

**Article Review #2: Operationalizing Cyber-Routine Activities Theory for Senior
Cybercrime Prevention: An Evaluation of the SHIELD Training-the-Trainer Program**

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Introduction/BLUF

The article “Operationalizing Cyber-Routine Activities Theory for Senior Cybercrime Prevention: An Evaluation of the SHIELD Training-the-Trainer Program” analyzes the growing vulnerability of older adults to cybercrime and evaluates the SHIELD training program, designed to address this issue. **The study focuses on training law enforcement and community leaders to improve senior online safety. The article finds that the SHIELD program is an effective approach that improves readiness and can help reduce cybercrime risks among older adults.**

Relation/Connection to Social Science Principles

The article relates to key social principles. First, relativism is shown because cybersecurity is connected to social behavior, technology use, and community systems. The study explains how seniors’ daily online activities affect their risk of cybercrime. Second, empiricism is used through real interviews and participant feedback from the SHIELD program. Third, skepticism is reflected in how the study evaluates both strengths and weaknesses of the program, such as challenges with technology and training pace. Overall, the article shows that cybersecurity is a social issue, not just a technical issue.

Research Question /Hypothesis/ Independent Variable/Dependent Variable

The main research question is how effective the SHIELD training program is in preventing cybercrime among older adults. The study suggests that cybersecurity training can reduce cyber risks. The independent variable is the SHIELD training program and the education provided. The dependent variable is the level of awareness, readiness, and protection against cybercrime. As training increases, cybersecurity awareness and protection improve.

Types of Research Methods used

The study uses qualitative research methods. Data was collected through semi-structured interviews with participants such as law enforcement officers and community leaders. These interviews were used to evaluate the training program and gather feedback on its effectiveness. The study also used participant observations and written notes to understand how well the program prepared individuals to teach cybersecurity to seniors. This approach helped with deeper insight into real experiences rather than relying on numerical data.

Types of Data Analysis used

The article mainly uses descriptive and diagnostic analysis. It describes participant experiences and explains why certain parts of the training were effective or challenging. It also includes prescriptive analysis by suggesting improvements, such as simplifying technology and providing more support for users.

Connections to other Course Concepts

The article connects to the concept that cybersecurity is an interdisciplinary field involving both technology and social science. It also supports human centered cybersecurity, showing that behavior and education are important in preventing cybercrime. The study reinforces that cybersecurity solutions must include both technical tools and human understanding.

Connections to the Concerns or contributions of Marginalized Groups

The article focuses on a marginalized group, which are older adults. Seniors are more vulnerable to cybercrime due to lower digital literacy and social isolation. The study shows the importance of protecting this group through education and support. Programs like SHIELD help reduce inequality by improving access to cybersecurity knowledge.

Overall societal contributions of the study/Conclusion

In conclusion, the study contributes to society by addressing the increasing problem of cybercrime targeting older adults. It shows that education and community-based programs can improve online safety and reduce victimization. The article helps us understand that cybersecurity depends on human behavior, training, and social systems. Overall, it promotes safer digital environments and better protection for vulnerable populations.

Reference

Choi, K., Park, I., Kim, M., & Bong, J. Y. (2026). Operationalizing Cyber-Routine Activities Theory for Senior Cybercrime Prevention: An evaluation of the SHIELD Training-the-Trainer Program. *International Journal of Cybersecurity Intelligence and Cybercrime*, 9(1). <https://doi.org/10.52306/2578-3289.1229>

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