *Online* (Teaching Assistant)
- COMM 415: Nonverbal Communication (Teaching Assistant)
- COMM 495: Communication Studies Capstone (Teaching Assistant)

Western Washington University

- COMM 101: Fundamentals of Speaking (Instructor of Record)

Honors & Awards

- | | |
|------|--|
| 2019 | Top Student Paper , <i>Communication and Social Construction Division, NCA</i> |
| 2019 | Outstanding Researcher Award , <i>Scripps College of Communication, OU</i> |
| 2019 | Dorothy and Larry Schey Endowed Scholarship , <i>Scripps College, OU</i> |
| 2019 | Graduate Student Leadership Award , <i>Scripps College of Communication, OU</i> |
| 2018 | Top Qualitative Thesis Award , <i>Master's Education Section, NCA</i> |
| 2014 | Outstanding Graduate Award , <i>Department of Communication, WWU</i> |

Research Assistant Experience

- 2018 – present **Research Assistant to Dr. Lynn Harter** Ohio University
The Barbara Gerald Institute for Storytelling Athens, OH
and Social Impact
 Engaging in community-based participatory research while helping develop the *Defining Moments* podcast in partnership with the *Health Communication* journal.
- 2018 – present **Research Assistant to Dr. Brittany Peterson** Ohio University
Achieving Baby Care Success Prison Nursery Program Athens, OH
 Engaging in a longitudinal qualitative study to explore the communicative experiences associated with parenting in prison as well as investigate inmate and staff perceptions of social support and membership with respect to this program.

Relevant Graduate Coursework

- COMS 6209** Communicating and Organizing
COMS 8200: Foundations in Organizational Communication
COMS 6930: Social Justice and Organizing
SOC 5620: Sociology of the Courts
SOC 6090: Sociology of Prisoner Reentry
COMS 7130: Critical Ethnography

Service

- 2019 – present **Chair, Graduate Student Committee** (elected position), Activism &
 Social Justice Division, National Communication Association
- 2017 – 2018 **Volunteer Instructor**, SEPTA Correctional Facility (Nelsonville, OH)
- 2016 – 2017 **Volunteer Instructor**, Las Colinas Detention & Reentry (Santee, CA)

Language Skills

- English:** Fluent
Spanish: Conversational

Other Funding Sources

- 2020 **Claude Kantner Graduate Fellowship (Applied, Announced in April 2020)**
 Fellowship of \$15,000 plus full tuition scholarship for one fourth year student.
- 2020 **P.E.O Scholar Award (Applied, Announced in April 2020)**
 Merit-based award for \$15,000 to support women in doctoral-level programs.
Graduate College, Ohio University
- 2019 Competitive award of \$500 to support travel to and participation in conferences.
- 2019 **Research, Pedagogy, and Professional Development Incentive Pool**
 Awarded \$2,000 to support qualitative research with the European Wax Center.
Scripps College of Communication Diversity Committee
- 2019 Competitive award of \$500 to support travel to present research at conferences.
- 2018 **Research, Pedagogy, and Professional Development Incentive Pool**
 Awarded \$2,000 to support a longitudinal research project to spearhead a pilot Court Navigator Program in the Athens Municipal Court.

Budget

Fieldwork-Related Costs				
<i>Ohio Reformatory for Women, Marysville, OH</i>				
	Item	Source	Cost per Item	Total Cost
Travel – Data Collection				
Transportation	Round trip, Ohio Reformatory for Women	http://google.com/maps	\$0.57/mile x 114 miles x 2, est. 20 trips total	\$2,599.20
Lodging	Hotel stay at Comfort Sweets, Marysville, OH	http://comfortsuites.choicehotels.com	Approx. \$96*/night, est. 8 stays total	\$768.00
Other				
Transcription	Transcription Services for Interviews	http://gotranscript.com	50 interviews, x 45 minutes each @ \$1 per minute	\$2,250.00
Total Project Cost:				\$5,617.20
Total Requested:				\$4,816.50
Personal Funding:				\$800.70

Conference-Related Costs				
<i>2020 Organizational Communication Mini-Conference, Tampa, FL</i>				
	Item	Source	Cost per Item	Total Cost
Travel				
Flight	Round trip flights from Columbus, OH to Tampa, FL	http://kayak.com	Approx. \$300*	\$300.00
Rental Car	Economy, Pick up and return at TPA	http://carrentals.com	Approx. \$49*/day x 4 days	\$196.00
Lodging	La Quinta Inn & Suites, Tampa FL	http://wyndamhotels.com	Approx. \$158*/night, x 3 nights	\$474.00
Per Diem	Meals	www.gsa.gov/perdiem	\$61/day x 4 days (\$45.75 on first & last day of travel)	\$213.50
Total Conference Cost:				\$1,183.50
Total Requested:				\$1,183.50

*Cost estimation, rates unavailable at this time

Total Costs Requested	
Total Project Cost:	\$4,816.50
Total Conference Cost:	\$1,183.50
Total Requested:	\$6,000.00

Appendix A: Tentative Interview Guide

The questions below are flexible and will help guide my conversations with rehabilitation program participants. In general, I view interviews as conversations between the interviewer & interviewee. As such, I certainly won't ask all of these questions. I've noted possible questions here that might be relevant as the conversation develops. I will begin with this interview guide after walking participants through the informed consent document.

Experience of Membership/Socialization

In this section I hope to learn more about how participants become part of programming. I want to know what they expected before they joined and what has been unexpected. I'd also like to understand how the transition from general population to these programs has been.

General:

- Can you start by telling me a little about how you came to be here at ORW?
- What did you hear about the programming generally upon coming to ORW?
 - What programs did people seem excited about?
 - What programs did people warn you about?
 - What programs did people suggest for you to participate in?

Initial Involvement in Programming:

- Tell me about your journey with initially getting involved with programming.
- How did you decide you wanted to join programming?
- What was the first program you joined? What drew you to this program?
 - What did you hear about this program?
 - How were your expectations met upon being in this program?
 - How did this program shape your experiences here?

Experience within Specific Programs

In this section, I will ask this series of questions for each of the programs that participants have been part of. I hope to learn more about

General:

- Tell me a little bit about program _____. If I didn't know anything about the program, what would you tell me?
 - What are some topics the program focuses on?
 - What is the hope/goal/outcome of the program?
 - Do you find it is successfully achieving that goal?

Expectations:

- What did you hear about the program prior to joining?
- What is the program's "reputation" among incarcerated individuals? Among staff?
- What did you think it was going to be like?
- Was it the way you expected it would be?
- What has surprised you most about being in here?

Joining:

- Why did you choose to be part of this program?
- Tell me the story of how you got into the program.
 - How long have you been a part of the program?
 - What was the application process like?
- Tell me about your first day in the program. What were your first impressions?
 - Describe the space, people, and anything else you think might be important.

Day-to-Day Routines:

- Tell me about a typical day in the program.
 - How long does a “session” normally last?
 - What types of topics are discussed?
- Tell me about a particularly meaningful topic or activity from in the program.
 - Why was this memorable for you?
- In what ways does the program focus on your communication?

Program Facilitator

- What were your initial impressions of the program facilitator?
- Describe the facilitator’s role in the program.
 - How would you describe their teaching style?
- What is your relationship like with program facilitator?
- Can you tell me about a particularly memorable interaction with a prison facilitator?
- What do you believe is most important to the program facilitator?
- How would you describe the facilitator’s orientation towards rehabilitation? Punishment?
 - How does the facilitator talk about rehabilitation in class? Punishment?
- How do your interactions with program facilitators differ from your interactions with prison staff?
 - What do you believe prison staff think of the programs?

Interactions with Peers:

- What is your relationship like with other participants in this program?
- What role do your peers play in your programming experience?
- Tell me about a particularly memorable interaction with other prisoners in programming.
- In what ways have your peers played a positive role in your programming experience?
 - Have there been issues, conflict, or other negative impacts of being in this program with others? If so, what were they?

Evaluation of the Program:

- How does the program apply to your own life?
 - Do you believe it helps more with life inside or outside of prison? Why?
- How has the program helped you as a prisoner? As a family member? A citizen?
- What things do you think the program does particularly well?
- What are some ways the program can improve?
- What elements are important in developing a strong prison program?
 - What makes a program “successful”?

Comparing Multiple Programs

- What are some common themes/threads that seem to show up in multiple programs?
 - How do the programs here complement each other?
- Can you think of a time you felt like programs were contradicting each other?
 - What are some ideas you feel you still need guidance or clarification about?

General Perceptions of Rehabilitation

In this section I want to understand program participants' general perceptions of rehabilitation.

- When I say “rehabilitation”, what does that word mean to you?
- Do you believe ORW prioritizes rehabilitation or punishment more? Why?
- How much control do you believe you have over your own rehabilitation journey?
- In what ways does programming help you on your path of rehabilitation?
- What are some misconceptions you believe people have about rehabilitation?
- If you were to design the perfect prison rehabilitation program(s), what would it/they look like?
 - What would their mission be?
 - What topics would they cover?
- If you were to tell the general public what rehabilitation is all about, what would you say?

Re-entry Questions

In this section, I want to learn about how the participants feel about their future re-entry.

- When you think about getting out of prison, what kinds of thoughts/feelings come to mind? Explain.
- To what extent do you feel prepared to transition out of prison?
- Has programming helped you to feel more/less prepared? If so, how? If not, why not?
- What do you think will be easiest/most challenging for you?
- What are you most excited about in the transition?
- What are you most scared about in the transition?

Appendix B: Navigating Safety Concerns

Since beginning my work in incarceration facilities in 2016, I have conducted research and taught communication classes as a volunteer in five jails and prisons in California and Ohio. Subsequently, I have gone through five different safety orientations and workshops in preparation for entering these facilities and feel well-equipped to enter the Ohio Reformatory for Women to conduct my dissertation research. These orientations and experiences have taught me how to remain safe in these settings in various ways. First, I am aware that I must dress modestly with minimal jewelry and makeup, and bring a clear plastic bag to carry only the required materials needed to conduct research (i.e., pen, paper, recorder, water bottle, and my driver's license). Second, I understand that I should not reveal any personal information about myself to prisoners beyond my first name and reason for being there. As my third qualitative research project with female prisoners, I feel confident in my ability to establish rapport with participants without compromising my own safety through revealing personal information. Finally, I have been trained to navigate the challenges that may come with interacting with prisoners who ask for favors or information, or who reveal information that may compromise their case for why they are incarcerated. I have already identified and become acquainted with my point of contact at ORW, the warden's administrative assistant, if there were to be any confidentiality issues brought up during my interactions with prisoners.

Appendix C: Proof of Warden Support

Clara.Golding-Kent@odrc.state.oh.us 

 Important November 11, 2019 at 10:39 AM



Re: Dissertation Follow-Up

To: Courtney Hook

Hi Courtney,

I am happy this is coming together for you. Yes, you may use my name for I do believe your research into the programs offered will offer insight on how we can better serve our women. Just let me know when you are available to come tour and I will work you into the schedule.
Be safe in your travels and enjoy the holidays with your family.

Blessings
Clara

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