

## Syllabus

### Course Overview

In this course, you will apply theories from each of the major criminological schools (psychological, sociological, and life-course/biosocial) to a potential research topic within the discipline. You will demonstrate how different theories impact one's choice of variables, research questions, and the entire research project, including data analysis. You will also integrate theory with policy, programs, and practice.

Students and practitioners of criminal justice and criminology must understand real-world, everyday problems, issues, and concerns in their respective fields and disciplines. This course will aid the criminal justice professional in that understanding and in the application of scientific research, to discover valuable and necessary tools for assessing both current and future directions in the field.

Your first exposure to the language of "researchese" can be daunting and frustrating. You may ask, "Why don't these people write in English?" This is a common reaction—do not worry. The overall goal is to link research with practice in the process of scientific inquiry. At the conclusion of this course, you will better understand the relationship of theory, research, policy, programs, and practice. Research in criminal justice and criminology is influenced by all the other social sciences, and so you will experience a sense of broad-based skills during this course work.

### APA Style and Formatting

Capella uses APA style as the standard for all academic writing. Using a single publication manual ensures a consistent style across degrees, programs, and schools. Because APA is used widely in scholarly works and academic publications, it is a good choice for the Capella community.

APA Style Central has guidance, examples, and tools you can use for researching, writing, and formatting your paper and for citing and referencing resources in APA style. See the [APA Style and Format](#) section of the Writing Center for instructions on accessing and using APA Style Central.

### Course Discussions

The discussion area in the Capella courseroom is a place where you are given the opportunity to think critically about your ideas and share them with peers. Robust threaded discussions promote reflective responses and enhance the learning experience. To allow adequate time for responding to discussions, initial posts are due by Thursday each week. Responses are due by Sunday.

Take time to review the [Creating Strong Discussion Posts \[PDF\]](#) document, which has been designed to provide practical suggestions and best practices for crafting substantive responses to discussion questions. This document will also be made available in every discussion in this course.

### Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Interrelate multiple theories of crime with an appropriate topic within the discipline.
- 2 Determine how different theories impact research questions, variables, and the whole research process.
- 3 Integrate theory with policy, programs, and practice.
- 4 Integrate current, relevant, peer-reviewed academic research and literature.
- 5 Communicate in a manner that is scholarly, professional, and consistent with the expectations for members of the criminal justice profession.

### Course Prerequisites

*There are no prerequisites for this course.*

## Syllabus >> Course Materials

### Required

The materials listed below are required to complete the learning activities in this course.

### Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Bazemore, G., Stinchcomb, J. B., & Leip, L. A. (2004). [Scared smart or bored straight? Testing deterrence logic in an evaluation of police-led truancy intervention](#). *Justice Quarterly*, 21(2), 269–299.
- Braga, A. A., Welsh, B. C., & Schnell, C. (2015). [Can policing disorder reduce crime? A systematic review and meta-analysis](#). *Journal of Research in Crime and Delinquency*, 52(4), 567–588.
- Carroll, J., Ben-Zadok, E., & McCue, C. (2010). [Evaluation of efficiency in crime control and crime prevention programs](#). *American Journal of Criminal Justice*, 35(4), 219–235.
- Cooper, J. A., & Worrall, J. L. (2012). [Theorizing criminal justice evaluation and research](#). *Criminal Justice Review*, 37(3), 384–397.
- Engel, R. S., Tillyer, M. S., & Corsaro, N. (2013). [Reducing gang violence using focused deterrence: Evaluating the Cincinnati Initiative to Reduce Violence \(CIRV\)](#). *Justice Quarterly*, 30(3), 403–439.
- Farrington, D. P., Gaffney, H., Lösel, F. A., & Ttofi, M. M. (2016). [Systematic reviews of the effectiveness of developmental prevention programs in reducing delinquency, aggression, and bullying](#). *Aggression and Violent Behavior*, 33, 91–106.
- Krebs, C. P., Lattimore, P. K., Cowell, A. J., & Graham, P. (2010). [Evaluating the Juvenile Breaking the Cycle Program's impact on recidivism](#). *Journal of Criminal Justice*, 38(2), 109–117.
- Lynam, D. R., Milich, R., Zimmerman, R., Novak, S. P., Logan, T. K., Martin, C., Leukefeld, C., & Clayton, R. (1999). [Project DARE: No effects at 10-year follow-up](#). *Journal of Consulting and Clinical Psychology*, 67(4), 590–593.

- Makarios, M., Lovins, L., Latessa, E., & Smith, P. (2016). Staff quality and treatment effectiveness: An examination of the relationship between staff factors and the effectiveness of correctional programs. *Justice Quarterly*, 33(2), 348–367.
- Marsh, K., Chalfin, A., & Roman, J. K. (2008). What does cost-benefit analysis add to decision making? Evidence from the criminal justice literature. *Journal of Experimental Criminology*, 4(2), 117–135.
- Martinson, R. (1974). What works? Questions and answers about prison reform. *The Public Interest*, 31, 22–54.
- Mears, D. P., Roman, C. G., Wolff, A., & Buck, J. (2006). Faith-based efforts to improve prisoner reentry: Assessing the logic and evidence. *Journal of Criminal Justice*, 34(4), 351–367.
- Miller, J. M., Koons-Witt, B. A., & Ventura, H. E. (2004). Barriers to evaluating the effectiveness of drug treatment behind bars. *Journal of Criminal Justice*, 32(1), 75–83.
- Mitchell, O., Wilson, D. B., Eggers, A., & MacKenzie, D. L. (2012). Assessing the effectiveness of drug courts on recidivism: A meta-analytic review of traditional and non-traditional drug courts. *Journal of Criminal Justice*, 40(1), 60–71.
- Paynter, R. A. (2009). Evidence-based research in the applied social sciences. *Reference Services Review*, 37(4), 435–450.
- Petrosino, A., Turpin-Petrosino, C., & Buehler, J. (2003). Scared Straight and other juvenile awareness programs for preventing juvenile delinquency: A systematic review of the randomized experimental evidence. *Annals of the American Academy of Political and Social Science*, 589(1), 41–62.
- Rosenfeld, R. (2006). Connecting the dots: Crime rates and criminal justice evaluation research. *Journal of Experimental Criminology*, 2(3), 309–319.
- Sawyer, A. M., Borduin, C. M., & Dopp, A. R. (2015). Long-term effects of prevention and treatment on youth antisocial behavior: A meta-analysis. *Clinical Psychology Review*, 42, 130–144.
- Sherman, L. W. (2003). Reason for emotion: Reinventing justice with theories, innovations, and research. *Criminology*, 41(1), 1–37.
- Sherman, L. W., Gottfredson, D. C., MacKenzie, D. L., Eck, J., Reuter, P., & Bushway, S. D. (1998). Preventing crime: What works, what doesn't, what's promising. *Alternatives to Incarceration*, 4(5), 15–19.
- Spaaij, R. (2014). Sports crowd violence: An interdisciplinary synthesis. *Aggression and Violent Behavior*, 19(2), 146–155.
- Taheri, S. A. (2016). Do crisis intervention teams reduce arrests and improve officer safety? A systematic review and meta-analysis. *Criminal Justice Policy Review*, 27(1), 76–96.
- Thyer, B. A., & Myers, L. L. (2011). The quest for evidence-based practice: A view from the United States. *Journal of Social Work*, 11(1), 8–25.
- Ttofi, M. M., Farrington, D. P., Piquero, A. R., & DeLisi, M. (2016). Protective factors against offending and violence: Results from prospective longitudinal studies. *Journal of Criminal Justice*, 45, 1–3.
- Visher, C. A., Winterfield, L., & Coggeshall, M. B. (2005). Ex-offender employment programs and recidivism: A meta-analysis. *Journal of Experimental Criminology*, 1(3), 295–316.
- Vries, S. L. A., Hoeve, M., Assink, M., Stams, G. J. J. M., & Asscher, J. J. (2015). Practitioner review: Effective ingredients of prevention programs for youth at risk of persistent juvenile delinquency—Recommendations for clinical practice. *Journal of Child Psychology and Psychiatry*, 56(2), 108–121.
- Ward, T., & Willis, G. (2010). Ethical issues in forensic and correctional research. *Aggression and Violent Behavior*, 15(6), 399–409.
- Weisburd, D. (2003). Ethical practice and evaluation of interventions in crime and justice: The moral imperative for randomized trials. *Evaluation Review*, 27(3), 336–354.
- Welsh, B. C., & Rocque, M. (2014). When crime prevention harms: A review of systematic reviews. *Journal of Experimental Criminology*, 10(3), 245–266.
- Wilson, J. R. (2014). Shakespeare and criminology. *Crime, Media, Culture*, 10(2), 97–114.

#### External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Office of Justice Programs, National Institute of Justice, CrimeSolutions.gov. (2011). Program profile: Checkpoint Tennessee. Retrieved from <https://www.crimesolutions.gov/ProgramDetails.aspx?ID=136>
- Office of Justice Programs, National Institute of Justice, CrimeSolutions.gov. (2014). Program profile: Adults in the making (AIM). Retrieved from <https://www.crimesolutions.gov/ProgramDetails.aspx?ID=365>
- Office of Justice Programs, National Institute of Justice, CrimeSolutions.gov. (n.d.). Interventions targeting street-connected youth. Retrieved from <https://www.crimesolutions.gov/PracticeDetails.aspx?ID=35>
- Office of Justice Programs, National Institute of Justice. (2016). Preventing gun violence—Understanding law enforcement response and improving multi-disciplinary partnerships for peace [Video]. Retrieved from <https://nij.ojp.gov/media/video/17741>
- Office of Justice Programs, National Institute of Justice. (2016). Understanding the science-practice gap [Video]. Retrieved from <https://nij.ojp.gov/media/video/17736>
- Office of Justice Programs, National Institute of Justice. (2016). Using research to understand cyberbullying [Video]. Retrieved from <https://nij.ojp.gov/media/video/17746>
- Office of Justice Programs, National Institute of Justice. (2017). A conversation with Natasha Alexenko, founder of Natasha's Justice Project [Video]. Retrieved from <https://nij.ojp.gov/media/video/17726>
- Office of Justice Programs, National Institute of Justice. (2017). Looking at the impact on policing of body worn cameras [Video]. Retrieved from <https://nij.gov/multimedia/Pages/video-impact-on-policing-of-body-worn-cameras.aspx>

- Office of Justice Solutions, National Institute of Justice, CrimeSolutions.gov. (n.d.). [Practice profile: Hot spots policing](https://www.crimesolutions.gov/PracticeDetails.aspx?ID=8). Retrieved from <https://www.crimesolutions.gov/PracticeDetails.aspx?ID=8>
- U.S. Department of Health & Human Services, Office for Human Research Protections. (1979). [The Belmont Report: Ethical principles and guidelines for the protection of human subjects of research](https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/). Retrieved from <https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/>

### Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

### Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

### Library

The following optional readings may be available in the Capella University Library. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool. If the full text is not available, you may be able to request a copy through the [Interlibrary Loan](#) service.

- Alise, M. A., & Teddie, C. (2010). A continuation of the paradigm wars? Prevalence rates of methodological approaches across the social/behavioral sciences. *Journal of Mixed Methods Research*, 4(2), 103–126.
- Barnes, G. C., Hyatt, J. M., Angel, C. M., Strang, H., & Sherman, L. W. (2015). Are restorative justice conferences more fair than criminal courts? Comparing levels of observed procedural justice in the Reintegrative Shaming Experiments (RISE). *Criminal Justice Policy Review*, 26(2), 103–130.
- Bruinsma, G. (2016). Proliferation of crime causation theories in an era of fragmentation: Reflections on the current state of criminological theory. *European Journal of Criminology*, 13(6), 659–676.
- Esbensen, F., Peterson, D., Taylor, T. J., & Osgood, D. W. (2012). Results from a multi-site evaluation of the G.R.E.A.T. program. *Justice Quarterly*, 29(1), 125–151.
- Kraska, P. B. (2006). Criminal justice theory: Towards legitimacy and infrastructure. *Justice Quarterly*, 23(2), 167–185.
- Laub, J. H. (2006). Edwin H. Sutherland and the Michael-Adler Report: Searching for the soul of criminology seventy years later. *Criminology*, 44(2), 235–258
- Lilley, D. (2015). The weed and seed program: A nationwide analysis of crime outcomes. *Criminal Justice Policy Review*, 26(5), 423–447.
- Livingstone, N., Macdonald, G., & Carr, N. (2013). Restorative justice conferencing for reducing recidivism in young offenders (aged 7 to 21). *Cochrane Database of Systematic Reviews*, 2, 1–54.
- Mackenzie, D. L., & Farrington, D. P. (2015). Preventing future offending of delinquents and offenders: What have we learned from experiments and meta-analyses? *Journal of Experimental Criminology*, 11(4), 565–595.
- Matthews, R. (2009). Beyond "so what?" criminology: Rediscovering realism. *Theoretical Criminology*, 13(3), 341–362.
- Piza, E. L., & O'Hara, B. A. (2014). Saturation foot-patrol in a high-violence area: A quasi-experimental evaluation. *Justice Quarterly*, 31(4), 693–718.
- Schartmueller, D. (2014). Too dangerous to get out? The use of individualized release mechanisms for lifetime incarcerated offenders in Sweden. *Criminal Justice Policy Review*, 25(4), 407–431.
- Steinmetz, K. F., Schaefer, B. P., & del Carmen, R. (2014). Assessing the boundaries between criminal justice and criminology. *Criminal Justice Review*, 39(4), 357–376.
- Visher, C. A., Lattimore, P. K., Barrick, K., & Tueller, S. (2017). Evaluating the long-term effects of prisoner reentry services on recidivism: What types of services matter? *Justice Quarterly*, 34(1), 136–165.
- Weisburd, D., & Green, L. (1995). Policing drug hot spots: The Jersey City drug market analysis experiment. *Justice Quarterly*, 12(4), 711–735.
- Weisburd, D., Hinkle, J. C., Braga, A. A., & Wooditch, A. (2015). Understanding the mechanisms underlying broken windows policing: The need for evaluation evidence. *Journal of Research in Crime and Delinquency*, 52(4), 589–608.
- Welsh, B. C., Farrington, D. P., & Gowar, B. R. (2015). Benefit-cost analysis of crime prevention programs. *Crime and Justice*, 44, 447–557.

### External Resource

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- Centers for Disease Control and Prevention. (n.d.). [National Center for Health Statistics](https://www.cdc.gov/nchs/). Retrieved from <https://www.cdc.gov/nchs/>
- [Centers for Disease Control and Prevention](https://www.cdc.gov/). (n.d.). Retrieved from <https://www.cdc.gov/>

- [FedStats](https://fedstats.sites.usa.gov/). (n.d.). Retrieved from <https://fedstats.sites.usa.gov/>
- [Institute of Education Sciences, National Center for Education Statistics](https://nces.ed.gov/). (n.d.). Retrieved from <https://nces.ed.gov/>
- [National Criminal Justice Reference Service](https://www.ncjrs.gov/). (n.d.). Retrieved from <https://www.ncjrs.gov/>
- [National Institute of Justice](https://www.nij.gov/Pages/welcome.aspx). (n.d.). Retrieved from <https://www.nij.gov/Pages/welcome.aspx>
- [Office of Justice Programs, Bureau of Justice Statistics](https://www.bjs.gov/). (n.d.). Retrieved from <https://www.bjs.gov/>
- [U.S. Department of Commerce, United States Census Bureau](https://www.census.gov/). (n.d.). Retrieved from <https://www.census.gov/>
- [United States Department of Labor, Bureau of Labor Statistics](https://www.bls.gov/). (n.d.). Retrieved from <https://www.bls.gov/>
- United States Department of Transportation. (n.d.). [Bureau of Transportation Statistics](https://www.bts.gov/). Retrieved from <https://www.bts.gov/>

## Projects

### Project >> Evaluation Research Proposal

#### Project Overview

## Overview

As practitioners and professionals in criminal justice, criminology, or other social sciences, it is important to ensure that the prevention, treatment, and intervention programs we work with are effective in doing what they are proposed to do. For this reason, evaluation research is done regularly, focused on identifying and solving immediate issues in policy and practice.

For your course project, you will select an existing criminology or criminal justice program and design a research project to evaluate its efficacy. You will not actually conduct the research—that takes more time than available in a 10-week course—but will design the research and hypothesize on how that research may be used. Your final assignment will be a research proposal designed to evaluate and assess “what works,” best practices, and specific directions for policy implementation.

Evaluation research is designed to answer the following questions:

- Does the program work?
- What are the goals and objectives of the program?
- Does the program produce the desired results?
- Does the program provide enough benefits to justify its costs?
- Are there better ways to address these problems?
- What theory of causation might apply to your intervention, treatment, or prevention assessment?
- Should the program be maintained, improved, or eliminated?

Your course project will be to create a research proposal to evaluate an existing criminology or criminal justice program. To support your proposal, you will review the research process and the language of research. As an effective researcher, you must comprehend the general research process in order to apply it appropriately. Theory is important in this research process as well—in exploring why and how things occur, or your research problem as defined and one plausible explanation of that reality. Three major schools of criminological thought are highlighted in this course for application in this research process. You will also explore ethics in research that includes human subjects.

## Process

You will complete your proposal in a series of assignments.

- You will select an existing criminology or criminal justice program for evaluation.
- You will examine the selected program using criminological theories.
- You will conduct a literature review on programs similar to your selected program to learn what the literature says about effective policy and practice.
- You will define a research question (or questions) and variables to be used in your proposed research.
- You will define the research and data analysis process for your proposed research. You will also identify any potential ethical or legal issues that need to be considered.
- You will analyze how the potential findings of your research might be used to influence policy and practice in your selected program.

## Project Requirements

To achieve a successful project experience and outcome, you are expected to meet the following requirements.

- **Written communication:** Written communication is free of errors that detract from the overall message. You will have up to three points deducted for unclear writing or non-adherence to APA guidelines.
- **Number of references:** Minimum of eight scholarly references from appropriate periodicals, newspapers, and journals.
- **APA formatting:** The paper must be completed using current APA style and formatting.
- **Paper length:** Your paper should be 10–12 pages, not including the title page and references.

- **Paper format:** Break your paper into sections for each of these areas and label exactly as indicated:
  - Title page.
  - Table of contents.
  - Background of client (1–2 pages).
  - Presenting problem (that is, explain the client's current situation and functioning. 1–2 pages).
  - Assessment and diagnosis of problem, and justification of the assessment (2–3 pages).
  - Treatment recommendations (4–5 pages).
  - Specific client goals (1–2 pages).
  - Questions to your supervisor regarding assessment, treatment, or goal issues of this client (1–2 pages).
  - Conclusions (1–2 pages).
  - References.

### Project Components

Activity	Grade Weight (%)
u03a1 - Program Selection	10
u05a1 - Theoretical Perspectives	10
u06a1 - Literature Review	15
u07a1 - Research Questions and Variables	10
u08a1 - Research Process and Ethics	15
u10a1 - Evaluation Research Proposal	20

### Unit 1 >> Scientific Research in Criminology and Criminal Justice

#### Introduction

This first unit will introduce you to the specific areas of criminal justice and criminology as both disciplines and areas of scientific research. The study of research is invaluable in understanding previous and current developments in these fields of study, as well as in society in general. As a learner and practitioner, you need to experience and understand the real-world practical everyday problems and concerns in the field in the further understanding of the complexities from a systems perspective. In the end, we seek knowledge to effectuate change. Comte (1877) described knowledge as progressing through three stages: theological (supernatural), metaphysical (philosophical, rational), and scientific (rational plus scientific method or proof). In this search for knowledge, we will strive for scientific status. We will also review and reflect on the major schools of criminological thought in this unit (psychological, sociological, and life-course/biosocial) so as to build on our knowledge base in research development and theory. The end goal, culminating in the research project paper, is to apply multiple criminological theories to a specific research topic.

#### Reference

Comte, A. (1877). *System of positive policy*. London, UK: Longmans and Green.

#### Learning Activities

##### u01s1 - Studies

### Readings

Use the Capella University Library to read the following.

- Martinson, R. (1974). What works? Questions and answers about prison reform. *The Public Interest*, 31, 22–54.
  - The Martinson Report is a well-known seminal work in the field of criminal justice.
- Sherman, L. W. (2003). Reason for emotion: Reinventing justice with theories, innovations, and research. *Criminology*, 41(1), 1–37.
- Welsh, B. C., & Rocque, M. (2014). When crime prevention harms: A review of systematic reviews. *Journal of Experimental Criminology*, 10(3), 245–266.

## Optional Readings

You may use the Capella library to read these optional articles:

- Kraska, P. B. (2006). Criminal justice theory: Towards legitimacy and infrastructure. *Justice Quarterly*, 23(2), 167–185.
- Matthews, R. (2009). Beyond "so what?" criminology: Rediscovering realism. *Theoretical Criminology*, 13(3), 341–362.
- Steinmetz, K. F., Schaefer, B. P., & del Carmen, R. (2014). Assessing the boundaries between criminal justice and criminology. *Criminal Justice Review*, 39(4), 357–376.

### u01d1 - Criminology Versus Criminal Justice

Compare and contrast criminology and criminal justice as sciences and disciplines. What is the role of theory in criminological or criminal justice research?

Base your response on both the readings and your personal and professional experience. All posts and responses should be supported by recent scholarly research with proper APA citations and references.

### Response Guidelines

Respond to one of your peers, providing substantive comments to their post and comparing their perspective to yours. Ask any questions that will help you better understand individual-environment interplay. Make suggestions that will provide your peers with food for thought.

Provide APA citations and references for any source material.

- Initial posts are due Thursday (11:59 p.m. CST).
- Peer responses are due Sunday (11:59 p.m. CST).

Course Resources

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[Graduate Discussion Participation Scoring Guide](#)

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[Creating Strong Discussion Posts \[PDF\]](#)

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[APA Style and Format](#)

### u01d2 - Unit 1 Summary

At the completion of this unit, your instructor will post a summary of key points from the week's concepts and topics.

### Response Guidelines

You are not required to respond to this discussion.

Course Resources

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[Graduate Discussion Participation Scoring Guide](#)

## Unit 2 >> Pure Versus Applied Research

### Introduction

In this unit, you will discover that research is accomplished in hundreds of ways in the process of systematic investigation of subjects and topics aimed at uncovering new information or in the interpretation and theorizing of existing relationships in previous research studies.

In that research process, it is important to understand that pure (basic) research is the acquisition of new knowledge for the sake of science, while applied (practical) research is concerned with solving immediate policy issues. Academics are much more concerned with pure research and the quest for new knowledge. Practitioners, such as those of us in the workaday world, are concerned with findings that speak directly to policy and program issues.

The overall focus of this course is the application of research in that practical sense, as we are practitioners in the fields of criminal justice and criminology. We are on the front lines, so to speak, and thus are interested in studies and findings that speak directly to policy issues.

Note that the general steps in research vary considerably in scope, style, and procedures, and can be both qualitative and quantitative in nature, as well as following the specific expectations of the various schools at Capella. Given this, other courseroom project and assignment guidelines may differ from the requirements of this course. As you proceed to other coursework, reference and comply with the specifics of those courseroom requirements as stated.

## Learning Activities

### u02s1 - Studies

## Readings

Read [About Research](#) to refresh your knowledge of basic research principles and processes. This handout will help frame your thinking as you begin your project.

Use the Capella library to read the following.

- Petrosino, A., Turpin-Petrosino, C., & Buehler, J. (2003). [Scared Straight and other juvenile awareness programs for preventing juvenile delinquency: A systematic review of the randomized experimental evidence](#). *Annals of the American Academy of Political and Social Science*, 589(1), 41–62.
- Taheri, S. A. (2016). [Do crisis intervention teams reduce arrests and improve officer safety? A systematic review and meta-analysis](#). *Criminal Justice Policy Review*, 27(1), 76–96.
- Visher, C. A., Winterfield, L., & Coggeshall, M. B. (2005). [Ex-offender employment programs and recidivism: A meta-analysis](#). *Journal of Experimental Criminology*, 1(3), 295–316.
- Vries, S. L. A., Hoeve, M., Assink, M., Stams, G. J. J. M., & Asscher, J. J. (2015). [Practitioner review: Effective ingredients of prevention programs for youth at risk of persistent juvenile delinquency—Recommendations for clinical practice](#). *Journal of Child Psychology and Psychiatry*, 56(2), 108–121.

## Optional Readings

You may use the Capella library to read these optional articles:

- Alise, M. A., & Teddie, C. (2010). A continuation of the paradigm wars? Prevalence rates of methodological approaches across the social/behavioral sciences. *Journal of Mixed Methods Research*, 4(2), 103–126.
- Welsh, B. C., Farrington, D. P., & Gowar, B. R. (2015). Benefit-cost analysis of crime prevention programs. *Crime and Justice*, 44, 447–557.

### u02s2 - Assignment Preparation

Next week, you will submit the criminology program or criminal justice program you would like to use for your course project. To prepare for this assignment, begin looking at programs you are interested in and decide which program you would like to research.

### u02d1 - Pure Research Versus Applied Research

Pure research is directed at the acquisition of new knowledge for its own sake; applied research concerns knowledge for the practical resolution of an existing problem. Applied research is undertaken with the intention of applying the results to some specific problem, such as studying the effects of different methods of law enforcement on crime rates. One of the major differences between applied and pure research is that in applied research, the research questions are determined by policymakers, not by researchers. Applied research includes both evaluation research and action research.

For this discussion, find one example of applied research and one example of pure research in your readings thus far. Explain how you decided what type of research was being done.

Base your response on both the readings and your personal and professional experience. All posts and responses should be supported by recent scholarly research with proper APA citations and references.

## Response Guidelines

Respond to one of your peers, providing substantive comments to their post and comparing their perspective to yours. Ask any questions that will help you better understand individual-environment interplay. Make suggestions that will provide your peers with food for thought.

Provide APA citations and references for any source material.

- Initial posts are due Thursday (11:59 p.m. CST).
- Peer responses are due Sunday (11:59 p.m. CST).

Course Resources

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[Graduate Discussion Participation Scoring Guide](#)

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[APA Style and Format](#)

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[Creating Strong Discussion Posts \[PDF\]](#)

### u02d2 - Unit 2 Summary

At the completion of this unit, your instructor will post a summary of key points from the week's concepts and topics.

## Response Guidelines

You are not required to respond to this discussion.

Course Resources

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[Graduate Discussion Participation Scoring Guide](#)

### Unit 3 >> Steps in Empirical Research

#### Introduction

The quantitative research process involves the formulation of hypotheses, the operationalization or measurement of variables, and the testing of the evidence. This process can be viewed a circular process. In this unit, we will review the overall research process from problem formulation, research design, data collection, analysis and presentation of findings, and conclusions, interpretations, and limitations.

We will discover, in this review of the general steps in research, that although research varies in scope, style, and procedure, these general steps remain the very foundation for explaining and guiding that research process. Whether conducting or critiquing studies, these methods allow you to conduct sound, vigilant, and objective research.

We will also continue to reflect upon theory (why or how) in this research process to assist us in explaining overall methodology (what is) in collecting, interpreting, and understanding the data we need to develop our final project papers.

## Learning Activities

### u03s1 - Studies

## Readings

Use the Capella library to read the following.

- Braga, A. A., Welsh, B. C., & Schnell, C. (2015). Can policing disorder reduce crime? A systematic review and meta-analysis. *Journal of Research in Crime and Delinquency*, 52(4), 567–588.
- Mears, D. P., Roman, C. G., Wolff, A., & Buck, J. (2006). Faith-based efforts to improve prisoner reentry: Assessing the logic and evidence. *Journal of Criminal Justice*, 34(4), 351–367.
- Sawyer, A. M., Borduin, C. M., & Dopp, A. R. (2015). Long-term effects of prevention and treatment on youth antisocial behavior: A meta-analysis. *Clinical Psychology Review*, 42, 130–144.

## Multimedia

- Click **The Research Process** to launch the media piece.
  - This presentation will help you learn about the steps of research.

## Optional Reading

You may use the Capella library to read this optional article:

- Livingstone, N., Macdonald, G., & Carr, N. (2013). Restorative justice conferencing for reducing recidivism in young offenders (aged 7 to 21). *Cochrane Database of Systematic Reviews*, 2, 1–54.

### u03a1 - Program Selection

Select an existing criminology or criminal justice program on which to conduct evaluation research. Describe why this program is worthy of research. Describe the key aspects of the program and improvements that you think need to be made. Identify 3–5 applied criminological studies to support your proposal that you can use as examples throughout the project.

## Requirements

- **Writing:** Writing should be clear, organized, and free of errors; it should also follow professional standards.
- **Length:** Your paper should be 3–5 pages, double-spaced, including the cover page or reference page.
- **Research:** Use at least six sources, primarily academic sources. At least two of your sources should not be course materials.
- **Formatting:** Follow current APA style and format requirements.
- **Font type and size:** Times New Roman, 12 points.

Course Resources

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[APA Style and Format](#)

### u03d1 - Elements of Empirical Research

Choose a recent journal article using a quantitative method and identify the following:

- Research problem.
- Research design.
- Data-gathering strategy.
- Dependent variable (or variables).
- Independent variable (or variables).
- Findings.

Base your response on both the readings and your personal and professional experience. All posts and responses should be supported by recent scholarly research with proper APA citations and references.

## Response Guidelines

Provide substantive comments to the post of one of your peers, comparing their perspective to yours. Ask any questions that will help you better understand psychopathy. Make suggestions that will provide your peers with food for thought.

Provide APA citations and references for any source material.

- Initial posts are due Thursday (11:59 p.m. CST).
- Peer responses are due Sunday (11:59 p.m. CST).

Course Resources

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Graduate Discussion Participation Scoring Guide

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[APA Style and Format](#)

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Creating Strong Discussion Posts [PDF]

### u03d2 - Unit 3 Summary

At the completion of this unit, your instructor will post a summary of key points from the week's concepts and topics.

## Response Guidelines

You are not required to respond to this discussion.

Course Resources

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Graduate Discussion Participation Scoring Guide

### Unit 4 >> Theory – Explanations of Reality

#### Introduction

We apply theory to understand and explain reality—why and how things occur. In this unit, we will review the major theories or schools of thought (psychological, sociological, and life-course/biosocial). We will apply them to a selected area for further review—a treatment program and intervention—and integrate theory with policy, programs, and practice. Regardless of your focus on these various theories of causation, we discover that in the end, a variety of factors shape and influence human behaviors. In reviewing these various theories, we hope to understand the impact of theory on practice, in further exploring these relationships, and in application to your research topic.

#### Learning Activities

## u04s1 - Studies

### Readings

Use the Capella library to read the following:

- Farrington, D. P., Gaffney, H., Lösel, F. A., & Ttofi, M. M. (2016). Systematic reviews of the effectiveness of developmental prevention programs in reducing delinquency, aggression, and bullying. *Aggression and Violent Behavior, 33*, 91–106.
- Spaaij, R. (2014). Sports crowd violence: An interdisciplinary synthesis. *Aggression and Violent Behavior, 19*(2), 146–155.
- Wilson, J. R. (2014). Shakespeare and criminology. *Crime, Media, Culture, 10*(2), 97–114.

### Multimedia

In the following media presentations, review what you have learned about criminological theory in previous courses. Click the titles to launch the media pieces.

- **Psychological Theories of Criminal Behavior.**
- **Sociological Theories of Criminal Behavior.**
- **Life-Course and Biosocial Theories of Crime.**

### Optional Readings

You may use the Capella library to read these optional articles:

- Barnes, G. C., Hyatt, J. M., Angel, C. M., Strang, H., & Sherman, L. W. (2015). Are restorative justice conferences more fair than criminal courts? Comparing levels of observed procedural justice in the Reintegrative Shaming Experiments (RISE). *Criminal Justice Policy Review, 26*(2), 103–130.
- Laub, J. H. (2006). Edwin H. Sutherland and the Michael-Adler Report: Searching for the soul of criminology seventy years later. *Criminology, 44*(2), 235–258.

## u04s2 - Assignment Preparation

Next week, you will submit an assignment in which you apply criminological theories to your selected programs. To prepare for this assignment, select the theories that you think best explain the premises of your selected program.

## u04d1 - Criminology as an Interdisciplinary Science

Explore and discuss the major theories of criminological thought relative to psychological, sociological, and life-course (biosocial) perspectives.

What is an interdisciplinary science, and is criminology one? If criminology is an interdisciplinary science, what are the major premises of each perspective and how do they, if at all, relate to one another?

Base your response on both the readings and your personal and professional experience. All posts and responses should be supported by recent scholarly research with proper APA citations and references.

### Response Guidelines

Provide substantive comments to the post of one of your peers, comparing their perspective to yours. Ask any questions that will help you better understand typologies of crime. Make suggestions that will provide your peers with food for thought.

Provide APA citations and references for any source material.

- Initial posts are due Thursday (11:59 p.m. CST).
- Peer responses are due Sunday (11:59 p.m. CST).

## u04d2 - Unit 4 Summary

At the completion of this unit, your instructor will post a summary of key points from the week's concepts and topics.

## Response Guidelines

You are not required to respond to this discussion.

## Unit 5 >> Approaches to Theory and Method

### Introduction

In this unit, you will examine your selected treatment or intervention program through the lens of applicable theory. Theory is the how and why of phenomena and relationships; methodology is concerned with what is—an assessment of the research methods used in various studies in understanding the nature of the problem. Methodology is the rules and procedures applied to evaluate research claims of a specific study. It is an attempt to collect accurate facts or data. Good research involves connecting the dots between theory, methods, and practice (application).

### Learning Activities

#### u05s1 - Studies

## Readings

Use the Capella library to read the following.

- Carroll, J., Ben-Zadok, E., & McCue, C. (2010). [Evaluation of efficiency in crime control and crime prevention programs](#). *American Journal of Criminal Justice*, 35(4), 219–235.
- Krebs, C. P., Lattimore, P. K., Cowell, A. J., & Graham, P. (2010). [Evaluating the Juvenile Breaking the Cycle Program's impact on recidivism](#). *Journal of Criminal Justice*, 38(2), 109–117.
- Ttofi, M. M., Farrington, D. P., Piquero, A. R., & DeLisi, M. (2016). [Protective factors against offending and violence: Results from prospective longitudinal studies](#). *Journal of Criminal Justice*, 45, 1–3.

## Optional Readings

You may use the Capella library to read these optional articles:

- Bruinsma, G. (2016). Proliferation of crime causation theories in an era of fragmentation: Reflections on the current state of criminological theory. *European Journal of Criminology*, 13(6), 659–676.
- Mackenzie, D. L., & Farrington, D. P. (2015). Preventing future offending of delinquents and offenders: What have we learned from experiments and meta-analyses? *Journal of Experimental Criminology*, 11(4), 565–595.

## u05s2 - Assignment Preparation

Next week, you will submit a literature review defending the relevancy of your selected program. To prepare for this assignment, begin researching articles to support your selection.

## u05a1 - Theoretical Perspectives

Examine your selected program using criminological theories. Discuss how multiple theories provide a thorough understanding of the program and its impact on offenders and communities. Evaluate the role of theory in criminological and criminal justice research. Identify how theory was used to support your exemplar applied research studies.

## Requirements

- **Writing:** Writing should be clear, organized, and free of errors; it should also follow professional standards.
- **Length:** Your paper should be 3–5 pages, double-spaced, including the cover page or reference page.
- **Research:** Use at least six sources, primarily academic sources. At least two of your sources should not be course materials.
- **Formatting:** Follow current APA style and format requirements.
- **Font type and size:** Times New Roman, 12 points.

Course Resources

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[APA Style and Format](#)

## u05d1 - Theory and Criminological Research

What is the role of theory in criminology and criminal justice research? Many practitioners in these fields are formally trained as sociologists, psychologists, economists, political scientists, historians, and natural scientists. Do such academic and professional backgrounds influence those perspectives on theory?

Base your response on both the readings and your personal and professional experience. All posts and responses should be supported by recent scholarly research with proper APA citations and references.

## Response Guidelines

Provide substantive comments to the posts of at least two of your peers, comparing their perspectives to yours. Ask any questions that will help you better understand their temperamental features. Make suggestions that will provide your peers with food for thought.

Provide APA citations and references for any source material.

- Initial posts are due Thursday (11:59 p.m. CST).
- Peer responses are due Sunday (11:59 p.m. CST).

Course Resources

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[Graduate Discussion Participation Scoring Guide](#)

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## u05d2 - Unit 5 Summary

At the completion of this unit, your instructor will post a summary of key points from the week's concepts and topics.

## Response Guidelines

You are not required to respond to this discussion.

Course Resources

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Graduate Discussion Participation Scoring Guide

## Unit 6 >> Problem Formulation: Specification of the Research Problem

### Introduction

In this unit, you will begin to finalize and develop your program or treatment/intervention for your project paper. The problem formulation steps include the review, selection, and specification of the area to be investigated. Problem formulation is guided by many considerations, including your personal and professional and practical experiences. Each of us has unique experiences that might impact the development of a specific subject for further research. Rely on this gut instinct as you pursue your research topic. You should always rely on practical considerations when deciding on a topic for review—available data on the job, agency needs for a specific study, the manageability of the study, time allotment, and so forth. In selecting a research problem, assess the gaps in theory and the feasibility of doing such research, as well as current literature on the topic or theme. Reflect upon the research steps as presented in Unit 3 (the Research Wheel) as you develop this research proposal.

### Learning Activities

#### u06s1 - Studies

## Readings

Use the Capella library to read the following.

- Engel, R. S., Tillyer, M. S., & Corsaro, N. (2013). Reducing gang violence using focused deterrence: Evaluating the Cincinnati Initiative to Reduce Violence (CIRV). *Justice Quarterly*, 30(3), 403–439.
- Makarios, M., Lovins, L., Latessa, E., & Smith, P. (2016). Staff quality and treatment effectiveness: An examination of the relationship between staff factors and the effectiveness of correctional programs. *Justice Quarterly*, 33(2), 348–367.

## Internet Resources

View these short videos from the National Institute of Justice:

- A Conversation with Natasha Alexenko, Founder of Natasha's Justice Project [Video].
  - Natasha Alexenko recounts her story as a sexual assault survivor and victim advocate. She also discusses the need for a multidisciplinary approach to sexual assault response and the NIJ's role in supporting this approach.
  - 7 minutes.
- Looking at the Impact on Policing of Body Worn Cameras [Video].
  - Dr. Craig Uchida discusses the NIJ-supported project to evaluate research on the use of body-worn cameras by law enforcement.
  - 3 minutes.
- Understanding the Science-Practice Gap [Video].

- Jessica Shaw describes her work as a translational criminology fellow at NIJ researching the science-practice gap and how organizations bridge that gap.
- 4 minutes.
- [Preventing Gun Violence—Understanding Law Enforcement Response and Improving Multi-disciplinary Partnerships for Peace \[Video\]](#).
  - This seminar explores common police responses to gun violence and the role of multi-disciplinary partners in reducing gun violence.
  - 10 minutes.
- [Using Research to Understand Cyberbullying \[Video\]](#).
  - Dr. Megan Moreno of the Center for Child Health, Behavioral, and Human Development at Seattle Children's discusses the importance of defining and understanding cyberbullying among children and teens.
  - 4 minutes.

## Optional Resources

Researchers have greatly benefited from the variety of government and private data is available on the Internet today. A number of federal agencies responsible for collecting and disseminating social and behavioral data offer easy access to updated information. Browse the following sites related to the program you selected for your course project.

- [FedStats](https://fedstats.sites.usa.gov/). (n.d.). Retrieved from <https://fedstats.sites.usa.gov/>
- [U.S. Department of Commerce, United States Census Bureau](https://www.census.gov/). (n.d.). Retrieved from <https://www.census.gov/>
- [Office of Justice Programs, Bureau of Justice Statistics](https://www.bjs.gov/). (n.d.). Retrieved from <https://www.bjs.gov/>
- [United States Department of Labor, Bureau of Labor Statistics](https://www.bls.gov/). (n.d.). Retrieved from <https://www.bls.gov/>
- United States Department of Transportation. (n.d.). [Bureau of Transportation Statistics](https://www.bts.gov/). Retrieved from <https://www.bts.gov/>
- [Centers for Disease Control and Prevention](https://www.cdc.gov/). (n.d.). Retrieved from <https://www.cdc.gov/>
- Centers for Disease Control and Prevention. (n.d.). [National Center for Health Statistics](https://www.cdc.gov/nchs/). Retrieved from <https://www.cdc.gov/nchs/>
- [Institute of Education Sciences, National Center for Education Statistics](https://nces.ed.gov/). (n.d.). Retrieved from <https://nces.ed.gov/>

### u06s2 - Assignment Preparation

Next week, you will submit your research design. To prepare for this assignment, define possible research questions and variables that you will use in your research. Remember to support your proposal with criminological theory and scholarly research.

### u06a1 - Literature Review

The lengthiest section of any research proposal is the literature review. The review provides the context for the proposed study and also demonstrates why the study is timely and important. Here, the researcher demonstrates that the proposed study is different and distinct from previous research and worthwhile.

To complete this assignment, you will be expected to:

- Critically evaluate the literature in the topic area by noting strengths, weaknesses, or limitations of the literature.
- Synthesize information gathered in a review of scholarly literature.
- Evaluate how existing research can help to understand your selected criminology or criminal justice program.

## Requirements

- **Writing:** Writing should be clear, organized, and free of errors; it should also follow professional standards.
- **Length:** Your paper should be 4–6 pages, double-spaced, including the cover page or reference page.
- **Research:** Use at least six sources, primarily academic sources. At least two of your sources should not be course materials.
- **Formatting:** Follow current APA style and format requirements.
- **Font type and size:** Times New Roman, 12 points.

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[APA Style and Format](#)

**u06d1 - Applying Research Findings**

Select one of the NIJ multimedia videos in this unit and explore the application of research to the topic or theme.

- What is the problem being addressed?
- Do the proposed program (or programs), strategies, or initiatives work? Why or why not?
- If not, are there better ways to address the issues and concerns?
- Should the program be maintained, improved, or eliminated? Explain how and why. What works?

Base your response on both the readings and your personal and professional experience. All posts and responses should be supported by recent scholarly research with proper APA citations and references.

**Response Guidelines**

Provide substantive comments to the posts of at least two of your peers, comparing their perspectives to yours. Ask any questions that will help you better understand their reasoning. Make suggestions that will provide your peers with food for thought.

Provide APA citations and references for any source material.

- Initial posts are due Thursday (11:59 p.m. CST).
- Peer responses are due Sunday (11:59 p.m. CST).

Course Resources

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Graduate Discussion Participation Scoring Guide

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Creating Strong Discussion Posts [PDF]

**u06d2 - Unit 6 Summary**

At the completion of this unit, your instructor will post a summary of key points from the week's concepts and topics.

**Response Guidelines**

You are not required to respond to this discussion.

Course Resources

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Graduate Discussion Participation Scoring Guide

**Unit 7 >> Policy Analysis and Evaluation Research**

**Introduction**

In this unit, we will explore the "so what" of research findings as we apply theory and methodology to practice. Evaluation research is used in criminology and criminal justice to test the effectiveness or impact of a program, treatment, or intervention—also referred to as applied research or program evaluation.

Some specific examples of evaluation research include studies designed to show whether a school desegregation plan improved intergroup harmony, whether new sentencing guidelines deterred crime, or whether driver education programs reduced fatal accidents. Evaluation research looks at programs and policies to determine whether they work and how well they work.

Before any evaluation is conducted, three questions must be addressed:

- Will the findings be used?
- Is the project evaluable?
- Who can do this work?

## Learning Activities

### u07s1 - Studies

## Readings

Use the Capella library and the Internet to read the following.

- Cooper, J. A., & Worrall, J. L. (2012). Theorizing criminal justice evaluation and research. *Criminal Justice Review*, 37(3), 384–397.
- Mitchell, O., Wilson, D. B., Eggers, A., & MacKenzie, D. L. (2012). Assessing the effectiveness of drug courts on recidivism: A meta-analytic review of traditional and non-traditional drug courts. *Journal of Criminal Justice*, 40(1), 60–71.
- Rosenfeld, R. (2006). Connecting the dots: Crime rates and criminal justice evaluation research. *Journal of Experimental Criminology*, 2(3), 309–319.
- Office of Justice Programs, National Institute of Justice, CrimeSolutions.gov. (n.d.). Interventions targeting street-connected youth. Retrieved from <https://www.crimesolutions.gov/PracticeDetails.aspx?ID=35>
- Office of Justice Programs, National Institute of Justice, CrimeSolutions.gov. (2014). Program profile: Adults in the making (AIM). Retrieved from <https://www.crimesolutions.gov/ProgramDetails.aspx?ID=365>
- Office of Justice Programs, National Institute of Justice, CrimeSolutions.gov. (2011). Program profile: Checkpoint Tennessee. Retrieved from <https://www.crimesolutions.gov/ProgramDetails.aspx?ID=136>
- Office of Justice Solutions, National Institute of Justice, CrimeSolutions.gov. (n.d.). Practice profile: Hot spots policing. Retrieved from <https://www.crimesolutions.gov/PracticeDetails.aspx?ID=8>

## Multimedia

- Click **The Evaluation Research Cycle** to launch the media presentation.
  - This media piece will help you learn the process of planning and evaluating programs.

## Optional Readings

- Esbensen, F., Peterson, D., Taylor, T. J., & Osgood, D. W. (2012). Results from a multi-site evaluation of the G.R.E.A.T. program. *Justice Quarterly*, 29(1), 125–151.
- Visher, C. A., Lattimore, P. K., Barrick, K., & Tueller, S. (2017). Evaluating the long-term effects of prisoner reentry services on recidivism: What types of services matter? *Justice Quarterly*, 34(1), 136–165.
- Weisburd, D., Hinkle, J. C., Braga, A. A., & Wooditch, A. (2015). Understanding the mechanisms underlying broken windows policing: The need for evaluation evidence. *Journal of Research in Crime and Delinquency*, 52(4), 589–608.

### u07s2 - Assignment Preparation

Next week, you will submit an assignment identifying the data you plan to collect for your research and how it will be analyzed. To prepare for this assignment, begin considering the types of data available and what can be learned from it.

## u07a1 - Research Questions and Variables

Define possible research questions and variables to be used in researching the selected program. Support your recommendations with theoretical perspectives. Identify the research questions and variables used in your exemplar applied research studies, and evaluate how they might be applied to your research proposal.

## Requirements

- **Writing:** Writing should be clear, organized, and free of errors; it should also follow professional standards.
- **Length:** Your paper should be 3–5 pages, double-spaced, including the cover page or reference page.
- **Research:** Use at least six sources, primarily academic sources. At least two of your sources should not be course materials.
- **Formatting:** Follow current APA style and format requirements.
- **Font type and size:** Times New Roman, 12 points.

Course Resources

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[APA Style and Format](#)

## u07d1 - Policy Analysis

Review the various NIJ (OJP) Program Profiles and Summaries in this unit. Select a program of interest and conduct a policy analysis of the program or intervention as presented. Respond to the following questions:

- Does the program work?
- Does the program produce the desired result?
- Does the program provide enough benefits to justify costs?
- Are there better ways to address the problems or concerns?
- Should the program (or programs) be maintained, improved, or eliminated?

Base your response on both the readings and your personal and professional experience. All posts and responses should be supported by recent scholarly research with proper APA citations and references.

## Response Guidelines

Provide substantive comments to the posts of at least two of your peers, comparing their perspectives to yours. Ask any questions that will help you better understand their perspectives. Make suggestions that will provide your peers with food for thought.

Provide APA citations and references for any source material.

- Initial posts are due Thursday (11:59 p.m. CST).
- Peer responses are due Sunday (11:59 p.m. CST).

Course Resources

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[Creating Strong Discussion Posts \[PDF\]](#)

## u07d2 - Unit 7 Summary

At the completion of this unit, your instructor will post a summary of key points from the week's concepts and topics.

## Response Guidelines

You are not required to respond to this discussion.

Course Resources

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Graduate Discussion Participation Scoring Guide

### Unit 8 >> Research Controversies

#### Introduction

Criminology and criminal justice research focuses on a variety of subject matter: criminality, the criminal, the victim, the criminal justice system, practitioners, and society. In that research process, the researcher must be cognizant of various and unique ethical concerns and potential problems. Ethical issues arise when the researcher's information-gathering methods appear biased or exclusionary. Such issues can then have serious consequences, as findings can impact individuals and groups in significant ways.

The Belmont Report (the National Commission for the Protection of Human Subjects) is an important document establishing ethical principles and guidelines in the overall research process. In this unit, you will focus on the specifics of theory and your proposed project. The various readings in this unit will give you additional insight into the importance of ethics in research and the role of the researcher.

Every research project involves a commitment to this endeavor and the ability to negotiate any conflicts and biases. The primary role of the researcher, in the end, is that of scientist. As such, you must balance such a role and determine research limitations, priorities, and accountability when embarking upon any research study. Whether your problem formulation is one of treatment or intervention, the ultimate question to be answered is, "Of what practical use are these research findings?"

#### Reference

U.S. Department of Health & Human Services, Office for Human Research Protections. (1979). *The Belmont Report: Ethical principles and guidelines for the protection of human subjects of research*. Retrieved from <https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/>

#### Learning Activities

##### u08s1 - Studies

## Readings

Use the Capella library and the Internet to read the following.

- Bazemore, G., Stinchcomb, J. B., & Leip, L. A. (2004). [Scared smart or bored straight? Testing deterrence logic in an evaluation of police-led truancy intervention.](#) *Justice Quarterly*, 21(2), 269–299.
- Lynam, D. R., Milich, R., Zimmerman, R., Novak, S. P., Logan, T. K., Martin, C., Leukefeld, C., & Clayton, R. (1999). [Project DARE: No effects at 10-year follow-up.](#) *Journal of Consulting and Clinical Psychology*, 67(4), 590–593.
- Miller, J. M., Koons-Witt, B. A., & Ventura, H. E. (2004). [Barriers to evaluating the effectiveness of drug treatment behind bars.](#) *Journal of Criminal Justice*, 32(1), 75–83.
- Ward, T., & Willis, G. (2010). [Ethical issues in forensic and correctional research.](#) *Aggression and Violent Behavior*, 15(6), 399–409.
- Weisburd, D. (2003). [Ethical practice and evaluation of interventions in crime and justice: The moral imperative for randomized trials.](#) *Evaluation Review*, 27(3), 336–354.
- U.S. Department of Health & Human Services, Office for Human Research Protections. (1979). [The Belmont Report: Ethical principles and guidelines for the protection of human subjects of research.](#) Retrieved from <https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/>

These listed works are seminal works in the field. They describe lessons learned and thus are instrumental in understanding the various pitfalls in research and perhaps how to avoid them. In the case of an actual (pure) research study, a researcher must be aware of the importance of ethics in research, as well as horror stories, fraud, plagiarism, issues of confidentiality, and similar risks. The researcher's role must be clearly understood: one must be objective and value free. Hence the development of IRBs to ensure ethical propriety in research.

These readings are intended to invite reflection upon the relationship of ethics to criminal justice research in general as well as in relation to your own work. What pitfalls might you encounter in your projects? How would you address these obstacles? Researchers in criminal justice and criminology can encounter many ethical hazards. Understanding professional integrity is essential to preventing errors and hazards of researcher misconduct.

### u08a1 - Research Process and Ethics

Describe the proposed process to conduct the research. Identify any potential ethical issues that need to be considered. Describe the data to be collected in your study and how it will be analyzed. Identify these elements in your exemplar applied research studies, and evaluate how they might be applied to your research proposal.

## Requirements

- **Writing:** Writing should be clear, organized, and free of errors; it should also follow professional standards.
- **Length:** Your paper should be 4–6 pages, double-spaced, including the cover page or reference page.
- **Research:** Use at least six sources, primarily academic sources. At least two of your sources should not be course materials.
- **Formatting:** Follow current APA style and format requirements.
- **Font type and size:** Times New Roman, 12 points.

Course Resources

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[APA Style and Format](#)

### u08d1 - Ethics in Criminological Research

Research in criminal justice and criminology faces many ethical concerns. How concerned should researchers be with ethical conduct in research?

The Belmont Report summarizes ethical principles and guidelines for research involving human subjects. Three core principles are identified: respect for persons, beneficence, and justice. How concerned should we as researchers be with ethical conduct in research? What are some elements of a code of ethics for criminology and criminal justice research? Why is the Belmont Report important?

Highlight a couple of examples of researcher misconduct. Why does this occur and how can it be prevented?

Base your response on both the readings and your personal and professional experience. All posts and responses should be supported by recent scholarly research with proper APA citations and references.

## Response Guidelines

Provide substantive comments to the posts of at least two of your peers comparing their perspectives to yours. Ask any questions that will help you better understand their perspective. Make suggestions that will provide your peers with food for thought.

Course Resources

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[Graduate Discussion Participation Scoring Guide](#)

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[APA Style and Format](#)

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[Creating Strong Discussion Posts \[PDF\]](#)

### u08d2 - Unit 8 Summary

At the completion of this unit, your instructor will post a summary of key points from the week's concepts and topics.

## Response Guidelines

You are not required to respond to this discussion.

Course Resources

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Graduate Discussion Participation Scoring Guide

### Unit 9 >> Evaluation Research – Steps in Policy and Program Analysis

#### Introduction

In Unit 7, we explored the foundation and importance of evaluation research in policy analysis in the fields of criminology and criminal justice today. In evaluation research, we find that policy analysis and evaluation research are often used as synonyms, and thus are often used interchangeably. In this unit, we will further explore the evolution, growth, and need for evaluation research in criminal justice and criminology today.

As previously highlighted, we are continually looking for the practical aspect and use of research findings. Program and policy analysis involves the study of proposals, programs (means for achieving goals), decisions (actions for implementation), and effects (the measurement of program's impact). After the evaluative process, if the policy does not work and meet goals, then change is necessary.

#### Learning Activities

##### u09s1 - Studies

## Readings

Use the Capella library to read the following.

- Paynter, R. A. (2009). Evidence-based research in the applied social sciences. *Reference Services Review*, 37(4), 435–450.
- Sherman, L. W., Gottfredson, D. C., MacKenzie, D. L., Eck, J., Reuter, P., & Bushway, S. D. (1998). Preventing crime: What works, what doesn't, what's promising. *Alternatives to Incarceration*, 4(5), 15–19.
- Thyer, B. A., & Myers, L. L. (2011). The quest for evidence-based practice: A view from the United States. *Journal of Social Work*, 11(1), 8–25.

## Optional Readings

You may use the Capella library and the Internet to access these optional resources:

- Lilley, D. (2015). The weed and seed program: A nationwide analysis of crime outcomes. *Criminal Justice Policy Review*, 26(5), 423–447.
- Piza, E. L., & O'Hara, B. A. (2014). Saturation foot-patrol in a high-violence area: A quasi-experimental evaluation. *Justice Quarterly*, 31(4), 693–718.
- Schartmueller, D. (2014). Too dangerous to get out? The use of individualized release mechanisms for lifetime incarcerated offenders in Sweden. *Criminal Justice Policy Review*, 25(4), 407–431.
- Weisburd, D., & Green, L. (1995). Policing drug hot spots: The Jersey City drug market analysis experiment. *Justice Quarterly*, 12(4), 711–735.
- National Institute of Justice. (n.d.). Retrieved from <https://www.nij.gov/Pages/welcome.aspx>
- National Criminal Justice Reference Service. (n.d.). Retrieved from <https://www.ncjrs.gov/>

##### u09s2 - Assignment Preparation

Next week, you will submit your final research proposal, including ways in which findings from the research may impact policy, programs, and practice. To prepare for this assignment, begin considering possible findings that may come out of this research and the impact they might have on your selected program.

### u09d1 - Best Practices in Evaluation Research

Review the Sherman et al. (1998) article "Preventing Crime: What Works, What Doesn't, What's Promising." This paper presents a "systematic review of more than 500 scientific evaluations of crime prevention practices" (Sherman et al., 1998, p. 15). It is interesting to compare and contrast the issues and findings from the date of the article to the present. The paper reports scientifically recognized standards and methodologies as applied in the evaluation process. The overall conclusion was that development of scientific evidence was inadequate at that time.

What is the general consensus of this report on just "what works" to prevent crime? What are some best practices in evaluating such programs? What is evidence-based research? What does the scientific evidence suggest about the effectiveness of federally funded crime prevention? How has our perception of what works changed over time?

Base your response on both the readings and your personal and professional experience. All posts and responses should be supported by recent scholarly research with proper APA citations and references.

### Response Guidelines

Provide substantive comments to the posts of at least two of your peers, comparing their perspectives to yours. Ask any questions that will help you better understand their perspectives. Make suggestions that will provide your peers with food for thought.

Provide APA citations and references for any source material.

- Initial posts are due Thursday (11:59 p.m. CST).
- Peer responses are due Sunday (11:59 p.m. CST).

#### Reference

Sherman, L. W., Gottfredson, D. C., MacKenzie, D. L., Eck, J., Reuter, P., & Bushway, S. D. (1998). Preventing crime: What works, what doesn't, what's promising. *Alternatives to Incarceration*, 4(5), 15–19.

#### Course Resources

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### u09d2 - Units 9 and 10 Summary

At the completion of this unit, your instructor will post a summary of key points from the week's concepts and topics.

### Response Guidelines

You are not required to respond to this discussion.

#### Course Resources

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[Graduate Discussion Participation Scoring Guide](#)

## Unit 10 >> The Impact of Evaluation Research

### Introduction

The various units throughout this course have explored the theoretical underpinnings of the major criminological schools (psychological, sociological, and life-course/biosocial) in the development of a research project (topic) so as to integrate theory with policy, programs, and practice. The focus of this discourse has been applied, or practical, research, with the goal of the learner (practitioner) solving immediate policy issues and concerns via the development of a specific intervention or treatment within a selected area of interest.

The Research Wheel model was also introduced to show the research process in any scientific inquiry—and in support of the assumption that reality can be isolated, defined, explained, and predicted by science and the investigative process. Good research allows us to clarify the truths from the myths and commonsense from nonsense, so as to gain a better and practical understanding of what works and what does not in the fields of criminal justice and criminology.

### Learning Activities

#### u10s1 - Studies

### Readings

Use the Capella library to complete the following.

- Read Carroll, J., Ben-Zadok, E., & McCue, C. (2010). Evaluation of efficiency in crime control and crime prevention programs. *American Journal of Criminal Justice*, 35(4), 219–235.
- Review Marsh, K., Chalfin, A., & Roman, J. K. (2008). What does cost-benefit analysis add to decision making? Evidence from the criminal justice literature. *Journal of Experimental Criminology*, 4(2), 117–135.
- Review Visher, C. A., Winterfield, L., & Coggeshall, M. B. (2005). Ex-offender employment programs and recidivism: A meta-analysis. *Journal of Experimental Criminology*, 1(3), 295–316.

#### u10a1 - Evaluation Research Proposal

In your final assignment, you will present a complete research proposal for the selected criminology or criminal justice program. Compile your previous assignments, revised according to feedback from your instructor. Then, analyze how the findings of your research might impact policy, programs, and practice. Identify common misperceptions about the selected program or the people it serves, and discuss how the findings might be used to correct the misperceptions.

### Requirements

- **Writing:** Writing should be clear, organized, and free of errors; it should also follow professional standards.
- **Length:** Your paper should be 10–12 pages, double-spaced, not including the cover page or reference page.
- **Research:** Minimum of eight scholarly references from appropriate periodicals, newspapers, and journals.
- **Formatting:** Follow current APA style and format requirements.
- **Font type and size:** Times New Roman, 12 points.

Course Resources

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## u10d1 - Impact of Research

In your final project, you analyzed how the findings of your proposed research might impact policy, programs, and practice. For this discussion, summarize your analysis for your peers. Share any assumptions you made while completing your analysis.

Base your response on both the readings and your personal and professional experience. All posts and responses should be supported by recent scholarly research with proper APA citations and references.

### Response Guidelines

Provide substantive comments to the posts of at least two of your peers, comparing their perspectives to yours. Ask any questions that will help you better understand their theories or perspectives. Make suggestions that will provide your peers with food for thought.

Provide APA citations and references for any source material.

- Initial posts are due Thursday (11:59 p.m. CST).
- Peer responses are due Sunday (11:59 p.m. CST).

Course Resources

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