Hermeneutics and Communications

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**Assignment**

***Developmental Readings***

Review Assignment #3, the course essential elements, assigned readings, and recommended readings to identify selections of books and scholarly articles to identify and select developmental reading sources and entries.

* Refer to the “[Student Guide to Developmental Readings](https://drive.google.com/file/d/161V_FaYR2BnNGCSFUlWPjUSIQzcH04Hq/view?usp=share_link)” for updated information on sample comments, rubrics, and key definitions related to developmental readings.

**Source One:**Duvall, J. S., & Hays, J.D. (2012).*Grasping God's Word: A hands-on approach to reading, interpreting, and applying the Bible, 3rd. Ed*. Zondervan.

**Comment 1:**(from COM 803- Hermeneutics and Communications):

**Quote/Paraphrase:***“Things to Look for in Sentences: 1. Repetition of Words -Look for words that repeat. First, be sure to note any words that repeat within the sentence you are studying. Then survey the sentences around the text you are reading and look for repetition in the larger passage.”*

**Essential Element:** This comment is associated with the essential element of

Reading Techniques for Scholarly Subject Research

**Additive/Variant Analysis:**This comment is additive to my understanding because when examining repeated words within a passage, it enhances our comprehension by emphasizing key themes and concepts that the author highlights. For instance, if a passage frequently uses such words like "innovation" and "technology," it suggests that these ideas are essential to the author’s argument or narrative. By identifying and noting these repetitions, we can better grasp how the author constructs their message and what aspects they consider most important. For example, in a text discussing the impact of technology on modern education, repeated use of the word "technology" and "education" offers their interconnection and the significant role technology plays in shaping educational methods. Recognizing this pattern helps in understanding how the author views the evolution of educational practices and the influence of technological advancements.

**Contextualization:**  This statement deepens my understanding of the significance of repetition, not only with words but also with the stories shared, particularly about the experiences of juvenile offenders. These young individuals often endure the emotionally demanding process of repeatedly recounting their traumatic experiences to mental health professionals and law enforcement officials like me and thus, listening to key, repeated words are essential for investigative purposes. This repetition is more than just a retelling; it is a vital mechanism for processing and addressing their trauma. The continual articulation of their experiences simplifies a gradual healing of their emotional wounds, even though it can also heighten their distress. In my line of work, this mirrors the broader concept of repetition as both a challenge and a tool for healing. Ecclesiastes 1:9 reflects this idea, stating, *"What has been will be again, what has been done will be done again; there is nothing new under the sun."* This scripture suggests that, while repetition can be a painful cycle, it is a crucial component of understanding and overcoming past traumas, illustrating the universal and cyclical nature of human experiences in the healing journey.

**Source Two:** Strunk, W., & White, E.B. (1979). *The elements of style*. Macmillan.

**Comment 2:**(from COM 803- Hermeneutics and Communications):

**Quote/Paraphrase: *“****10. Use orthodox spelling. In ordinary composition, use orthodox spelling. Do not write nite for night, thru for through, pleez for please, unless you plan to introduce a complete system of simplified spelling and are prepared to take the consequences”* (p.74).

**Essential Element:** This comment is associated with the essential element of

Scholarly Writing Techniques/APA Style

**Additive/Variant Analysis:** This comment is additive to my understanding as using orthodox spelling in writing, such as writing *"because"* instead of *"cuz,"* is essential for maintaining clarity and formality. For example, *"because"* provides a clear, precise explanation, whereas *"cuz"* can appear informal and may not be immediately understood by all readers. Here in the south, we use the word *“cuz”* to refer to a cousin. On the other hand, when working with youths, they use that same word to indicate *“because.”* Similarly, as used in the reading, opting for *"through"* rather than *"thru"* ensures that the text remains professional and accessible to a wider audience. We are professionals and writings should reflect such. By adhering to standard spelling conventions, we avoid potential confusion and enhance the readability of our work. This approach reinforces our commitment to effective communication and helps ensure that our ideas are conveyed accurately and respectfully, adding to your understanding of the importance of proper spelling in professional and academic contexts.

**Contextualization:** In professional writing, particularly within the criminal justice field, using complete, orthodox words and avoiding slang is crucial for clarity and credibility. For example, substituting *"info"* for *"information"* or *"gonna"* for *"going to"* weakens the formal tone required in official documents. As a criminal justice professional, the accuracy and formality of my reports are vital, especially when they are read aloud during court proceedings. Misusing informal language can lead to misunderstandings or diminish the perceived professionalism of the report. As an English minor, I adhere to the principle that if a task is worth doing, it is worth doing correctly. Therefore, maintaining a formal, precise language standard ensures that reports are respected and effectively communicate the necessary details.

**Source Three:** Haack, D. (2009). *A practical method of Bible study for ordinary Christians, Revised*. Ransom Fellowship Publications.

**Comment 3:** (from COM 803- Hermeneutics and Communications):

**Quote/Paraphrase: “***To examine the text clearly, observe the: who, where, what, when and why*”(p.35).

**Essential Element:** This comment is associated with the essential element of

Reading Techniques for Scholarly Subject Research

**Additive/Variant Analysis:** This comment is additive to examining a text thoroughly by observing the *who, where, what, when*, and *why* is critical for a complete understanding of its content. This careful analysis helps clarify the context and purpose of the text, ensuring that one grasps the full scope of the information presented. For example, in a historical account of a significant event, identifying who was involved (e.g., key figures like political leaders), where it took place (e.g., a specific country or city), what happened (e.g., the events or actions), when it occurred (e.g., the date or time), and why it happened (e.g., fundamental causes or motivations) provides a detailed background for interpreting the significance and impact of the event. This methodical approach prevents misinterpretation and enriches your understanding, allowing one to engage with the text more deeply and accurately.

**Contextualization:** As a Juvenile Justice Administrator, mastering the Five W's—who, what, when, where, and why—is essential for thorough investigative work involving incidents with detainees and officers. This approach ensures that every facet of an incident is examined, which helps in closing gaps and addressing loose ends in investigative reports. For instance, if a detainee reports an altercation with an officer, understanding "who" was involved (the detainee and the officer), "what" exactly occurred (the nature of the altercation), "when" it happened (the date and time), "where" it took place (specific location within the facility), and "why" it happened (basic causes or provocations) allows for a comprehensive investigation. This detailed breakdown not only clarifies the incident, but also connects all elements of the case, facilitating a complete and accurate report.

**Source Four:** Creswell, J. W., Clark, V. L. P. (2015). *Understanding research: A consumer’s guide, 2nd. Ed*. Pearson Education, Inc.

**Comment 4:** (from COM 803- Hermeneutics and Communications):

**Quote/Paraphrase:** “*Evidence from the workplace or personal experience.**You will find that researchers also justify their research problems based on evidence from the workplace or their own personal experiences. There are many issues and concerns that arise in workplaces, such as issues surrounding treating addiction or approaches to classroom discipline. Therefore, problems related to addiction or discipline may be justified because of their impact on professional settings. Likewise, researchers may describe personal experiences from their lives as evidence for the importance of studying a problem. These personal experiences may arise from intense professional experiences or experiences*

*drawn from childhood or family situations”* (p.88).

**Essential Element:** This comment is associated with the essential element of

Interpretive Methods in Social Research

**Additive/Variant Analysis:** This comment is additive to my understanding of what I call “self-experiences”. Learning and teaching others is greatly developed by sharing personal experiences, despite the discomfort it may sometimes bring. For example, when navigating complex projects at work, firsthand encounters with obstacles and solutions offer invaluable insights. Sharing these experiences helps to bridge the gap between theoretical knowledge and practical application, making lessons more relatable and impactful. This approach not only deepens one's understanding but also enhances the ability to convey complex concepts effectively. Researchers frequently justify their research problems using evidence from their own workplace experiences or personal challenges, as this real-world context provides a robust foundation for their inquiries. Likewise, incorporating personal experiences into teaching raises a more engaging and practical learning environment, indicating the significant value of experiential learning.

**Contextualization:** Growing up as a victimized child who feared speaking out, the healing journey was long and hard, resembling years as a marathoner rather than a sprinter. These deep personal struggles, once faced in silence, eventually became a source of strength and empathy. I did not understand it at the time, but years later, the experiences of overcoming fear and pain allowed for reflective personal growth and opened doors to assist others. This path of healing made it possible to support young ladies navigating similar challenges and provide a shoulder to lean on for boys and girls wrestling with abandonment, neglect, and other issues. As an emotional Maya Angelou once stated, *"There is no greater agony than bearing an untold story inside you."* Embracing and sharing these experiences has not only opened the door for personal recovery but also empowered the ability to offer meaningful support and connection to others in need.

**Source Five:** Sire, J. W. (1988). *How to read slowly: Reading for comprehension.* Waterbrook Press. [Ch. 2 General Principles of Reading World-viewishly]

**Comment 5:** (from COM 803- Hermeneutics and Communications):

**Quote/Paraphrase:** *“How to Read Slowly: Finally, I want to introduce a motif we will find repeated throughout this book. Reading speed is totally irrelevant. In fact, over and over in the next few chapters I will ask you to read and then re-read”* (p.20).

**Essential Element:** This comment is associated with the essential element of

Reading Techniques for Scholarly Subject Research

**Additive/Variant Analysis:** This comment is additive and broadens my understanding of how to read. Reading slowly and revisiting material is crucial for truly comprehending and retaining information. For example, when studying complex subjects like advanced mathematics or philosophical texts, rushing through the content can lead to shallow understanding and missed tones. Taking the time to read slowly and carefully allows for deeper engagement with the material, making it easier to grasp intricate concepts and connections. Consider the difference between quickly skimming a scientific article versus taking the time to dissect each paragraph, reflect on key points, and review challenging sections. The latter approach not only improves understanding but also offers long-term retention. By prioritizing thoughtful reading over speed, one ensures that the material is fully absorbed and meaningfully processed, ultimately leading to a richer and more profound grasp of the subject matter.

**Contextualization:** Reading slowly and rereading material is vital for accurate understanding, especially when dealing with complex incident reports from officers and witness statements from youthful offenders who often use slang or informal language. In these cases, the necessity to revisit the text multiple times—typically three or four times—is key to ensure that every detail is correctly interpreted, particularly when multiple perspectives and individuals are involved. For instance, when investigating a detailed report where various accounts intersect, the first read-through may miss subtle distinctions or misinterpret slang terms that could alter the context of the information. By carefully putting myself in the shoes of the individuals involved, I can better grasp their experiences and emotions, adding depth to the interpretation. This deliberate, slow reading approach not only increases clarity and accuracy but also aligns with a natural tendency to read slowly, ensuring a thorough understanding of the material. That is how I do it and it has worked well for me over the years.

**Source Six:** Zimmermann, J. (2015). *Hermeneutics: A very short introduction*. Oxford University Press. [Modern philosophical hermeneutics]

**Comment 6:** (from COM 803- Hermeneutics and Communications):

**Quote/Paraphrase:** “*The Power of Art: Indeed, the activity of performance best suggests the power of art to convey knowledge about life. The modern ideal of knowledge sidelined art, along with religion and moral philosophy, dismissing it as unverifiable subjective knowledge. Art may have the power to move us emotionally, or it may serve as an escape from the constantly shifting demands of reality; art may even provide pleasure through depicting purely formal visions of timeless beauty, but it does not provide knowledge about reality.*”

**Essential Element:** This comment is associated with the essential element of Interpretive Methods in Social Research

**Additive/Variant Analysis:** This comment is additive to my full understanding of art and the power that it brings. Art and its diverse forms like visual arts, literature, music, theater, dance, and pet art therapy, has a unique power to influence and empower individuals. Performance art, for example, vividly communicates deep truths about life through live interaction, allowing people to connect with personal and societal issues on an emotional level. People's responses to art can vary widely; an unhappy piece of music might bring solace to one person while inspiring another. Pet art therapy, which uses the bond between humans and animals for emotional healing, illustrates art’s capacity to offer comfort and insight, such as a therapy dog providing support to hospital patients. Although modern views often dismiss art, religion, and moral philosophy as unverifiable, art remains vital for its emotional impact and aesthetic pleasure, enriching our understanding of the world in ways that exceed empirical knowledge.

**Contextualization:** Art holds a deep power to help individuals express and cope with their deepest emotions, offering a unique outlet for those struggling with internal pain. For instance, one of my incarcerated 13-year-old boys who recently lost his mother to cancer found it difficult to shed tears, not because he lacked love or grief, but because his emotions were hard to articulate. Instead, he channeled his sorrow into an emotional poem written in her honor for an event we call *"The Coffee Shop."* Standing on the small stage, he read his heartfelt tribute aloud, his grief visibly present but unspoken until our mental health therapist arrived with her therapy dog. The presence of the dog and the integration of music and art into her sessions provided a comforting and expressive environment, allowing the young detainees to explore their feelings creatively. This approach helps them engage in normal, freeing artistic activities despite their circumstances. As Pablo Picasso insightfully noted, *“Art washes away from the soul the dust of everyday life.”* Through art, even those facing a lot of adversity find a means to heal and connect with their emotions in powerful, meaningful ways.

**Source Seven:** O’Leary, Z. (2007). *The social science jargon buster: The key terms you need to know*. Sage.

**Comment 7:** (from COM 803- Hermeneutics and Communications):

**Quote/Paraphrase: “***Longer explanation: While egalitarianism may sound straightforward, there are actually various types of equality that underpin highly divergent political systems. For example, the discourse of the USA is that ‘all men are created equal’ in a ‘land of opportunity’. These beliefs underpin a legal system that is supposedly blind to an individual’s socioeconomic status, race, or gender; a democratic government in which all citizens have an equal right to participate in political decision-making; and a social stratification system with enough social mobility to allow everyone an opportunity to become what they wish – there are no legislated barriers to success. There is, however, no promise of material equality. As a capitalist society, wealth is not shared equally and is, in fact, intended to be earned entrepreneurially”* (p.72).

**Essential Element:** This comment is associated with the essential element of Transformative Learning Theory

**Additive/Variant Analysis:** This comment is additive to my understanding of the fact that though the United States is often hailed as the *"land of the free,"* the reality is that true freedom and equality are not universally accessible. While the nation’s principles declare that *"all men are created equal"* and advocate a *“land of opportunity,”* these ideals often fall short when scrutinized through the lenses of race, gender, and socioeconomic status. For instance, racial and sexual identity disparities persist despite legal backgrounds that aim to be blind to race; African Americans, members of the LGBTQI+ and other minorities frequently encounter systemic biases and barriers that limit their opportunities and access to resources. Gender inequality also remains a significant issue, with women often facing wage gaps and underrepresentation in leadership roles. Socioeconomic status further composites these challenges; those born into poverty or low-income families frequently experience limited access to quality education and healthcare, constraining their potential for upward mobility. The U.S. legal and democratic systems promote the notion of equal rights and opportunities, but the capitalist economy inherently creates and perpetuates wealth disparities, meaning that material equality is not guaranteed. As such, while the rhetoric of freedom and equality is dominant, the lived experiences of many reveal a more complex and unequal reality.

**Contextualization:** While certain freedoms are granted in the U.S., the notion of fairness often falls short of true equality, as individual cases can result in disparate treatment. For example, as one of only three women on the command staff for the sheriff's office—and one of just two Black women among the three Black staff members—I experience firsthand how unequal treatment can manifest. Despite holding more education and years of service than some of my white male colleagues, their salaries exceed mine significantly. This disparity, while not a source of complaint given the supportive environment provided by my sheriff and county leaders, shines light on a broader issue: disparities persist despite efforts to ensure fairness. I love my job! I love what I do! I am grateful for what I make! As Confucius said, *"Choose a job you love, and you will never have to work a day in your life."* This sentiment highlights that while freedoms may be presented as universal, true equality in opportunity and reward remains vague. The lived experiences of many individuals, particularly those from marginalized racial, gender, and socioeconomic backgrounds, reveal that while the U.S. promotes itself as the *"land of the free,"* the reality often falls short of providing equal freedoms and opportunities for all.

**Source Eight:** Brewer, J. (2022). Fatherlessness and its effects on American society. *American*

*First Policy Institute*, 1-8

**Comment 8:** (from COM 803- Hermeneutics and Communications):

**Quote/Paraphrase:** “*Another unfortunate reality is that America’s prisons are full of fathers separated from their children. Of America’s roughly 2 million prisoners, over 800,000 are parents—and 92% of those are fathers. There are just about 2.7 million children that have a parent in prison (Barnes-Proby et al., 2022). In 2016, the average age of a minor child with parents in federal prison was 10 years old, and nine years old for minors with a parent in a state prison (Department of Justice, 2021)”* (p.3).

**Essential Element:** This comment is associated with the essential element of Interpretive Methods in Social Research

**Additive/Variant Analysis:** This comment is additive to my belief that America’s prison system and our communities are in trouble as many inmates are fathers, leaving millions of children without their parents. These kids face significant emotional and social challenges, often suffering deeply from the absence of their fathers. Understanding these issues shines a light on the severe impact on these children. It also identifies the urgent need for reform not only within the prison system but also in policies that address their well-being.

**Contextualization:** Children living with incarcerated fathers often face substantial challenges, particularly when they lack positive male role models. For instance, boys who grow up with their fathers in prison frequently struggle to navigate their paths without the guidance and support that a father figure provides. This absence of mentorship can lead some to follow in their fathers' footsteps, eventually finding themselves in juvenile detention centers, like the ten boys I currently have in custody. Take the example of "Johnny," whose father’s incarceration left him without a stable male role model. Growing up in a troubled environment, Johnny was drawn into gang activity and petty crime, ultimately landing him in a juvenile detention center. Likewise, "Marcus," whose father was also imprisoned, lacked the guidance to make positive choices and fell into a cycle of criminal behavior. These examples stress the critical impact of having a father figure; without such support, many boys are left vulnerable to making poor decisions, prolonging a cycle of incarceration and hardship. This explains the urgent need for interventions that provide mentorship and positive role models to break the cycle and support these children in building better futures.

**Source Nine:** Labuschagne, L., Koen, V. & Daniel-Smit, J. (2024). *Adolescent offenders' experiences of father involvement in a South African context,* p.7-8. https://doi.org/10.1111/fare.13064

**Comment 9:** (from COM 803- Hermeneutics and Communications):

**Quote/Paraphrase:** “….*Experiencing a lack of paternal support was something most participants discussed. They specifically mentioned lack of financial, emotional, and educational support from their fathers**before and/or during incarceration: “And he can see that these shoes are finished but he will not buy for me” (P 5); “He never talk with me” (P 7); “School, he never supported me also” (P 9); “No, we never communicated” (P 9); “I don’t have his phone numbers, even though I go to thesocial worker to find his phone number. My father even now does not know that I’m in prison”(P 2); “Even today, I don’t have a visit” (P 3); “I call when I’m here prison. We talk for5 minutes after he dropped the phone, say I mustn’t call more and I must not call again” (P 4);“Since I was here … when I was in trial, I was struggling. I tried to call there and no, he told methat ‘Hey, I do not want to talk to you. I am waiting for a body to bury you’” (P 5); “Emotionally he was not involved in my life” (P 9).”* (p. 7-8).

**Essential Element:** This comment is associated with the essential elements of Interpretive Methods in Social Research and Faith-Integrated Hermeneutics: Reading for Worldviews

**Additive/Variant Analysis:** This comment is additive to my understanding of how certain studies can evoke strong emotional responses. Reading the results of this study left me in tears, and even after rereading it twice, I found myself crying even more the second time. The journal reinforced the critical importance of being present for children, highlighting the heavy impact of a father's absence. A child's brain is still developing, so the absence of a dominant parent, like a father, can lead to severe neglect and abandonment issues. For instance, one child was deeply frustrated when his father refused to buy him new shoes despite their poor condition, while another was hurt by his father's total lack of communication and support for his education. Some children could not even reach their fathers despite their efforts, illustrating a thoughtful emotional and practical disconnect. One child experienced abrupt phone call cut-offs, and another heard his father say he was waiting for him to die instead of offering support. These heart-wrenching experiences show how some fathers have seemingly given up hope for their children, perpetuating a cycle of neglect and contributing to their struggles and eventual involvement in the justice system. This issue extends beyond our local context; similar patterns of paternal neglect and abandonment are seen in other countries, including many in Africa, where children with incarcerated parents face comparable hardships.

**Contextualization:** Daily, I work with incarcerated boys (and girls) who often face the profound challenge of having inactive or absent fathers. Out of the ten boys currently in custody, only two have fathers who actively attend court sessions. One particularly emotional example is a boy whose father, disappointed after his son, 14, was charged as an adult for shooting into a girl's house, told him that the state could *"just have him"* and effectively abandoned him. This type of emotional abandonment highlights the serious role a father plays in a child's life. The lack of emotional support from a father significantly impacts these boys, contributing to their struggles and deepening their involvement in the justice system. This then creates a cycle, because kids do as they see. The best gift a father can give his child is not a material possession of presents but his presence, a truth that applies equally to boys and girls. The absence of this fundamental support is a pervasive issue, affecting children globally and preserving cycles of neglect and despair…..and yet, the children are our future.

**Source Nine:** Labuschagne, L., Koen, V. & Daniel-Smit, J. (2024). *Adolescent offenders' experiences of father involvement in a South African context,* p.7-8. https://doi.org/10.1111/fare.13064

**Comment 10:** (from COM 803- Hermeneutics and Communications):

**Quote/Paraphrase:***“….4. What suggestions can you make to improve father involvement?”* (p. 5).

**Essential Element:** This comment is associated with the essential elements of Interpretive Methods in Social Research and Faith-Integrated Hermeneutics: Reading for Worldviews

**Additive/Variant Analysis:** This comment is additive to my understanding of the importance of collaboration among different entities and deepens my insight into obtaining feedback from youth with altered relationships with their fathers. This process highlights how interpretation matters—it is not just about collecting data but understanding the distinctions of their experiences. By thoughtfully analyzing their feedback, we can pinpoint specific barriers to father involvement and create effective strategies to help address them.

**Contextualization:** Gaining buy-in from individuals who have directly faced the issue of a father's absence is vital, especially when seeking feedback to develop father involvement. Engaging those affected by this situation provides us with valuable insights into their challenges. Many of the juveniles I interact with daily struggle with feelings of acceptance and love due to their experiences growing up without their fathers. I can personally relate; it was not until my late 20s that I finally heard my father tell me he loved me. I often wish I could have participated in this study and been asked, *“What suggestions can you make to improve father involvement in these situations?”* I believe that developing mentorship programs, promoting open communication between fathers and their children, and providing resources for fathers to enhance their parenting skills can lead to significant change. Engaging those directly affected ensures that our initiatives are both relevant and impactful.

**Source Ten:** Lendrum, D. R. (2021). *The Transformed Lives and Identities of Formerly Incarcerated Women in California's Community Colleges.* [Doctoral dissertation, California State University]. https://media.proquest.com/media/hms/PFT/2/fd5jK?\_s=VBbBG3k1TpC21WWf70GeKHGybx0%3D

**Comment 11:**(from COM 803- Hermeneutics and Communications):

**Quote/Paraphrase:** *“Processes of transformative learning. Mezirow (1997) identifies four processes of learning that will be used as an analytic tool in this study: • Elaboration of an existing point of view occurs when new and/or conflicting information intersects with one’s frames of reference. • Establishment of new points of view occur when new information influences one’s frames of reference in ways that cause them to establish new points of view. • Transformation of our point of view is realized in the transformation of one’s actions, behaviors, and beliefs. • Transformation of our ethnocentric habit of mind allows one to be critically reflective in the way they view others”* (p. 29).

**Essential Element:** This comment is associated with the essential elements of Interpretive Methods in Social Research and Faith-Integrated Hermeneutics: Reading for Worldviews

**Additive/Variant Analysis:** This comment is additive to my understanding of how adult learners’ sensitivities and responses are shaped by their experiences and environments. The study shines light on the challenges faced by formerly incarcerated women who have endured drug addiction, sexual violence, child separation, and intimate partner abuse. These traumas create feelings of inadequacy, hindering their growth and successful reintegration. We can interpret and understand how their past influences their perceptions, offering empathetic engagement and creating a supportive environment for healing and reintegration.

**Contextualization:** The impact of trauma on justice-involved youth without fathers and formerly incarcerated women facing issues like drug addiction, sexual violence, and child separation is reflective. These experiences often lead to feelings of diminished self-worth and identity, resulting in broken relationships and environments that exacerbate their sense of devaluation. Such trauma can manifest as emotional distress, behavioral challenges, and difficulties in forming healthy relationships.

Hermeneutics, particularly through Interpretive Methods in Social Research and Faith-Integrated Hermeneutics: Reading for Worldviews, plays a vital role in understanding these individuals' experiences. Utilizing these contexts allows us to better understand how trauma influences their perceptions and responses. As adult learners, it is important to engage this subject with openness and empathy, acknowledging the complex connection between trauma and overall well-being.

My officers and I undergo extensive mental health training to better support these youth. By addressing their unique needs, stakeholders can facilitate healing and offer resilience within these vulnerable populations.

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*First Policy Institute*, 1-8

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