

BEHAVIORAL HEALTH UNIT, PORTLAND POLICE BUREAU CAPSTONE
Measuring the effectiveness of criminal justice interventions
Spring Term 2018
Tues/Thurs 4:40 – 6:30PM
CH 483

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Office Hours: By appointment

This Capstone is an applied research project within the Multnomah County Criminal Justice System. The focus of this work will be the Behavioral Health Unit (BHU) of the Portland Police Bureau. This examination will include both qualitative and quantitative methods and will build off the efforts of previous Capstone classes. The class will function as a research team. The scope and requirements will be reviewed and discussed, tasks will be assigned, and work products reviewed. The final product will be a research report that summarizes the findings. This report will be presented to representatives of the Portland Police Bureau, the University, and BHU community partners. The details of the structure, function, and process will be detailed further in the syllabus.

This course has been conducting research into and providing valuable information for local criminal justice programs since 1999. The adherence to rigorous research methods and integrity of the data and the process will be expected. Because the nature of the program and the data are highly sensitive, students will be instructed as to the policies around non-disclosure and secondary dissemination. Students will be required to review and sign confidentiality agreements to that effect.

Background of the Program and Scope of the Research

The BHU encompasses and oversees the police response to:

- Individuals with mental illness; and/or,
- Individuals with chronic substance abuse issues; or,
- Who are in crisis; or,
- Who are frequent drug and property offenders.

The Service Coordination Team (SCT) is part of the BHU service continuum, and is an alliance of public and private entities, including law enforcement and social service agencies that focus on increasing public safety and livability in the downtown Portland area. Specifically, the SCT targets “livability crimes” and the “chronic offenders” who are most often the perpetrators. The multi-faceted strategy has been to address the systemic issues in processing offenders through

the criminal justice system and those that promote and sustain continued criminal behavior. The SCT will be the specific focus of research for this course.

The current charge and description of the research questions for this class is:

- 1. Develop a current program description of the Service Coordination Team, including: current mission, target population, program elements and administration, and guiding principles/philosophy. The description will compare the current program structure with its original structure (described in the 2009 Capstone report). Compile and summarize an internet search of similar “chronic offender” type programs. Students will complete the program description through research and through interviews with program staff: program manager, treatment/housing counselors, and Portland Police. (4 students)**
- 2. Analyze outcome data for subjects participating in the SCT. Develop a statistical summary for all data elements, develop profiles of successful and unsuccessful SCT participants and assess the significance of differences, and develop a comparison of summary statistics with previous years. (4 students)**
- 3. Develop a current program description for the Supportive Transitions and Stabilization Program (STS) from available program documents and interviews with staff. Complete summary statistics from outcome data. Conduct a cost-benefit analysis using program budget and outcome data. (4 students)**
- 4. What are the specific system and community costs and benefits of operating the Service Coordination Team? (4 students)**
This is a replication of the cost-benefit analysis conducted by the 2015 Capstone Team. The purpose is to examine the ongoing costs/benefits of the SCT Program to: affirm the results found in 2015 (which were a replication of a 2008 Regional Research Institute Study), and to examine the impacts of SCT programmatic and participant changes that have occurred since that time.
 - a. The research methodology will include the collection and analysis of both quantitative and qualitative data.
 - b. The cost-benefit analysis (utilizing methodology and cost estimates from Michael Wilson's 2009 report to the Criminal Justice Commission) will examine SCT program involvement costs, including:
 - Housing

- Treatment
 - Supervision
 - Enhanced law enforcement patrols
- c. Crime costs including:
- Average number and type of crimes committed
 - Community costs from crime
 - Arrest, Prosecution, and Incarceration costs
- d. Specific methodology will include:
- Identifying subjects
 - Revise/edit interview and informed consent
 - Develop administration protocol
 - Administer interviews
 - Analyze data, utilizing cost structure

Structure and Process:

The Capstone class is a research team charged with examining the SCT to address the research questions. As a research team, most of your time will be spent working FOR these programs as opposed to working WITH them. Work will be conducted collaboratively with the members of the class and the community partners. Accordingly, the team (class) will:

- Be briefed on the history, structure and issues regarding the SCT
- Receive training on the standards and practices in offender interventions, specific to the missions of the participating agencies. Supplemental materials will be available on the D2L.
- Receive Training/participate in discussion on evaluation strategies and assessment tools
- Participate in field visits and interviews with staff from participating agencies.

This course is a developmental learning experience providing you an opportunity to examine theory and application as they are administered by the SCT through its community partners. You will have the opportunity to observe and engage with both clients (offenders) and practitioners in this process. You will have the opportunity examine this dynamic process from a critical, program evaluation perspective as well as from your own personal perceptions, experience, and bias.

Alignment with University Studies Course Goals:

1. Learn various modes of inquiry through interdisciplinary curricula – problem, posing, investigating, conceptualizing to become active, self-motivated, and empowered learners.
2. Enhance students' capacity to communicate in various ways – writing, graphics, numeracy, and other visual and oral means – to collaborate effectively with others in group work, and to be competent in appropriate communication technologies.
3. Expand students' understanding of the impact and value of individuals and their choices on society, both intellectually and socially, through group projects and collaboration in learning communities.
4. Expand the breadth and depth of students understanding the public safety system.
5. Create an understanding of the needs of the population that is served by various criminal justice system intervention programs.
6. Develop each student's skills in program assessment and research methodologies as they are applied in non-experimental settings.
7. Increase students' awareness of political, economic, and social dynamics of administering public safety services.
8. Explore and analyze identity, power relationships, and social justice in historical contexts and contemporary settings from multiple perspectives.

Course Objectives:

1. Develop and conduct analyses addressing the research questions:
 - a. Develop methodology
 - b. Identify subjects/data elements
 - c. Examine previous literature
 - d. Establish theoretical foundation for interpreting results
 - e. Develop and administer data collection protocol
 - i. Develop subject interview/informed consent process
 - ii. Develop data coding format
 - iii. Collect and analyze data
 - iv. Prepare a discussion of the results as it addresses the research question
2. Prepare and present a report on the research findings. The two research questions will comprise separate sections of the report. The report should be a management-style report, with clear purpose, objectives, assumptions, and methodology. The narrative style may assume the audience is generally, but not necessarily specifically knowledgeable about the subject area. The format of each section should include the following elements:

- a. Statement of the problem (purpose)
- b. Methodology
- c. Results
- d. Discussion
- e. Summary
- f. Sources

Presentation: The final report will be presented to management and staff of the Portland Police Bureau's Behavioral Health Unit and Service Coordination Team as well as representatives from the University. For the presentation, students in each section will prepare bulleted points and/or graphics for inclusion in the presentation format (powerpoint). These should highlight the main points of the section and facilitate discussion of the analysis.

Editors: One student from each group will serve as editor of the paper and presentation. These duties of these students will be to:

- Receive and compile completed sections of the paper
- Format the report with consistent font, heading styles, and pagination.
- Prepare a title page, table of contents, and reference section
- Prepare an executive summary

The editors will also develop the presentation powerpoint by compiling materials supplied by students in the various sections.

Performance Objectives (Work Products): There are two major deliverables for this course which will be the basis for your grade: the research report and presentation and a 500-word reflection on the Capstone goal of diversity of the human experience. Guidance for this second assignment is provided later in the syllabus. Students will self-select into one section, addressing one of the five research questions. The suggested number of students for each activity is indicated but may be subject to change. For each of the sections, class discussion and materials will result in a framework from which to carry out the research. Many of the sections have overlapping purposes, subjects, and shared data. Students will be expected to collaborate both inside and outside their sections. The general expectations for each group are:

1. The work must be completed collaboratively within the group
2. External sources must be used (and cited)
3. Input from one or more of the community partners must be sought and included in the report.

In terms of the process to complete the report, each group will submit drafts to the instructor for review. Upon instructor approval they will be submitted to the

class for review and approval. Completed drafts will be submitted to the editor, who will format and compile the paper.

NOTE: Every submission will be considered to be a draft until the final paper is approved at the end of the term.

Capstone Reflection: Students will complete a 500-word reflection due at the end of the term specifically on how the work on the project with the community partner has impacted their views on the diversity of human experience. The purpose of this reflection is to capture the wide variety of ways that students come to learn 1) about themselves relative to difference; 2) about diverse communities and the persons who compose them; and 3) about the implications, challenges, and possibilities of interacting across difference, through direct and indirect service within a variety of settings. The reflection may take a number of forms derived from the student's work on the project with the community partner. For example:

- Reflecting on their experiences interacting with diverse populations (e.g., mentoring, tutoring, providing resources, conducting oral histories) or indirectly serving and learning from communities that represent diversity (e.g. grant writing or marketing for organizations that advocate for social justice)
- Analyzing new insights developed as a result of working with and/or learning about diverse populations (this may include addressing previously held stereotypes, gaining new sensitivities, experiencing new awarenesses of self and others, forming new relationships...)
- Documenting fresh insights about the root causes of specific social/political/environmental issues and how these issues differentially impact specific populations;
- Exploring how they come to understand their own values and self-identities and how these values and identity shape their relationships with "others"
- Demonstrating an understanding and valuing of multiple perspectives
- Articulating connections and learnings between course content (readings, speakers, videos, etc.) and the communities within which the Capstone partners operate.

Attendance: Attendance affects your ability to meet all course requirements. You are strongly encouraged to maintain good communication with the other members of your group. Prolonged absences or recurring conflicts should be discussed with the instructor.

Grading: The paper and presentation will comprise 80% of your grade, and your participation will account for 20%.

Paper/Presentation: The paper and presentation will be evaluated along the following criteria:

- Coherence—is the writing/presentation organized, does it flow logically.
- Analysis—are the assumptions, observations, and conclusions supported by data, research, or validly derived.
- Insight/Integration with course goals and objectives—does the writing/presentation reflect a competent understanding of the SCT and the criminal justice system culture, and does the incorporation of new information, ideas, and perspectives impact that understanding personally and academically.
- Timeliness—are the materials presented for review and completion in a timely manner, consistent with expectations and established deadlines.

Course Structure: Approximately one-half of the course will be spent either in the field or in group work. The majority of actual in-class time will occur at the beginning and end of the term. The classroom and times will be maintained for check-ins and for group work. Students will need to be flexible and available to complete this off-site work. The experiential portion of this course is central to Capstones and is a requirement of this course.

The fieldwork activities will include, but will not be limited to:

- Attendance at case staffing/staff meetings
- Interviews with staff
- Interviews with clients

SCT Weekly staffing: Mondays, 12:30 – 2:00PM. 204 NW 1st Avenue

Capstone 2018 Schedule

NOTE: This schedule is intended to be a rough guide for course activities. It is subject to change and notifications will be made in class or by email.

<p style="text-align: center;">Week 1</p> <p>Tuesday, April 3</p> <p>Thursday, April 5</p>	<p>Introduction to project, expectations, roles and process. General overview of SCT and BHU <u>Reading: Boot Camp Evaluation by NIJ.</u></p> <p>Review previous Capstone Reports Discuss Boot Camp Evaluation Review/discuss research questions <u>Reading/Review: 2009, 2017 Capstone reports.</u></p>
<p style="text-align: center;">Week 2</p> <p>Tuesday, April 10</p> <p>Thursday, April 12</p>	<p>Review research methodologies (quantitative and qualitative) <u>Guest Speaker: Emily Rochon, Frank Silva</u></p> <p>Complete discussion on interview format, data analysis methodology, and cost benefit analysis Review/discuss issues of diversity in the criminal justice system;</p> <p><u>Group selection due by 5:00pm, Friday April 13th</u></p>
<p style="text-align: center;">Week 3</p> <p>Tuesday, April 17</p> <p>Thursday, April 19</p>	<p>Presentation and review of data Review and revise interview form Develop interview questions for staff/communitypartners</p> <p>Facilitated group work session</p>
<p style="text-align: center;">Week 4</p> <p>Tuesday, April 24</p> <p>Thursday, April 26</p>	<p>Facilitated group work session</p> <p>Review results of data analysis, interview format and focus group questions.</p>
<p style="text-align: center;">Week 5</p> <p>Tuesday, May 1</p> <p>Thursday, May 3</p>	<p>Working session. <u>Draft of Introduction/Methodology sections due by end of class.</u></p> <p>Working session; Discuss fieldwork and interviews. Prepare interview schedules</p>

<p>Week 6 Tuesday, May 8</p> <p>Thursday, May 10</p>	<p>Working session Field work</p> <p>Working session</p>
<p>Week 7 Tuesday, May 15</p> <p>Thursday, May 17</p>	<p><u>Check in: Status report:</u> Discuss results and summary</p> <p><u>Draft of Results sections due Friday May 18th</u></p>
<p>Week 8 Tuesday, May 22</p> <p>Thursday, May 24</p>	<p>Check in: Status Reports on paper. Review/Edit.</p> <p>Check in: Status Reports on paper. Review/Edit.</p>
<p>Week 9 Tuesday, May 29</p> <p>Thursday, May 31</p>	<p><u>Check in: Review paper</u></p> <p>Final draft due. To be reviewed in class</p>
<p>Week 10 Tuesday, June 5</p> <p>Thursday, June 7</p>	<p>Presentation “dry run” Final paper/presentation edits</p> <p>Presentation----time/place to be announced.</p>
<p>Week 11--Finals Tuesday, June 12</p>	<p>Final Paper, Student Reflection, Course evaluation Due. Alternate date for final presentation—time/place to be announced.</p>